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

Director
GEORGE H. EDWARDS
781-425-7735
gedwards@neasc.org

Deputy Director
ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Executive Assistant to the Director
DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

Associate Director
EDWARD J. GALLAGHER, III
781-425-7722
egallagher@neasc.org

Associate Director
KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

Associate Director
BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

Associate Director
WILLIAM M. WEHRLI
781-425-7718
bwehrli@neasc.org

November 4, 2016

Jeffrey Shedd
Principal
Cape Elizabeth High School
345 Ocean House Road
Cape Elizabeth, ME 04107

Dear Mr. Shedd:

The Committee on Public Secondary Schools, at its October 23-24, 2016 meeting, reviewed the decennial evaluation report from the recent visit to Cape Elizabeth High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

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

- the use of common rubrics within several departments
- the development and implementation of the CAPE acronym
- the creation of measurable 21st century learning expectations
- the ongoing dedication to innovative projects that align with the school's core values, beliefs, and learning expectations such as: TEDx Youth Events, iSearch, sophomore research project, junior policy project, and the senior transition project
- the high percentage of juniors and seniors choosing to challenge themselves in AP courses
- the availability of many types of technology in classrooms for faculty and students
- the school's numerous and diverse clubs and activities which enhance the core curriculum
- the variety of programs that have been designed and implemented to assist students who are struggling, for example the achievement center, the achievement period, and freshman academy
- the research projects at all four grade levels that reflect the commitment to research
- the dedicated teachers who seek feedback for individual and collective opportunities to improve instructional practices
- the communication of specific learning goals and skills prior to each unit of study and the consistency of this practice across all departments
- the collaboration among departments with the 6+1 writing rubric

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

- the regular review and revision of grading and reporting practices within departments to ensure alignment within those departments

- the principal's openness and accessibility to both students and faculty
- the minimal student behavioral issues showing that students take responsibility for their actions
- the principal's enthusiastic support of teacher-generated ideas to improve student learning
- the expertise of library and instructional technology specialists
- the caring support personnel
- the wide range of services and varied resources in the library and learning commons
- the continued use of the return-to-learn concussion protocol
- the cleanliness of the school
- the short and long-term plans to meet future district and school needs
- the generously apportioned physical plant and site
- the many opportunities of community support and partnerships, including the Cape Elizabeth Education Foundation and HS Parents Association

The Committee requests that school officials submit a Special Progress Report by September 15, 2017 providing detailed information on action taken to address the following:

- complete the development and implementation of specific and measurable criteria for success, such as school-wide rubrics, which define targeted high levels of achievement to measure the school's 21st century academic, civic, and social expectations
- provide professional development training in writing and developing criteria for success, such as school-wide analytic rubrics
- involve all stakeholders in the development of the criteria for success of the school's expectations for student learning
- provide an explanation of the process and a timeline for the completion and implementation of a formal process to assess whole school and individual student achievement of the school's 21st century learning expectations

All accredited schools must submit a required Two-Year Progress Report, which in the case of Cape Elizabeth High School is due on October 1, 2018. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well schools are reminded to provide the requested information in Sections III - IX.

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

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

- design curriculum to ensure all students have multiple and varied opportunities to practice and achieve the school's 21st century learning expectations
- develop and implement one curriculum template which includes all of the 21st century learning expectations

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- develop and implement a process to educate all stakeholders on how to read and utilize the school's criteria for success of the school's learning expectations
- ensure that the criteria for success, such as school-wide rubrics, of the school's learning expectations are regularly used by all teachers with all students so that the school can assess individual student and school achievement of the 21st century learning expectations
- ensure that the school is equitable and inclusive, providing access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations

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

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

Sincerely,



George H. Edwards



William M. Wehrli

GHE/WMW/mms

cc: Howard Colter, Interim Superintendent, Cape Elizabeth School Department
John Christie, Chair, Cape Elizabeth School Board
Peter J. Brown, Chair of the Visiting Committee
Francis T. Kennedy, Jr., Chair, Committee on Public Secondary Schools