

# Oxford Hills Re- Accreditation 2021



Founded in 1885

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## What is Accreditation?

A voluntary, in-depth, self-reflective analysis of one's own learning community validated by peers in the educational community. The value is intrinsic; the benefit is in the doing.

A structured system of institutional self-reflection and assessment that is ongoing, voluntary, and comprehensive in scope.

A globally recognized standard of educational excellence. It provides assurance to students, to parents, to the public, and to other institutions that the school offers a high quality learning experience.

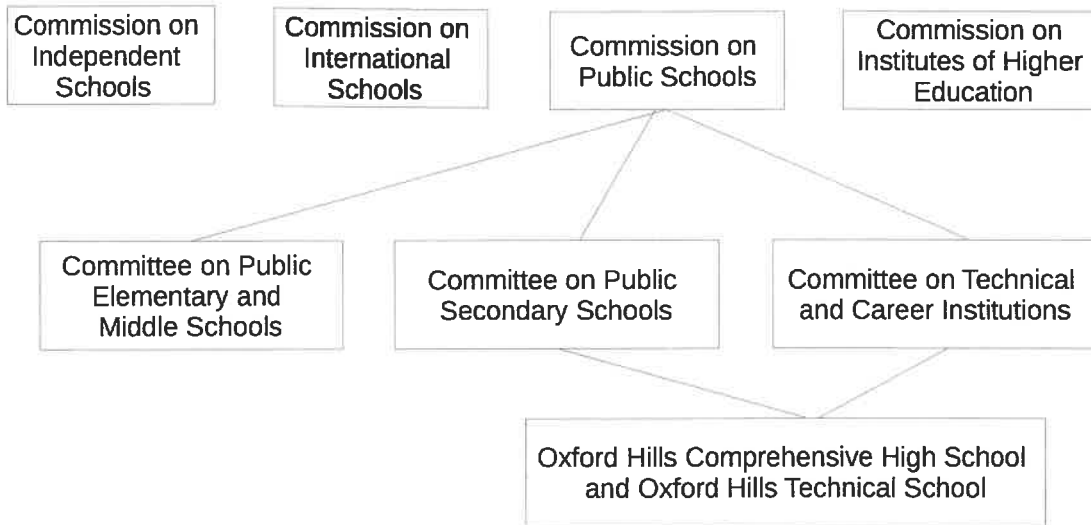
Guided by the Standards of Accreditation, which are developed and regularly reviewed by the professional educators who comprise the NEASC membership.

Grounded in a professional peer-review model which fosters institutional growth and transformation based on the first-hand observations and recommendations of practicing educators who serve as peer evaluators in the review phase of the process.

Not a single event, but rather an ongoing, supportive partnership between NEASC and its member institutions which provides a roadmap and resources for successful school improvement planning, transformation, and renewal.

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# New England Association of Schools and Colleges



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## CPSS Standards

### Standard 1 - Learning Culture

- 1.1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
- **1.1a. Foundational Element - The school community provides a safe environment.**
- 1.2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
- **1.2a. Foundational Element - The school has a written document describing its core values, beliefs about learning, and vision of the graduate.**
- 1.3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
- 1.4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
- 1.5. The school's culture promotes intellectual risk taking and personal and professional growth.
- 1.6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
- 1.7. The school culture fosters civic engagement and social and personal responsibility.

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# CPSS Standards

## Standard 2 - Student Learning

- 2.1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision
- 2.2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
- **2.2a. Foundational Element - There is a written curriculum in a consistent format for all courses in all departments.**
- 2.3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
- 2.4. Instructional practices are designed to meet the learning needs of each student.
- 2.5. Students are active learners who have opportunities to lead their own learning.
- 2.6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
- 2.7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
- 2.8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
- 2.9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning. <sup>5 / 14</sup>

# CPSS Standards

## Standard 3 - Professional Practices

- 3.1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
- **3.1a. Foundational Element - The school has a current school improvement/growth plan.**
- 3.2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
- 3.3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
- 3.4. Collaborative structures and processes support coordination and implementation of curriculum.
- 3.5. School-wide organizational practices are designed to meet the learning needs of each student.
- 3.6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

# CPSS Standards

## Standard 4 – Learning Support

- 4.1. All students receive appropriate intervention strategies to support their academic, social, and emotional success
- **4.1a. Foundational Element - The school has intervention strategies designed to support students**
- 4.2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel
- 4.3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel
- 4.4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
- 4.5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel

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# CPSS Standards

## Standard 5 – Learning Resources

- 5.1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services
- **5.1a. Foundational Element - The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services**
- 5.2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services
- 5.3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities
- 5.4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
- 5.5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations

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# CTCI Standards

## Curriculum

- 4. There is clear alignment between the written and taught curriculum.
- 8. Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)
- 9. Technical programs are competency-based education identifying specific duties and tasks.
- 10. Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

## Instruction

- 5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.
- 6. All technical programs provide safety instruction, instruction in hazardous chemical awareness (safety data sheets), and written and applied safety testing.

## Assessment

- 8. A systematic program review is conducted periodically to guarantee effective program design.

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# CTCI Standards

## Culture and Leadership

- 13. A written school/center improvement plan with measures of accountability has been implemented.
- 15. The school/center's calendar is designed to ensure minimal disruption of the school's educational program.
- 16. The school/center encourages non-traditional careers for students and supports gender equity in all programs.

## Student Services and Support

- 9. Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.
- 10. An assessment system is available to assist students with the identification of career aptitudes and interests.
- 12. Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools/centers.
- 13. Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.

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# CTCI Standards

## School Finance

- 8. The school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.
- 9. Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form.
- 10. Funds collected are properly safeguarded.
- 11. The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.
- 12. Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

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# Process

**Administer Survey to Staff, Students, and Parents  
February 2019**



**Analyze extent to which  
OHCHS/OHTS aligns  
with CPSS standards**

**Analyze extent to which  
OHTS programs align with  
selected CTCI standards**

**Analyze extent to which  
OHTS administration and  
business office align with  
selected CTCI standards**

**March – June 2019**



**Write Self-Reflection Report  
August – September 2019**



**Host Collaborative Conference Visit  
8 Educators in 2 Days  
October 2019**

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# Process

**Write/Implement OHCHS/OHTS School Improvement Plan  
Fall 2019 – Spring 2021**



**Write Summary of School  
Improvement Plan Implementation  
Spring 2021**



**Host Decennial Visit  
15 Educators in 4 Days  
November 2021**



**Revise School Improvement Plan  
Spring 2022**

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# Questions?

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