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

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October 23, 2000

William L. Foye  
Principal  
Beverly High School  
100 Sohler Road  
Beverly, MA 01915

MF ORIGINAL  
Proj. # 01042 File 3.2  
Proj. BEVERLY HIGH SCHOOL  
Circ. \_\_\_\_\_  
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Dear Mr. Foye:

The Commission on Public Secondary Schools, at its September 24-25, 2000 meeting, reviewed the evaluation report from the recent visit to Beverly High School and continued the school's accreditation in the New England Association of Schools and Colleges.

The Commission wished to commend:

- the dedication of staff to the implementation of the mission statement and student expectations
- the involvement of the greater school community, especially students, in developing the mission statement and student expectations
- the development of a mission statement and student expectations that can be easily read and understood and that articulates the fundamental values of Beverly High School
- the developing influence of the mission statement on long-term planning and decision-making
- the specific programs designed to increase respect for others and interpersonal skills
- the enthusiasm, dedication, and competence of the staff at Beverly High School
- the willingness of the teachers and administrators to participate in the process of realigning and revising curricula under less than ideal circumstances
- the wide range of school-to-career and community service opportunities
- the faculty's commitment to modifying teaching models to fit the block-schedule and to conform to the state curriculum frameworks
- the authentic and varied assessments and variety of instructional strategies which are evident throughout the building
- the implementation of teaming in the ninth grade

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- the variety of opportunities given to students to demonstrate and apply their knowledge
- the willingness of some teachers to pursue professional training on their own to remain current with research on instructional approaches
- the development of course syllabi to explain expectations and assessment procedures to the students and parents
- the English, science, and foreign language departments for planning and implementing departmental instruments to assess achievement in stated academic expectations
- the clear vision of the principal and the implementation of the school's mission statement
- the significant efforts made by the principal and staff

Nevertheless, the Commission expressed concern regarding deficiencies related to the school's adherence to the Standard on Community Resources for Learning. These include, but are not limited to the large scale deterioration of the building, its infrastructure, and institutional equipment; the worn and unsafe non-skid treads on the stairs; inadequate lighting and light covers; the partially operational public address and intercom systems; an insufficient and outdated electrical system; deteriorating plumbing; falling ceiling tiles and foam; the rusted and deteriorated locker room; the unsafe TV lab; open vents in lavatories; the lack of stall doors in lavatories; cloudy plastic windows; and peeling exterior paint. Additionally, the Commission cited the absence of full Internet access in computer labs, the inadequate number of computers in classrooms, and the lack of a long-term technology plan. Further, the Commission was concerned about the lack of sufficient funds to support continued growth and technical support in the area of technology. Finally, the Commission expressed concern that the upper gym and girls' locker room are not handicapped accessible, and that doors exiting to athletic fields were padlocked during the school day.

Given these deficiencies, the Commission voted to place the school on warning for the Standard on Community Resources for Learning.

The Commission requests that school officials submit a Special Progress Report by July 1, 2001 indicating how the following recommendations have been addressed:

- develop and begin to implement a long-range facility plan to address the deteriorating condition of the facility, the infrastructure, and instructional equipment
- immediately address all health and safety issues cited above, especially the following:
  - a. replace non-skid treads on stairs
  - b. provide adequate lighting and light covers
  - c. repair/replace the intercom system
  - d. repair and upgrade the electrical system
  - e. repair plumbing
  - f. repair/replace falling ceiling tiles
  - g. repair/renovate the locker room
  - h. address all safety issues in the TV lab
  - i. cover open vents in the lavatories
  - j. provide stall doors in all lavatories
  - k. replace cloudy windows
  - l. remove peeling paint from the exterior of the building

- develop, fund and begin to implement a long-range technology plan which includes the provision of full Internet access in all computer labs, an increased number of computers in classrooms for instructional use, and appropriate technical support for technology
- develop and begin to implement a plan to ensure the upper gym and girls' locker room are handicapped accessible
- immediately desist the practice of padlocking doors leading to the athletic fields

Consistent with Commission policies, the school's warning status will not be removed until the school can demonstrate that it has satisfactorily completed these and other evaluation report recommendations related to the cited Standard areas of concern.

All accredited schools must submit a required Two-Year Progress Report, which in the case of Beverly High School is due on October 1, 2002. In that report school officials should indicate the status of all recommendations by classifying each in one of five categories: Completed, In Progress, Planned for the Future, Rejected or No Action. In addition, they should provide a brief description of the action that has been taken on each valid recommendation in the evaluation report and include 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.

The Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

- ensure that the school uses the mission statement and student expectations to guide all decision-making, especially in curriculum, instruction, and assessment
- develop a document that defines the school's academic expectations as stated in the mission in specific measurable ways, describes specific levels of performance, and indicates which level is the indicator of successful accomplishment
- ensure that the curriculum meets the needs of and is rigorous for all students, especially those students who do not plan to attend college immediately after graduating from high school
- document that each curriculum area has identified the particular learning expectations in the school's mission for which it is responsible and has established learning standards in support of each
- ensure that a formalized plan for the purchase, replacement, and repair of instructional materials, technology, equipment, and supplies be implemented throughout the high school as part of the budget process
- document that sufficient opportunities have been provided for those students not planning to attend college immediately after high school to practice and achieve the school's expectations for student learning as articulated in the mission
- include training for teachers in the use of computers as an instructional tool
- complete the development of specific assessment measures for assessing school-wide progress in achieving the academic expectations in the mission statement
- use agreed upon levels of performance, indicators of successful accomplishment, and other data to assess progress of students achieving the school's stated learning expectations
- develop and implement a plan to ensure that all faculty use a wide range of assessment strategies to determine student achievement of the expectations established in the mission

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- ensure active participation by the faculty in the decision-making process, especially in such areas as curriculum, instruction, assessment, and professional development
- develop and implement a long-range plan for expansion of the library print collection to ensure that the print and non-print collection and information retrieval/technology supports all areas of the curriculum
- provide each student with an adult member of the school community to act as his/her mentor/advisor

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.

The school's warning status will be next reviewed when the Commission considers the Special Progress Report. Consistent with the Commission's follow-up procedures, the Special Progress Report should be signed by the principal and chair of the Follow-Up Committee and sent to the Commission office by certified mail, return receipt requested.

Sincerely,

Pamela Gray-Bennett

PGB/cjd

cc: William Lupni, Superintendent, Beverly Public Schools  
~~Linda B. Goodneough, Chairperson, Beverly School Committee~~  
Robert A. Pedersen, Chair of the Visiting Committee  
Albert R. Miller, Chair, Commission on Public Secondary Schools





















































