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

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November 23, 2010

Joseph Hurley
Principal
Barrington High School
220 Lincoln Avenue
Barrington, RI 02806

Dear Mr. Hurley:

The Commission on Public Secondary Schools, at its September 26-27, 2010 meeting, reviewed the decennial evaluation report from the recent visit to Barrington High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

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

- the systematic process to review and update the mission and student expectations
- the institution of Individual Learning Plans as a way to support achievement of school-wide expectations for learning
- the involvement of stakeholders in the development of the mission and expectations
- the establishment of school-wide rubrics with targeted levels of achievement
- the initial use of the Individual Learning Plans to assess student progress in achieving the social and civic expectations
- the written curriculum which uses a common format in all core academic areas and emphasizes depth of knowledge over breadth of coverage
- the common planning time scheduled during the school day for the discussion of curriculum and the examination of student work
- the vertical alignment of the curriculum with sending schools
- the professional development offered to teachers that fosters continuous improvement in teaching and learning
- the adoption and implementation of Response to Intervention to support the student learning and instructional practices
- the implementation of ungraded formative assessments to improve instruction for all students

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- the nationally recognized senior project process as an example of authentic, performance-based assessment that is used as a tool for assessing success in achieving specific academic, civic, and social expectations
- the use of a variety of assessment practices including student self-assessment and peer assessments
- the effective discourse by teachers regarding various classroom techniques to establish and clarify course-specific goals

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

- the effective leadership of the principal who provides a vision, direction, and focus for student learning and who is recognized as an instructional leader
- the multiple opportunities available to the teaching staff and assistant principals to assume leadership roles
- the faculty's confidence in the leadership of the school district who are partners in teaching and learning
- the student advisory program
- the safe, positive, supportive, and respectful school climate
- the pride students have for the school and members of both the professional and support staffs
- the well informed and supportive school committee that supports the school's mission and expectations
- the student support services that meet the academic, social, emotional, and health needs of all students
- the effective communication with students and parents to keep them informed and involved in the life of the school
- the library media center that serves the needs of diverse learners
- the co-teaching model used for the inclusion of students with special needs in core curriculum classes
- the input of teachers and administrators in the development and implementation of the budget
- the advanced planning for future capital and facility needs
- the responsible allocation of and planning for the use of public funds
- the involvement of parents in school activities and decision-making
- the exceptional quality of the school's self-study prepared by the professional staff and representatives from all school constituencies

All accredited schools must submit a required Two-Year Progress Report, which in the case of Barrington High School is due on October 1, 2012. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpss.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general report recommendations from the school's decennial evaluation report.

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

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

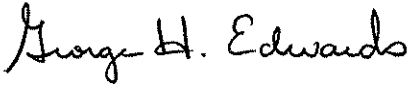
- develop and implement a method of reporting individual student achievement of school-wide expectations for all students to students and parents, and the achievement of the school to the community
- develop and implement methods for teachers to clarify and communicate more consistently the school-wide academic expectations to their students
- utilize the teacher evaluation process as a way of ensuring that all faculty are implementing common curriculum and assessing the success of the curriculum
- train department heads to assume a role in providing instructional feedback to teachers
- examine the need for additional evaluators in the teacher evaluation process and report any changes made
- increase the focus of the teacher supervision/evaluation process on improved instruction and student learning
- expand the use of both formative and summative assessments as part of classroom learning activities
- ensure that all students in all levels have opportunities in every course to demonstrate their knowledge and skills in a variety of ways including authentic performance-based tasks
- provide time for teachers to develop the Individualized Learning Plans for students and regularly conference with them on these plans
- ensure that differentiated instruction is being used in all courses at all levels of instruction
- carefully evaluate the needs of diverse learners to ensure that all students have appropriate course offerings
- develop effective transition programs for non-college bound students

The Commission 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 Commission'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.

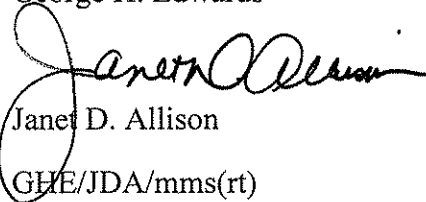
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The school's accreditation status will be reviewed when the Commission considers the Two-Year Progress Report. Consistent with the Commission's follow-up procedures, the Two-Year Progress Report should include an electronic signature of the principal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

Sincerely,



George H. Edwards



Janet D. Allison

GHE/JDA/mms(rt)

cc: Robert McIntyre, Superintendent, Barrington Public Schools
Jim Hasenfus, Chairperson, Barrington School Committee
David Abbott, Associate Commissioner, Rhode Island Department of Education
Margaret M. Regan, Chair, Visiting Committee
Victor D. Mercurio, Chair, Commission on Public Secondary Schools