



# NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE

*Jonathan D. Pizzi, Ph.D.*  
*Principal*

October 15, 2011

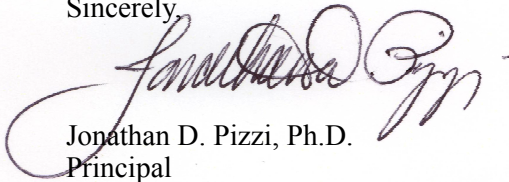
Janet D. Allison, Director  
Commission on Public Secondary Schools  
New England Association of Schools & Colleges  
209 Burlington Road  
Suite 201  
Bedford, MA 01730-1433

Dear Ms. Allison:

Attached please find the “Two Year Progress Report” for Needham High School as requested by the Commission on Public Secondary Schools in its 2010 Decennial Evaluation Report on Needham High School. You will find that the Follow-Up Committee and Leadership Team has provided the CPSS with detailed information regarding all highlighted and general recommendations from both the 2010 Special Progress Report and the Evaluation Report respectively.

Thank you once again for your support and feedback throughout the decennial evaluation and follow-up processes. Please do not hesitate to contact me should you have any questions or concerns.

Sincerely,



Jonathan D. Pizzi, Ph.D.  
Principal

enc.

cc: Daniel Gutekanst, Ed.D., Superintendent

**Two-Year Progress Report**

**Needham High School**  
**December 1, 2009 – October 1, 2011**  
**Sections I and II**

Description of the action your department has taken to address the recommendation above.

*Highlighted Recommendations from notification letter:*

**1. Develop measurable indicators for civic and social learning expectations**

Classification: In Progress

There has been significant progress made to develop measurable indicators for civic and social learning expectations at Needham High School. In order to support the district and school improvement plan goal, *to develop the social and emotional skills of all students*, Needham High School established a Social and Emotional Learning Committee. The SEL Committee is comprised of at least one representative from each department in the school and is tasked with promoting the four tenets of resiliency, problem solving, autonomy, sense of purpose, and social competence. To this end the committee has developed curriculum, established a mentor homeroom program, planned and facilitated extended homeroom workshops and activities, and lead research-based professional development for teachers.

The special education department has developed a curriculum that identifies measurable goals and indicators for civic and social learning expectations for students in the Insight Program, a program for students with Asperger's Syndrome. Additionally, the department has developed an in-school community service program for students who are unable to complete the requirement outside of NHS.

The World Language department has established one indicator for the civic expectation as the number of students who participate in community service experiences in cultures other than their own. For example, each year a group of approximately twenty Spanish students go on the high school trip to Costa Rica for two weeks. During that trip several days are spent doing community service in and around the capital, San José, most often in school settings. There are also students whose families provide opportunities for them to do community service abroad in the summer. Two summers ago about thirty students from Needham High went with the World Challenge program to Tanzania where they completed community service. Another group of similar size will travel with the same program to Mongolia in the summer of 2012. Also, every year between approximately ten students perform community service abroad through other programs or opportunities. Finally, approximately twenty seniors a year graduate with a Certificate of Global Competency.

Other departments have yet to develop measurable indicators for civic and social learning expectations; however, the social expectation "Understand and respect diversity" and the civic

expectation “Contribute positively to local, national and/or global communities” are at the center of every department’s work in the classroom. Each department is working toward defining goals for each grade level and developing measurable indicators for each expectation.

## **2. Utilize the mission statement in all public discussion of policy**

Classification: In Progress

Needham High School faculty members consistently utilize the mission statement in public discussion of policy. The special education department refers to the mission statement at monthly Special Education Parent Advisory Council (SEPAC) meetings with parents. The Fine Arts Department refers to the mission statement when presenting to the public regarding the high school FPA (Fine and Performing Arts) program. Additionally, they plan to add portions of the mission statement to their concert programs.

Although the World Language Department does not engage in public discussions of policy, department members focus on the mission statement during meetings with parents about travel abroad possibilities and expectations surrounding the travel experience.

The high school leadership team including the principal, assistant principal, and athletic director consistently refer to the mission statement during public discussions of policy. For example, during parent curriculum nights, student class meetings, and parent and student athletic informational meetings administrators reference the mission and core values of NHS relative to school and state policies. Additionally, the mission and core values are referenced during discussion of policy at School Council meetings.

## **3. Include specific academic expectations, instructional strategies, and assessment practices in all written curriculum**

Classification: In Progress

Every Needham High School department continues to work toward including academic expectations, instructional strategies, and assessment practices in all written curriculum. Beginning in the fall of 2009, teams of teachers worked to revise and upload curricula to the ATLAS Rubicon curriculum mapping application within their respective departments. In conjunction with aligning all NHS curricula to state standards, each department team was asked to indicate where academic expectations, instructional strategies, and assessment practices (in the form of common formative assessments) would be employed within each master curriculum map.

NHS teachers have high academic expectations for all students, they continually evaluate and adjust instructional strategies, and they provide frequent common formative assessments to

measure student understanding. This year, efforts will be made to amend the current curriculum maps to align with the Common Core standards.

**4. Coordinate curriculum within departments to ensure that curriculum content is consistent in the same course taught by different teachers**

Classification: In Progress

There has been significant progress at NHS toward coordinating curriculum within departments to ensure that curriculum content is consistent in the same course taught by different teachers. For most courses teachers have access to academic expectations, instructional strategies, assessment practices and pacing guides within their department's Atlas curriculum maps. Additionally, all teachers in the Special Education Department provide *First Five* and short lessons in organization, study skills, reading, and written assessment at the beginning of each period. The science department ensured consistency by generating sub-groups of teachers representing each of the science disciplines. The sub groups continue to meet on a regular basis to revise the data base and to ensure consistency from teacher to teacher. The Social Studies department has begun a four year process of curriculum review and revision starting with the grade 9 World History curriculum. All members of the department will participate in this process leading to greater standardization of expectations and standards.

The World Languages Department has identified a course leader for courses taught by more than one person. It is that person's responsibility to facilitate communication among the teachers of the course and lead the work in creating, implementing and analyzing common assessments. Additionally, the English department employs common formative assessments, ATLAS Curriculum Mapping, professional collaboration, common learning goals and departmental rubrics to ensure greater consistency in the same courses taught by different teachers.

**5. Create common course-specific assessments**

Classification: In Progress

Common course-specific assessments are evident in most courses at NHS. In the Social Studies department all freshmen complete a database project, sophomores at the accelerated level participate in the National History Day Project, and students in Psychology and Sociology experience multiple common assessments throughout the year. In the fall of 2010, the art department created a common assessment to be taken by all freshmen students in Art classes to determine benchmark student technical and conceptual knowledge of fundamental visual art domains. Common formative assessments have been created in Biology, Chemistry, and Physics. In the World Language Department, all but a few of the courses taught in common gave at least one common assessment per term. The goal for this year is for this to be true for every course.

## **6. Provide formal opportunities for interdisciplinary instruction**

Classification: In Progress

Over the past several years, NHS teachers have taken many steps to provide formal opportunities for interdisciplinary instruction. This year the Special Education and Social Studies Departments are piloting a co-teaching model for the US History standard level. Co-teaching also occurs in one freshmen and one junior English section. English, Social Studies, and Math teachers have collaborated with Science teachers on numerous occasions to explore topics that cross disciplines. For example Social Studies, English and Media Center faculty are exploring a historical fiction project that would allow for students to view the same topic through multiple lenses and maximize the overlap between skills currently addressed in both disciplines. Additionally, the Guidance Department collaborates with the Wellness Department on career seminars with 10th graders, special projects such as senior to senior, and the Signs of Suicide program for 9th graders.

Over the past two years a significant number of interdisciplinary opportunities have been offered through small and large grants provided by the Needham Education Foundation. Select NHS students participated in the following interdisciplinary experiences: Voices in Transition, TEC Online Opportunities, Learning Program Using Robotics, STRIVE for Success, and Enhancing Mandarin Study with Technology.

Finally, Needham High School is developing a proposal in partnership with the Needham Education Foundation focused on planning and launching a new 21st century inter-disciplinary course at Needham High. Preferably the course would include both service and action opportunities for students and be designed and taught by a team of teachers. The process for designing the course is proposed as multi-stage, using a Request for Proposals (RFP). Significant funding is being considered by Needham Education Foundation to support the initiative for up to four years.

## **7. Seek and utilize student feedback in all courses**

Classification: In Progress/Planned for the Future

Individual NHS teachers seek and utilize student feedback in different ways. Special Education teachers seek student input about their Individualized Education Plans. The district-wide Program Review of the Fine and Performing Arts Program included formal opportunities in the form of surveys and focus groups for student feedback regarding programming and courses. The Guidance department is planning to request feedback after a variety of grade level seminars are offered to students. In the World Language Department every teacher conducts at least one formal student survey during the year. In every NHS department, teachers seek student feedback informally on a regular basis and adjust their instruction accordingly.

**8. Establish and implement a process to use the school-wide rubrics at the individual student level and inform students and families**

Classification: In Progress

Some NHS teachers use school wide rubrics at the individual student level; however, in most departments there is no formal process in place for informing families. Teachers in most departments use rubrics to communicate with students about their academic achievement. Beginning in the spring of 2009, with the Atlas Rubicon Curriculum Mapping work, academic departments were directed to include key common formative and summative assessments and projects within the curriculum maps. Since then staff have continued to include the relevant school-wide rubrics by which student achievement would be measured to each assessment.

For example, one requirement within the sophomore English curriculum is a project know as the “Sophomore Oral.” The final requirement of this project is a full, formal oral presentation by the student on a topic that they have researched. English teachers assess students using the Communication School Wide Rubric. In similar fashion, social studies teachers assess freshman research skills utilizing the Research School-Wide Rubric. Curriculum work is continual, and the NHS faculty is progressing toward the regular and ongoing implementation of school-wide rubrics in the assessment of the expectations for student learning within each department. Consistently using school-wide rubrics at the individual student level and establishing a process to inform families will be a focus of departmental work this year.

**9. Build formal planning time into the existing schedule for intra-and inter-departmental collaboration**

Classification: In Progress

The NHS administration has worked to provide common prep time for co-teacher teams. Additionally, the district provides funding for intra and inter-departmental summer curriculum work. The Guidance department has consistently set aside department time to collaborate with the Wellness Department in planning for career planning courses.

Every one-hour monthly department meeting and all eight two-hour early release professional development days are dedicated to intra and inter-departmental collaboration. During this time, academic departments migrate their curricula into the ATLAS program, standardizing curriculum formats across disciplines. Additionally, this work requires staff members to discuss and revise content, skills, assessments, and essential questions in their specific disciplines.

**10. Formalize a guidance curriculum to be used with all students**

Classification: Completed

Specified curriculum have been developed and are being implemented at all grade levels, 9-12. The Grade 9 guidance curriculum focuses on orientation to the high school experience and to Needham High School in particular. This includes exploring the concepts of study skills, good decision-making, creating a four-year high school plan, all with an eye toward creating a rewarding and satisfying high school experience. In the Grade 10 curriculum, students are introduced to the idea of career exploration. This curriculum is delivered through classroom lessons and through guidance seminars. Each student is equipped with an online account in the web-based “Career Cruising” application. The guidance curriculum for Grade 11 aids students in creating a foundation for post-secondary planning. For most Needham High students, this means commencement of the college selection process, while significant support is also given to students choosing other post-secondary options. These include exploring “gap year” possibilities, volunteerism, military service, technical and trade schools, etc. The Grade 12 curriculum is an extension of this process, in which students work closely with their guidance counselors to finalize post-secondary plans and to prepare for post secondary life.

#### **11. Increase library/media support personnel to meet the needs of students and teachers**

Classification: In Progress

In SY 2008 - 2009, the library staff was cut by 1.0 FTE library aide. To date, this position has not been restored and has limited direct service to students in the Library, as outlined in the NEASC self study documents. The principal and the K-12 Director of Technology are petitioning the School Committee to restore this position to the school for the FY 2012-2013 budget cycle.

### *General report recommendations form the school's decennial evaluation report*

#### **Teaching and Learning Standards**

##### *Mission and Learning Expectations for Student Learning:*

- 1. Communicate the mission and student learning expectations to all students actively and consistently**

Classification: In Progress

The mission statement is posted in nearly every classroom and in the main lobby of Needham High School. It is also printed in the student handbook and appears on the high school website. NHS teachers have developed and consistently use department-wide rubrics to communicate learning expectations to students. Teachers center day-to-day teaching activities and curriculum development around student learning expectations, and teachers communicate the mission and

student learning expectations to all students actively and consistently. Additionally, the Guidance Department is beginning work to determine ways to integrate the mission and student learning expectations into their seminar series and the post secondary process for juniors and seniors.

## **2. Utilize the mission statement in all public discussion of policy**

Classification: In Progress

Needham High School faculty members consistently utilize the mission statement in public discussion of policy. The special education department refers to the mission statement at monthly SEPAC meetings with parents. The Fine and Performing Arts Department refers to the mission statement when presenting to the public regarding the high school FPA program. Additionally, they plan to add portions of the mission statement to their concert programs.

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## **3. Develop measurable indicators for civic and social learning expectations**

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community service in and around the capital, San José, most often in school settings. There are also students whose families provide opportunities for them to do community service abroad in the summer. Two summers ago about thirty students from Needham High went with the World Challenge program to Tanzania where they completed community service. Another group of similar size will travel with the same program to Mongolia in the summer of 2012. Also, every year between approximately ten students perform community service abroad through other programs or opportunities. Finally, approximately twenty seniors a year graduate with a Certificate of Global Competency.

Other departments have yet to develop measurable indicators for civic and social learning expectations; however, the social expectation “Understand and respect diversity” and the civic expectation “Contribute positively to local, national and/or global communities” are at the center of every department’s work in the classroom. Each department is working toward defining goals for each grade level and developing measurable indicators for each expectation.

#### **4. Standardize and implement the use of school-wide rubrics within each discipline**

Classification: In Progress

Departments have begun to standardize and implement the use of school-wide rubrics. Beginning in the spring of 2009, the NHS professional community began to migrate all school curricula to the ATLAS Rubicon Curriculum Mapping Database. In addition to mapping curriculum, resources, and instructional strategies to the Massachusetts Frameworks and the Common Core Standards, in January of 2010, academic departments were directed to include key common formative and summative assessments and projects within the curriculum maps. Staff were to include with these assessments the relevant school-wide rubrics by which student achievement would be measured.

For example, one requirement within the sophomore English curriculum is a project known as the “Sophomore Oral.” The final requirement of this project is a full, formal oral presentation by the student on a topic that they have researched. English teachers assess students using the Communication School Wide Rubric. In similar fashion, social studies teachers assess freshman research skills utilizing the Research School-Wide Rubric. Curriculum work is continual, and the NHS faculty is progressing toward the regular and ongoing implementation of school-wide rubrics in the assessment of the expectations for student learning within each department.

#### **5. Create data management and responsibility for the rubrics assessment results**

Classification: Planned for the Future

NHS departments have begun to create data management for the rubrics assessment results and will continue to focus on delegating responsibility for these results. The Social Studies Department collects data for the rubric on Source Analysis Skills and will utilize the data to make instructional changes. Likewise, each Science sub-discipline (physics, chemistry, and biology) has initiated a formal review process of student achievement data within the context of the learning standards. Additionally, the Science Department evaluates Technical report writing (lab reports) in the context of a departmental rubric. Teachers across the disciplines employ rubrics in the evaluation of student work. Data management for the rubrics assessment results will be focus of departmental work this year.

**6. Implement a thoughtful and comprehensive process to regularly review and revise the mission and student learning expectations**

Classification: No Action/Planned for the Future

Since NHS's November, 2009 decennial visit, the faculty and administration have purposely not implemented the aforementioned process pending the adoption of the NEASC 2011 standards. Because these standards are now firmly in place, NHS will meet this standard by the close of the current school year.

Curriculum:

**7. Ensure that each teacher is aware of the academic expectations for which the department has assumed responsibility**

Classification: In Progress

Most NHS teachers are aware of the academic expectations for which the department has assumed responsibility. For example, the Social Studies Department is fully aware of its responsibility for the Research Skill expectation and every course in the department included a research skills project or paper. During Fine and Performing Arts department meetings and during curriculum work, teachers discuss their responsibility to the school-wide expectations especially those involving creativity and directing one's own learning. The science department has codified the academic expectations for student learning. Each teacher is aware of their responsibilities in ensuring the appropriate implementation of these academic expectations within their classroom. The expectations are consistently reinforced during department meetings. This year the World Languages Department will work on assessing each student according to the school-wide communication rubric. Generally, NHS teachers are well-versed in the departmental and school-wide academic expectations. Departments will continue to focus on assessing the academic expectations for which they are responsible.

**8. Include specific academic expectations within each written curriculum**

Classification: In Progress

NHS departments have included specific academic expectations within each written curriculum. Atlas Curriculum Mapping is nearly complete in every department in the school. For example, the World Languages Department has identified in the Atlas curriculum database the course description, curriculum standards, expectations, content and skills. Many courses also have specified instructional strategies and assessments. The Math Department is currently in the process of employing ATLAS to document essential questions, focus units, assessment practices, and expectations. This year efforts will be made across the disciplines to amend the current curriculum maps to align with the Common Core standards.

**9. Implement a formal procedure through which all departments will complete the Atlas upload of all their curriculum documents**

Classification: In Progress

Over the past year in particular, the majority of available professional development time has been devoted to uploading Atlas curriculum. Some departments are still in the process of completing this work. Departments review and revise curricula every year; therefore, the process is actually never “complete” in the sense that work in this area will stop.

**10. Coordinate curriculum within departments to ensure that curriculum content is consistent in the same course taught by different teachers**

Classification: In Progress

There has been significant progress at NHS toward coordinating curriculum within departments to ensure that curriculum content is consistent in the same course taught by different teachers. For most courses teachers have access to academic expectations, instructional strategies, assessment practices and pacing guides within their department’s Atlas curriculum maps. Additionally, all teachers in the Special Education Department provide *First Five* and short lessons in organization, study skills, reading, and written assessment at the beginning of each period. The science department ensured consistency by generating sub-groups of teachers representing each of the science disciplines. The sub groups continue to meet on a regular basis to revise the data base and to ensure consistency from teacher to teacher.

The World Languages Department has identified a course leader for courses taught by more than one person. It is that person’s responsibility to facilitate communication among the teachers of the course and lead the work in creating, implementing and analyzing common assessments.

Additionally, the English department employs common formative assessments, ATLAS Curriculum Mapping, professional collaboration, common learning goals and departmental rubrics to ensure greater consistency in the same courses taught by different teachers.

**11. Include instructional strategies and assessment techniques in all curricula**

Classification: In Progress

Instructional strategies are influenced by the "best practice" protocols that have been inserted into the Atlas system in all disciplines. Additional instructional strategies will be developed and added to maps in the near future. The Science department has identified specific learning outcomes for laboratory reports that all teachers within the sub-discipline are responsible for. Furthermore, common formative assessments have been created that benchmark student achievement throughout a complete academic year.

In the thirty courses offered in the World Language Department, teachers have identified in the Atlas curriculum database the course description, curriculum standards, content and skills. Many courses also have specified instructional strategies and assessments. The goal this year is to include instructional strategies and assessment techniques in all curricula.

**12. Use school-wide rubrics in all departments to inform curricular decisions**

Classification: Planned for the Future

NHS teachers are experimenting with using school-wide rubrics in their classes. For example, the Science Department is experimenting with the school-wide rubrics that address critical thinking, problem solving, and writing and basing formative assessments on those areas. This year department heads will work to improve the consistency with which its their teachers use the school-wide rubrics to inform curricular decisions.

**13. Establish a systematic process to ensure curriculum consistency within departments**

Classification: In Progress

NHS has taken significant steps toward ensuring curriculum consistency through the Atlas Curriculum Mapping process and a formal review process. For example, the Social Studies Department focuses on one grade level to review and revise per year beginning with grade 9 World History Accelerated, Honors and Standard in 2011-12 and will be followed with a review of the sophomore, junior and then electives program in each subsequent year. In the same fashion, the director of the World Languages department provides leadership for the world program across grade levels. Half of the district's early release time is spent by department and for most of that time, world language teachers from the middle and high schools meet together to discuss and revise curricula, instructional strategies and vertical articulation between courses. In

all NHS departments, ongoing curriculum revision with multiple teachers collaborating, both during official curriculum work times and unofficial day-to-day collaborations ensures curriculum consistency.

Additionally, in order to ensure consistency among departments, the K-12 Curriculum Cabinet consisting of high school Department Heads and district Directors work together to ensure curriculum consistency within departments under the leadership of the Director of Programs and Implementation for the district. During the 2010-2011 school year, this group met for two hours a month to address and discuss curriculum issues, including consistency among departments. This schedule is planned for the current year as well.

**14. Maintain current staffing levels to support the curriculum offerings**

Classification: In Progress

This has remained a constant challenge for Needham High and for the district. In 2010-2011, NHS realized an aggregate loss of 2.0 teaching FTE, and 1.0 support staff in the high school registrar position. This had a detrimental effect on direct service to students, as NHS scheduled unprecedented numbers of classes with 28 or more students enrolled. With an aggregate increase in student enrollment from FY 2011 to FY 2012 of 100 students, the NHS administration requested an increase of 7.0 teaching FTE in order to maintain class sizes at 2009-2010 levels. With the support of the school committee and superintendent, NHS realized 4.8 increase in staffing levels. This mitigated class size increases as actual enrollment for 2011-2012 was slightly less than anticipated. However, NHS is projecting an additional 55 students for 2012-2013. Consequently, the administration will request several teaching positions as well as the restoration of support staff positions that were cut during the 2000 - 2010 decade.

**15. Provide sufficient time devoted to the development, evaluation, and revision of curriculum**

Classification: In Progress

Time is always the most precious of resources for completing district, school and department goals. The NHS cabinet is devoted to providing teachers ample time to address curriculum goals. This year most departments will devote at least fifty percent of department professional development time to complete curriculum maps, learning expectations, assessments and instructional practices. Furthermore, many departments have and will continue to use summer curriculum time devoted to the development, evaluation, and revision of curriculum.

Additionally, the Guidance Department consistently sets aside time to review their grade level seminars and to alter the seminars based on evaluation of previous seminars. This year the Guidance Department is planning to use student feedback to improve the evaluation process.

Providing sufficient time to do this important work remains a challenge for many departments, especially in the music department which also spends a significant amount of time with their co-curriculars beyond the school day. The administration recognizes the gap between the time designated for the development, evaluation, and revision of curriculum and the time required to do this work. For example, of the twelve courses which are taught in common in the World Languages department, only the teachers of Spanish 2 honors, 4 honors, 4 accelerated and 5AP have common planning time. Department meetings and professional days represent the structured times for curriculum work; however, not all department meetings or professional development days are dedicated to curriculum work within individual departments.

#### **16. Provide additional opportunities for professional development in content areas**

Classification: In Progress

NHS is focused on providing opportunities for professional development in the content areas. For example, department chairs provide staff members with articles regarding instructional practice and encourage discussions around highlighted principles at department meetings. Furthermore, department chairs encourage teachers to attend conferences in their respective content areas. Additionally, the Social Studies department chair worked with the district's Professional Development Committee to establish a contents specific professional development offering with other districts. Fine and Performing Arts department staff members have and continue to participate in Teachers as Scholars and state, regional and national music or art related conferences, including MMEA conference, AP Art training, etc. This year in the Math department, teachers who teach Algebra 1 (Standard and Honors) are participating in a mathematical practices study with the Educational Development Center in Newton. Each year the World Languages Department offers several teachers the opportunity to attend a conference devoted to world language instruction. Last year three teachers attended the ACTFL conference in Boston. Many World Languages teachers have also attended workshops provided by the state professional organization (MaFLA).

Guidance Department staff members participate in a variety of professional development opportunities in their content area. Conference money is set aside and used by the staff for professional development outside of the school system. The Guidance Department brings in experts in relevant areas to provide training to staff. Finally, counselors who are involved in the post secondary process are granted professional development time to attend college tours to increase their knowledge of colleges that interest our students.

Teachers across the disciplines have taken courses specific to their content area through Primary Source and Teachers as Scholars. In a similar fashion, many teachers pay for their own professional development at local universities or through The Education Cooperative.

*Instruction:*

**17. Require that all instruction be based on the school's mission statement and expectations for student learning**

Classification: Planned for the Future

While the main precepts of “to think, to respect, to communicate” do pervade Needham High School’s philosophical approach and day to day operations, teachers do not deliberately anchor their instruction to the mission statement. With the shift toward Core Values, Beliefs, and Learning Expectations, this provides an ideal opportunity for the NEASC Follow-Up committee to not only identify and articulate Core Values, but also allow instructors to consciously and deliberately tie their instructional practices to those Core Values.

Although generally teachers base what they do on a daily basis on the mission statement and expectations for student learning, there has been no formal action taken to require this of staff members. This work will become a part of the NEASC Follow-Up Committee’s work, along with revisiting and revising the mission and expectations for student learning to reflect the Core Values, Beliefs, and Learning Expectations standard.

**18. Develop formal opportunities for interdisciplinary instruction**

Classification: In Progress

At NHS there are some opportunities for interdisciplinary instruction. Prior to the start of the 2010-2011 school year, staff were assigned to several interdisciplinary teams to work on the goals of the school improvement plan. This vehicle allowed for formal and informal opportunities for staff members to share best practices and interdisciplinary connections. During the 2011-2012 school year, math teachers worked with English and science teachers to discuss best practices methods in our standard courses. This was done as part of their Alternative Evaluation. Also, the Social Studies and English Departments partner with Special Education to develop curriculum and plan lessons for co-taught courses. In 2010-2011, there were two co taught courses, and three co taught courses in 2011-2012. Finally, the Guidance Department collaborates with the Wellness Department to teach career seminars to sophomores, to facilitate special projects such as senior to senior, and to present the Signs of Suicide Program to freshmen.

Across the disciplines, several teachers informally seek out faculty members from other departments to build lessons that link various disciplines and collaborate during summer curriculum projects. This has established a core of teachers that value the construction of lessons that cut across disciplines. In order to build more formal opportunities for interdisciplinary collaboration, an interdisciplinary luncheon was piloted in the spring of 2011, and will be fully incorporated into the 2011-2012 school year.

#### **19. Seek and utilize student feedback in all classes**

Classification: In Progress

Individual NHS teachers seek and utilize student feedback in different ways. The SEL (Social Emotional Learning) committee has as one of its goals for teachers is to gather and review measurable feedback regarding classroom norms and expectations. Special Education teachers seek student input about their Individualized Education Plans. The district-wide Program Review of the Fine and Performing Arts Program included formal opportunities in the form of surveys and focus groups for student feedback regarding programming and courses. The Guidance department is planning to request feedback after a variety of grade level seminars are offered to students. In the World Language Department every teacher conducts at least one formal student survey during the year. Finally, English, Math and World Languages Department teachers seek student feedback informally on a regular basis and adjust their instruction accordingly.

#### **20. Structure school-wide time dedicated to the discussion of instructional strategies**

Classification: In Progress

In the first professional development opportunity of the 2010-2011 school year, staff members from each department formed a panel to share best practices with the staff. At the first professional development meeting of the 2011-2012 school year, a similar professional development opportunity featured staff members demonstrating ice breaker, team building, and norm setting activities with staff members as active participants in the activity as part of our continued work on resiliency and social and emotional learning.

Department chairs from across the disciplines dedicate time during department meetings for teachers to share best practice methods. Instructional strategies are also periodically shared during school-wide faculty meetings and professional development time. Many teachers who have common planning time within departments, use the opportunity to discuss instructional strategies. As The Guidance Department reviews their seminar programs for content, they also use the time to discuss best practices regarding the instructional strategies used most effectively in our seminars.



**21. Increase departmental and school-wide professional development activities focused on instructional strategies**

Classification: In Progress

The Needham High School Leadership team has taken measures to increase departmental and school-wide professional development activities focused on instructional strategies. Specifically, the Social Studies Department devotes departmental professional development time to developing and adjusting instructional strategies for Source Analysis Skills. In the same fashion, two English Department teachers provided a demonstration of their summer work on a grammar sequence, and others across the disciplines have expressed interest in more of this. Overall, the efforts to update the Atlas Curriculum Database in every department has specifically moved the school toward reaching this goal. Additionally, over the past three summers, there has been specific work focused on course curricula updates. Every department consistently strives to spend most of their department time collaborating about instructional strategies; however, with both content specific and SEL instructional demands time remains an obstacle.

*Assessment of Student Learning:*

**22. Establish and implement a process to use the school-wide rubrics at the individual student level and inform students and families**

Classification: In Progress

NHS has begun the work of establishing protocols and practices for making effective use of the school-wide rubrics that we have developed at the individual student level. Students in Skills Center classes use iterations of the rubrics when working on their “First Fives” to start every class; these students self-assess their achievement of the school-wide academic expectations, and the data from those self-assessments is reported to parents at annual IEP meetings.

Much work does need to be done in this area. Students in science classes use parts of the school-wide rubrics to improve their academic achievement, but as yet no steps are in place to inform families of the results of this use of the rubrics. Both the English and Math departments have listed this recommendation as a goal for the 2011-12 school year.

**23. Establish and implement a process to use the school-wide rubrics at the school level and inform the community**

Classification: In Progress

Several departments have made inroads into using common departmental and course rubrics based off of the school wide rubrics. The World Language department, for example, uses a rubric

that addresses the communication goal outlined in the mission statement. As we revise the mission statement into Core Values statement, we will in turn redesign and implement school wide rubrics that reflect the goals in the Core Values statement.

#### **24. Align course-specific rubrics with school-wide rubrics**

Classification: In Progress

Some academic departments at NHS have made progress in aligning course-specific rubrics with school-wide rubrics. The English department has alignment between its various course-specific rubrics for Literary Analysis & Interpretation Skills, Writing Skills, and Presentation Skills and the school-wide rubrics for Critical Thinking and Writing, respectively. Similarly, the Science department has had success in aligning its rubrics for Experiment Design and Data Analysis with the school-wide rubrics for Problem Solving and Critical Thinking.

Other departments are continuing to work on this initiative. The Social Studies department has alignment between department-wide rubrics and the school-wide rubrics; it is working on such alignment at the course-specific level. The math, world language, and fine & performing arts departments all report that work toward this alignment is in the plans for departmental professional development time for the current academic year.

#### **25. Develop and implement a plan for utilizing school and student data on civic and social expectations**

Classification: In Progress

Building on the progress in developing measurable indicators for civic and social learning expectations, Needham High School is in the early stages of developing a plan of utilizing school and student data on civic and social expectations. Our Social and Emotional Learning Committee meets regularly to develop activities to promote the four tenets of resiliency; problem solving, autonomy, sense of purpose, and social competence. After every activity, the committee collects feedback from staff regarding the efficacy of the activity; much of this feedback is informal. In the 2011-2012 school year, the Social Emotional Learning committee has made gathering and including student feedback as one of its goals. With its representation from all departments, the committee then considers this data in developing future programming.

Some work toward this recommendation has also been done on the department level. The Special Education department collects data from surveys sent out to parents district-wide and uses that data to implement changes in special education programs and support. In the Science Department, teachers meet informally to discuss the general rules for appropriate interpersonal behaviors between students, as well as between the teacher and student. Collaboration skills are informally taught when students perform laboratory investigations or projects with student

teams. Finally, school and student data on civic and social expectations is drawn from the annual World Language Service trips.

**26. Ensure that school-wide expectations are communicated to students along with assessment protocols and rubrics**

Classification: Planned for the future

While there has been some department progress on assessment protocols and rubrics, there is no formal process for communicating school-wide expectations to students in a consistent manner. As the NEASC follow-up committee develops the new Core Values statement, it will also work on sharing school wide expectations, assessment protocols, and rubrics to students and to the community.

**27. Provide more opportunities for formal discussions about student work and assessments**

Classification: Completed

The biggest challenge in providing opportunities for formal discussion of student work and assessments is time. Nonetheless, NHS made discussions of student work and assessments a priority in 2010-2011. Every academic department devoted many hours to the development and implementation of common formative assessments. Teachers who teach the same courses have worked collaboratively during department-based professional development time to create assessments that be used in different classes, regardless of the teacher, to gauge student achievement of course-specific learning goals. In addition, the departments have worked to update ATLAS to reflect assessment practices in the courses we teach; this work is ongoing.

Building on this success, NHS now sets its sights on improving teaching and learning based on the data from our new common formative assessments. In the Fine and Performing Arts Department, teachers used results of the fall 9th grade art common assessment to work on revisions for future assessments and instruction. Other departments are working to establish formal ways of looking at student work and using the feedback from common formative assessments to inform future curricular and instructional practices.

**28. Provide more professional development opportunities in the area of standards-based assessments**

Classification: In progress

Over 30 hours of department-based professional development time has been allotted to standards based assessments and common formative assessments in the 2011-2012 school year. A beginning-of-the-year professional development opportunity for standards-based assessments was presented by the principal to the staff regarding standards-based assessments as the drive train to curriculum design and instructional strategies. That philosophical model will be applied to departmental work as they explore and use standards based assessments in their classes.

**29. Create common course-specific assessments**

Classification: In progress

A main output of the 2010-2011 school year was that each academic department created and administered common course specific assessments. Departmental professional development was dedicated to creating these assessments, and reviewing student performance in grade an/or course specific groups (i.e. US History teachers). Going into the 2011-2012 school year, staff members are building off of this momentum to directly attached standards into the common assessments to help inform instruction practices, curriculum design, students on their progress, and staff about course and level selection.

**30. Develop and implement a method of communicating student and school progress toward meeting school-wide academic expectations**

Classification: In Progress

Coupled with our efforts to revise the mission statement to a core value statement and to use school wide rubrics, NHS will look into reporting student progress on school wide academic expectations using Powerschool student management software. Additionally, the SEL (Social Emotional Learning) committee seeks to provide students with feedback on their work regarding civic and social expectations.

**Support Standards**

**Leadership and Organization:**

**31. Provide additional school-based administrative services as enrollment continues to increase.**

Classification: In progress.

As enrollment continues to increase to a projected 1,800 students in FY 2019, the administration will continue to request administrative and support positions from the school committee and superintendent during each budget cycle. For example, for the 2012-2013 academic year, the administration is requesting an additional assistant principal, adjustment counselor, library aide, and a school office aide to meet the needs of the enrollment increase of 155 students over the past two years.

**32. Establish a plan to decrease the percentage of minority students in standard courses consistent with the demographics of the student population**

Classification: In progress.

Though there is still substantial work to be done in this area, the new METCO and school administration have partnered to create avenues toward higher level courses for minority students and students of color. For example, during 2009-2010, METCO staff worked with the principal to identify traditionally underrepresented students for enrollment in the school's Advanced Placement programs. This was because there had been no African American or Latino students in the program for over five years. As a result of this, several METCO students were identified to take part in the AP US History course. They were supported through a summer "Bridge to AP Program" at a local college, and through tutoring throughout the year. The students passed the course and created a pathway for other students in reaching this goal. The staff and administration continue to work diligently at achieving this goal.

**33. Explore possible solutions for part-time teaching positions**

Classification: No Action

While the rotating schedule may limit the opportunity for part-time staff to collaborate, it also provides teachers and students flexibility and variety with their learning experiences, specifically the alternating long block and short block periods. With a fixed schedule, Needham High School would not be able to allow for long block periods that currently allow in depth research and academics. Additionally, part time staff are scheduled to have teaching and duty periods close together, so that in some cases, part time staff have entire days off.

**34. Explore possible solutions for college course opportunities during the school day**

Classification: No Action

Students are able to choose from a wide array of rigorous courses from within the NHS Program of Studies. With the current rotating schedule (which is unlikely to change in the foreseeable future), it is almost impossible for students to attend course at local colleges during the school day. Consequently, this recommendation is not currently a priority for Needham High School. NHS does, however, still maintain a dual enrollment agreement with the Commonwealth of Massachusetts public university system. Pending state funding, students are able to enroll in courses of their choice at any state university. Per agreement, students are awarded enrichment credit for these courses at NHS, as well as credit at the institution in question.

**35. Build common planning time into the existing schedule for intra- and inter-departmental collaboration**

Classification: Planned for the future.

NHS is currently exploring this possibility with central office administration as the district works through a special education program review and restructuring. At the center of this effort is the Response to Intervention (RTI) model of student academic and social-emotional support. The NHS Professional Community is aware of the time commitment necessary to enact RTI, and is exploring options for increased time for professional collaboration. For example, the Commonwealth of Massachusetts mandates 990 hours of instruction for high school students. NHS currently programs 1040 hours of instruction for students annually. NHS is exploring the possibility of reallocating some of the additional 50 hours of instruction to standing, professional meetings during the school day.

**36. Maintain current student load levels in all disciplines**

Classification: In Progress

As student enrollment continues to rise at NHS, maintaining sustainable student loads for teachers in all content areas remains a constant challenge. In the 2010-2011 academic year, class mean student loads for teachers were at the highest levels in the past seven years in all but one department. Maintaining reasonable student loads and class sizes is a particular challenge in the current economic environment. The School Committee and Town Officials have responded to increases in student enrollment within the town's means. For example, during the FY 2012 budget development cycle, the NHS administration requested 4.4 FTE teaching positions to offset the projected increase in student enrollment of 100 students. The School Committee and

Town Finance Committee were able to fund roughly half of that request. As a result, staffing did increase for FY 2012, however not at levels commensurate with student enrollment growth or enough to offset budget reductions and reductions in force at the high school from FY 2008 through FY 2011.

**37. Provide additional scheduled time on a regular basis for departmental collaboration and examination of student work**

Classification: In Progress

During the 2011 and 2012 academic years, the administration has allotted increased amounts of professional development time to academic and student support departments for professional collaboration, such as looking at student work. In the 2012 academic year alone, more than  $\frac{2}{3}$  of all professional development time has been afforded to academic departments for this reason. This is an unprecedented amount of time given for departmental professional development, as it totals three hours per month, and over 30 hours for the entire school year. In addition to reviewing curriculum, departments are charged with developing/delivering common formative assessments in each course, and then working in teams during professional development time to examine professional instructional practice in light of student performance on the aforementioned assessments.

**38. Provide professional development for non-teaching staff members to enable them to provide additional support for student learning**

Classification: In Progress

As part of the district's special education review and restructuring initiatives, the roll of classroom support personnel, i.e. teaching assistants, is being rethought. As a result of this, central office personnel have allocated specific training sessions centered on providing student and teacher academic support for paraprofessionals at all grade levels. In addition, paraprofessionals are required to attend early release in-service professional development sessions with their professional counterparts in order to meet the aforementioned support goals.

**School Resources for Learning:**

**39. Formalize a guidance curriculum to be used with all students**

Classification: In Progress

Specified curricula have been developed and are being implemented at all grade levels, 9-12. The Grade 9 guidance curriculum focuses on orientation to the high school experience and to Needham High School in particular. This includes exploring the concepts of study skills, good decision-making, creating a four-year high school plan, all with an eye toward creating a

rewarding and satisfying high school experience. In the Grade 10 curriculum, students are introduced to the idea of career exploration. This curriculum is delivered through classroom lessons and through guidance seminars. Each student is equipped with an online account in the web-based “Career Cruising” application. The guidance curriculum for Grade 11 aids students in creating a foundation for post-secondary planning. For most Needham High students, this means commencement of the college selection process, while significant support is also given to students choosing other post-secondary options. These include exploring “gap year” possibilities, volunteerism, military service, technical and trade schools, etc. The Grade 12 curriculum is an extension of this process, in which students work closely with their guidance counselors to finalize post-secondary plans and to prepare for post secondary life.

**40. Include the guidance program in the ten-year cycle of curriculum review**

Classification: Completed

The Needham Public Schools Director of Program Development has included Guidance program in the ten-year cycle of curriculum review.

**41. Increase library/media services to meet the needs of students and teachers**

Classification: In Progress

In SY 2008 - 2009, the library staff was cut by 1.0 FTE library aide. To date, this position has not been restored and has limited direct service to students in the Library, as outlined in the NEASC self study documents. The principal and the K-12 Director of Technology are petitioning the School Committee to restore this position to the school for the FY 2012-2013 budget cycle.

**42. Formalize procedures to better advise parents on course recommendations**

Classification: In Progress

Over the past two years, NHS has focused on improving school-to-home communication on many levels. For example, a Course Level Descriptions Committee was established to create new level descriptions with the goal of clarifying course expectations for students and parents. Additionally, teachers continue to meet with students and many parents about course selection. Furthermore, all NHS departments provide information about course content and student learner expectations for each level on the Needham High School website.

**43. Review and revise the Re-evaluation of Materials policy**



Classification: Planned for the Future

The NHS Media Center is very much the “Hub” of the school and offers various supports for 21st century learning. The library provides a wide-range of materials, technology, and other information resources in a variety of formats. Although, the librarian consistently seeks opportunities to acquire new sources for materials, the school has to formalize a review process for the *Re-evaluation of Materials Policy*.

**44. Enable the Connections program to collaborate with specific departments regarding curriculum**

Classification: Planned for the Future

Over the next few years, NHS department chairs will focus on finding ways to consistently collaborate with the Connections program regarding curriculum. Although NHS has not completed this task, there has been some progress made. For example, the Fine and Performing Arts Department has begun this process with regard to its Visual Arts elective courses and specific time has been dedicated during school-wide meetings to establish clear expectations regarding teacher collaboration with the Connections program. Finally, this collaboration is periodically reviewed at high school cabinet meetings.

*Community Resources for Learning:*

**45. Implement other means of emergency and non-emergency communication beyond email**

Classification: Completed

NHS has implemented other means of emergency and non-emergency communication beyond email including Reverse 911 and School Messenger.

**46. Develop a plan to address the cafeteria size to comfortably fit the necessary number of students**

Classification: In Progress

This year the NHS administration took one significant step to address this issue by allowing both juniors and seniors open campus privileges. This significantly reduced the number of students using the cafeteria in each of the three lunches. This will remain an area of focus for the next few years as enrollment numbers continue to increase. Additional furniture has been donated by

alumni to add increased seating in the courtyard as well. Next year the administration plans to add a fourth lunch, which will decrease the number of students per lunch from approximately 500 students per lunch (which is over capacity) to approximately 380.

**47. Establish a timeline to make additional improvements in the auditorium**

Classification: No Action

Needham High School is well aware of the need for additional improvements in the auditorium; however, the town is currently involved in a number of override projects. One elementary is currently under construction, and feasibility studies are underway for two more elementary schools in the district.

**48. Rearrange the placement of the ceramic wheels and power cords in the ceramics classroom to eliminate safety hazards**

Classification: Completed

**49. Formulate a plan to meet custodial and maintenance needs by identifying appropriate storage space for equipment and materials from the boiler and electrical rooms**

Classification: Completed

**50. Remove all stored items and work spaces from boiler and electrical rooms**

Classification: Completed

**51. Develop a plan to accommodate in the facility anticipated student enrollment**

Classification: Planned for the Future

As enrollment continues to increase to a projected 1,800 students in FY 2019, the administration plans to re-purpose spaces for general classroom use, i.e. conference rooms, computer labs, teacher curriculum rooms, etc. The administration will continue to look at any previously dedicated space as re-purposing options and explore having teachers travel to maximize space. Finally, the administration is also looking to re-purpose the teachers' cafeteria to provide additional space for student lunches.

**52. Maintain current level of financial support for high school programming, personnel, facilities, equipment, services, technological support, materials, and supplies for student learning**

Classification: In Progress

The school committee has approved a plan for comprehensive technology replacement at the high school. Although in FY 2010 a small percentage of discretionary funds were cut district-wide, we are still adequately funded for supplies. In the challenging economic environment, the town is providing us funding within their needs but not in proportion with the continued increased enrollment.

**53. Continue to assess financial needs based on student data**

Classification: In Progress

Needham High School consistently assesses financial needs based on student data including student populations, course selections, and graduation requirements. Enrollment projects are closely monitored to recommend staffing increases throughout the school. The evaluation of MCAS, SAT, AP and course specific testing data informs departments about academic achievement and the necessity of shifting allocations for specific programs or academic courses.

Additionally, the Special Education Department determines financial needs by a close analysis of in-school and out-of-district programs. Furthermore, the department has hired staff to expand its in-school programming to keep students in their district programming. The Guidance Department has consistently worked with food service to offer to students who qualify for free and reduced lunch and other low income students services such as mentoring program, scholarships for College Board testing, access to information about financial aid for post secondary programs, and local scholarships.

## **Section III**

Needham High School's Follow-up Committee will focus on developing a *Core Values, Beliefs, and Learning Expectations* document this year. Please see the Mission and Expectations for Student Learning document below.





# NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE

*Jonathan D. Pizzi, Ph.D.*  
*Principal*

## Mission and Expectations for Student Learning

### MISSION STATEMENT

To Think; To Respect; To Communicate

Needham High School draws from the strengths of the community to create teaching and learning partnerships between faculty, parents, and students, both on an individual level and in groups, in order to provide a high quality education.

The school offers students a variety of opportunities to excel and a diversity of perspectives from which to learn in an environment that is both nurturing and challenging.

The balanced student is able to participate actively in school and society, be creative, and self-advocate while determining his or her unique path to fulfillment.

### EXPECTATIONS FOR STUDENT LEARNING

#### ACADEMIC EXPECTATIONS

*A Student at Needham High School will:*

- Write effectively
- Research effectively
- Read critically
- Solve complex problems
- Think critically
- Communicate effectively
- Demonstrate effective organizational skills
- Monitor and direct his or her learning using various feedback sources

#### SOCIAL EXPECTATIONS

*Students at Needham High School will:*

- Demonstrate integrity, character, and responsibility for one's actions
- Make healthy and responsible decisions
- Understand and respect diversity

#### CIVIC EXPECTATIONS

*Students at Needham High School will:*

- Contribute positively to local, national and/or global communities

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## **Section IV**

The most pervasive substantive changes at NHS since the decennial evaluation visit have been the continued increase in student enrollment and the continued challenging economic environment. These two factors will continue to strain all resources available to Needham High School students and professionals, including staffing levels, instructional supplies and resources, class sizes, administrative support services, and classroom space and facilities, to name a few.

## **Section V**

Please see the list of user fees for all co-curricular activities including athletics below.



# NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE

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## **Attachment A**

### **FY 2011/12 Revolving Fund Summary**

<b>Revolvin g Fund</b>	<b>Current Fee FY11</b>	<b>Proposed Fee FY12</b>	<b>\$ Increase</b>	<b>Description of Increase/ Statute</b>
High School Athletics	\$285/ Athlete Per Sport + \$250/ Athlete Hockey Surcharge \$1140 Family Cap \$50/Athlete Swim Surcharge \$250/Athlete Ski Surcharge	\$285/ Athlete Per Sport + \$250/ Athlete Hockey Surcharge \$1140 Family Cap \$50/Athlete Swim Surcharge \$250/Athlete Ski Surcharge	\$0	No fee increase or program changes. MGL Ch 71, s47.
Transportation	\$370/ Rider @ 2.0 Miles \$50 Late Fee. \$750 Family Cap.	\$370/ Rider @ 2.0 Miles \$50 Late Fee. \$750 Family Cap.	\$0	No fee increase or program changes. MGL Ch 44, s53E1/2.
Tutoring	\$25 Tutor Registration Fee	\$25 Tutor Registration Fee	\$0	MGL Ch 71, s47.
Summer School	Fees Range from \$150-\$600 Across 149 Planned Course Offerings	Fees Range from \$150-\$600 Across 149 Planned Course Offerings	Varies with Specific Course	No change to program or fees structure. MGL Ch 71, s71E.
Summer Sports Clinics	\$200/Student Field Hockey \$200/Student Wrestling \$200/Student Volleyball	Field Hockey Eliminated \$200/Student Wrestling \$200/Student Volleyball	\$0	Eliminate Field Hockey Clinic; No Change Program Fees. MGL Ch 71, s71E.



Food Services	\$2.00/ Meal ES \$2.25/ Meal MS & HS \$3.00/ Gourmet MS & HS \$2.75 HS Salad Bar	\$2.30/ Meal ES \$2.55/ Meal MS & HS \$3.30/ Gourmet MS & HS \$3.05 HS Salad Bar	\$0.30/ Meal	Fee Increase to Cover Program Costs & Meet Federal Pricing Requirements. Chapter 548 of the Acts of 1948.
School Performing Groups	\$85/ Student (Pollard Jazz Band & Treble Choir, Elementary Honors Band and Choir, Town Orchestra, Pollard Middle School Honors Wind Ensemble)	\$85/ Student (Pollard Jazz Band & Treble Choir, Elementary Honors Band and Choir, Town Orchestra, Pollard Middle School Honors Wind Ensemble)	\$0	No program or fee changes. MGL Ch 71, s47.
NHS Textbook Recovery	\$75/ Hardcover Book \$15/ Paperback Book	\$80/ Hardcover Book \$17/ Paperback Book	\$5/ Hardcover Book \$2/ Paperback Book	Fee increase to reflect average replacement cost of materials. MGL Ch 44, s53.
Science Center	\$75/Person for Professional Development Workshop \$600 Fee Cap for Large Group Enrollment	\$75/Person for Professional Development Workshop \$600 Fee Cap for Large Group Enrollment	\$0	No fee or program changes. MGL Ch 71, s71E.
Graphic Arts	Prices Vary by Job Type; Eliminate discount on in-house orders, except apparel imprinting.	Prices Vary by Job Type; Eliminate discount on in-house orders, except apparel imprinting.	\$0	No changes to program or fees. MGL Ch 71, s47.
High School Parking	\$25/Permit per Semester	\$30/Permit per Full Year	\$(20)/ Permit Per Year	Program fees reflect availability of spaces, program costs. MGL Ch 71, s47.

Theatrical Productions (Formerly High School Musical)	\$15.00/ Ticket NHS Musical \$10.00/Ticket MS Musical	\$15.00/ Ticket NHS Musical \$10.00/Ticket MS Musical \$5.00/Ticket MS Drama (new) \$35.00/Ticket NHS Musical Costumes/ Materials Fee (new)	\$0/ Ticket NHS Musical \$0/Ticket MS Musical \$5.00/Ticket MS Drama (new) \$35.00/Ticket NHS Musical Costumes/ Materials Fee (new)	MS Drama productions folded into account (\$5/ Ticket Fee); \$35 NHS Musical materials fee to cover program costs. MGL Ch 71, s47.
High School Testing	\$89/ AP Test Fee (\$11 Admin Fee + Pass-Thru Test Cost) \$26/ PSAT Test Fee (\$13 Admin Fee + Pass Thru Test Cost)	\$98/ AP Test Fee (\$20 Admin Fee + Pass-Thru Test Cost) \$30/ PSAT Test Fee (\$17 Admin Fee + Pass Thru Test Cost)	\$9/AP Test \$4/PSAT Test	Increase in administrative surcharge to cover program costs. MGL Ch 71, s47.
High School Book/ Equipment Sales	\$130/ Calculator \$12/ Vocabulary Workbook	\$130/ Calculator \$12/ Vocabulary Workbook	\$0	No fee increase or program changes. MGL Ch 71, s47.
Fine & Performing Arts Sales to Students	\$8.75/ Recorder \$17.50/ BSO Ticket \$17.50/ Opera Ticket	\$8.75/ Recorder \$17.00/ BSO Ticket \$17.00/ Opera Ticket	\$0/ Recorder \$(0.50)/ BSO Ticket \$(0.50)/ Opera Ticket	Fee reduction for ticket price. MGL Ch 71, s47.
World Language Book/ Equipment Sales	\$0/ Reader (No Sales) \$5/ Spanish Exam \$4/ Latin Exam \$7/ French Exam \$11/ Spanish Workbooks \$15/French Workbooks \$7/ Student Novels	\$0/ Reader (No Sales) \$5/ Spanish Exam \$4/ Latin Exam \$7/ French Exam \$11/ Spanish Workbooks \$15/French Workbooks \$7/ Student Novels	\$0	No fee increase or program changes. MGL Ch 71, s47.
Media Recovery	Varies by Book	Varies by Book	\$0	No increase in program or replacement cost. MGL Ch 44, s53.
High School Lockers	\$5/ Lock	\$5/ Lock	\$0	No fee increase or program changes. MGL Ch 71, s47.

Production Center	\$0.03/ Copy \$0.44/Postage (or Bulk Rate) \$20/Hour for Folding/ Stuffing/ Inserting	\$0.03/ Copy \$0.44/Postage (or Bulk Rate) \$20/Hour for Folding/ Stuffing/ Inserting	\$0	No fee increase or program changes. MGL Ch 71, s47.
METCO Revolving Fund	\$150/year MBTA Pass/ Boston Student \$200/year MBTA Pass/ Needham Student \$75/student SAT Test Prep Materials	\$200/year MBTA Pass/ Boston Student \$200/year MBTA Pass/ Needham Student \$365/student SAT Test Prep Course	\$50/year MBTA Pass/ Boston Student SAT Course Fee of \$365 (change from materials fee of \$75 Only)	Fee increase to cover program costs; Change in SAT Programming. MGL Ch 71, s47.
METCO Summer School	No Fees in FY11 (Grant Funded)	No Fees in FY12 (Grant Funded)	\$0	This program will be grant funded again in FY12. MGL Ch 71, s71E.
SPED Non-Resident Tuition (Pollard/ High Rock Partnership Program)	\$42,070/ Student.	\$45,430/ Student.	\$3,360/Student	One student in FY12; Fee based on share of program cost. MGL Ch 71, s71F.
SPED Non-Resident Tuition (NHS STRIVE Program)	\$39,300/ Student. One tuition-in student in FY11.	\$42,330/ Student. One tuition-in student in FY11.	\$3,030/ Student	One student in FY12; Fee based on share of program cost. MGL Ch 71, s71F.
SPED Agency Tuition	Pass Through Tuition Expense (Per Settlement)	Pass Through Tuition Expense (Per Settlement)	N/A	Fund established to execute settlement agreements, which require parents to reimburse Needham for tuition outlay. MGL Ch 71, s71F
NHS Non-Resident Tuition	\$8,535/ Student	\$8,790/ Student	\$255/ Student	Based on FY12 Operating Budget Cost Per Pupil. MGL Ch 71, s71F.



# NEEDHAM HIGH SCHOOL

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*Principal*

## **Section VI**

The achievements and strengths in Needham High School's programs and services have all been previously reported in the self study, special progress report, or the two-year report.

## **Section VII**

Needham High School has not undergone any significant school restructuring, reform initiative or project that has not been previously reported.

## **Section VIII**

Needham High has plans to establish a formal Follow-Up Committee to lead NEASC work over the next three years. In order to get the broadest possible representation, at least one member from each department, a parent, and a community member will serve on the NEASC Follow-Up Committee. NHS will also implement an Instructional Leadership Committee to complement the Follow-Up Committee on this work. Currently, the principal's cabinet is serving as the Follow-Up committee and the principal involves the School Council (the site-based school management team) in most major decisions about policies and programs.

## IX. STATISTICAL DATA SHEET

School: Needham High School Principal: Dr. Jonathan Pizzi

City, State: Needham, MA School Telephone: 781-455-0800

E - MAIL Address: [jonathan\\_pizzi@needham.k12.ma.us](mailto:jonathan_pizzi@needham.k12.ma.us) FAX Number: 781-449-5111

Dates of Accreditation Visit November 15<sup>th</sup>-18<sup>th</sup>, 2009

Grades: 9-12 School Enrollment: 1434 at time of the evaluation

Grades: 9-12 School Enrollment: 1507 at present time

**Based upon the state's definition of a dropout, submit the school's dropout rate for the most recently completed school year as well as for the preceding two years:**

Information unavailable until end of November		2011
_____ .3 _____ %		2010
_____ 1.0 _____ %		2009

**Based upon the state's definition of the graduation rate, submit the school's graduation rate for the most recently completed school year as well as for the preceding years:**

Information unavailable until end of November		2011
_____ 95.8 _____ %		2010
_____ 98.3 _____ %		2009

### DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS \*

	Number	Percentage
COMPLETED	6	11%
IN PROGRESS	35	67%
PLANNED FOR THE FUTURE	8	15%
REJECTED	0	0%
NO ACTION	4	7%

<b>TOTAL</b>	53	100%
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**Electronic Signature of**  
**Principal/Headmaster**\_\_\_\_\_

**Electronic Signature of Chair of Follow-Up Committee**  
**Position:** Assistant Principal **Date Progress Report Submitted** 10/24/11