

**To enable all students to reach their potential
through an academically challenging
and diverse education.**

Beverly High School Accreditation History

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NEASC Standards

Teaching and Learning Standards

- Mission & Expectations
- Curriculum
- Instruction
- Assessment

Support of Teaching and Learning Standards

- Leadership & Organization
- School Resources for Learning
- Community Resources for Learning



NEASC Accreditation Levels

Continuing Accreditation

- Full Accreditation
- Warning
- Probation

Accreditation Terminated



History of BHS Accreditation

- Site Visit in March 2000
- Placed on Warning for the Standard on Community Resources for Learning
 - Develop a long-range facility plan intended to address the deteriorating condition of the facility
- High School judged very favorably on the six other standards
- Two-Year Progress Report in October 2002
 - “The burden of this debt (elementary schools) as well as projected health care costs and bleak revenue forecasts are the main reasons for the City’s decision not to move forward with a major construction project at this time at the High School.”

History of BHS Accreditation

- Request in March 2003 that the HS Principal describe the negative impact of the facility on teaching and learning
 - List of 115 instances (repetitive list)
- HS placed on probation in April 2003, now including Curriculum and Instruction standards
 - List of 40 issues with the facility
 - “Submit a funded plan and timeline to resolve all cited facility problems at Beverly High School”
 - No recommendations on Curriculum & Instruction – “the Commission concluded ... a significant negative impact on teaching and learning.”

History of BHS Accreditation

- Work is stepped up to address list of 40 facility issues
- Special Progress Report submitted in July 2004
- NEASC response in September 2004
 - “submit a revised plan and clear timeline that demonstrates a timely resolution of the concerns that prompted the school’s probationary status as stated in the Commission’s correspondence dated April 3, 2003, and which ensures that the students at Beverly High School are being educated in a facility that is healthy and safe and which supports teaching and learning.”



History of BHS Accreditation

- Five Year Progress Report submitted in March 2005
 - 89% of all recommendations completed or near completion
- Commission recommends termination of BHS accreditation in July 2005
- School submits “Show Cause” in August 2005
 - 83% of “list of 40” facility issues have been addressed
 - Health & safety issues addressed; continuing commitment
 - 92% of “list of 115” teaching and learning issues have been addressed – never asked for update since 2003
 - City has a renovation/construction plan underway
 - Educational program outstanding with results to prove it

Response to “Show Cause” October 3, 2005

- “failure to show reasonable progress resolving facilities deficiencies originally identified in the decennial evaluation report..., a number of concerns of which the Commission has judged to have a negative impact on teaching and learning as well as health and safety implications.”
- “no funding has actually been appropriated beyond the \$3.6 million previously noted for design plans.”
- “Through their repeated delays in committing to and acting on a solution and through their decision to repair only those systems that fail and only improve space that is transferable to a renovated facility the school system and the town have subordinated the educational needs of high school students and neglected their needs.”

“Show Cause” Health & Safety Concerns

- the inordinate number of egresses (85)
- the lack of handicapped accessibility ... especially during an emergency
- the original equipment public address system ... is undependable
- use of extension cords poses a tripping hazard
- electrical cords from the inordinate use of fans in hot weather
- the worn and slippery floor in the field house is unacceptable
- broken furniture is dangerous
- the overall lack of cleanliness also poses a threat to student and faculty health

“Other troubling facilities deficiencies”

- outdated science laboratories in need of equipment upgrades particularly in light of the requirement that all students take three years of science in order to graduate
- clouded plexiglass windows throughout much of the building
- continued water infiltration around windows
- tired and worn chalkboards
- the overall worn appearance of numerous areas in the building including water stained perimeter shelving in classrooms, many with cracked linoleum tops and some with bent, rusted univent grates
- the continued cracks in exterior walls that require monitoring
- continued solar glare and inadequate ventilation in the library
- worn and wrinkled carpeting in the library
- the presence of rusted window blinds in classrooms

“Other troubling facilities deficiencies”

- the presence of a significant amount of old, worn, mismatched classroom furniture
- inadequate electrical capacity to expand the availability and use of technology in the classroom
- outdated infrastructure systems that have generally outlived their useful life
- significant accumulated clutter in numerous areas of the building
- the lack of evidence that water flooding problems have been permanently resolved in the section of the facility that is below grade
- the overall tired visual appearance of the school



Response to “Show Cause” October 3, 2005

- “The result is a pervasive culture of low standards for the learning and work environment, low expectations, and tolerance of an outdated and severely worn physical plant with conditions that affect every occupant, adult and student, in the day to day working and learning in the building.”
- “Most troubling is that there is no assurance that students will be in an appropriate facility anytime in the near future.”