July 9, 2019

Jason S. Finnie
Principal
Gateway Regional High School
12 Littleville Road
Huntington, MA 01050

Dear Mr. Finnie:

The Committee on Public Secondary Schools, at its June 23, 2019 meeting, reviewed the decennial evaluation report from the recent visit to Gateway Regional 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 school's challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies and the creation of school-wide analytic rubrics which define targeted high levels of achievement
- the school's core values, beliefs, and 21st century learning expectations that are informally, actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations
- the school's regular review and revision of its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities
- the many elements of the curriculum that are written in a common format that includes units of study with essential questions, concepts, content, and skills, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, such as course-specific rubrics
- the teachers' engagement in instructional practices that supports the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students as active and self-directed learners, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology

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the teachers' adjustment of instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom
- the initial steps taken by the professional staff to create the individual learning plan as a formal process to assess whole-school and individual progress in achieving the school's 21st century learning expectations
- the communication of individual student progress in achieving the school's course and department-specific learning expectations by the professional staff to students and their families
- the specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement prior to summative assessments
- the range of assessment strategies, including formative and summative assessments, in each unit of study
- the teachers' provision of specific, timely, and corrective feedback to ensure students revise and improve their work
- the teachers' regular use of formative assessment to inform and adapt their instruction for the purpose of improving student learning

As well, the Committee was pleased to note the following:
- the school community's safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all
- the comprehensive instructional program that is equitable and inclusive, ensuring 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 formal, ongoing programs and processes through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
- the student loads and class sizes that enable teachers to meet the learning needs of individual students
- the instructional leadership that is rooted in the school's core values, beliefs, and learning expectations provided by the principal, working with other building leaders
- the provision of information to families, especially to those most in need, about available student support services
- the support services staff's use of technology to deliver an effective range of coordinated services for each student
- the counseling services that have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide, personal, academic, career, and college counseling, engage in individual and group meetings with all students, and deliver collaborative outreach and referral to community and area mental health agencies and social service providers
the school's health services that have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

- the library/media services' provision of a wide range of materials, technologies, and other information services in support of the school's curriculum

- the active involvement of the faculty and building administrators in the development and implementation of the budget

- the school site and plant that support the delivery of high-quality school programs and services

- the school's development of productive parent, community, business, and higher education partnerships that support student learning

The Committee requests that school officials submit a Special Progress Report by December 1, 2019, providing detailed information on action taken to address the following:

- implement a plan to ensure that the curriculum provides more detailed opportunities for students to participate in cross-disciplinary learning

- ensure that teachers have structured opportunities for professional development to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning and consistently apply the skills, practices, and ideas gained to improve curriculum, instruction, and assessment

- develop and submit a copy of a written, developmental program of school counseling services

- provide evidence that library/media services are integrated into curriculum and instructional practices

All accredited schools must submit a required Two-Year Progress Report, which in the case of Gateway Regional High School is due on October 1, 2020. 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 https://cphs.neasc.org under the “Process” 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:

- develop and implement a structured opportunity to ensure that the school community engages in a process that is more inclusive of parents and students to identify and commit to its core values and beliefs about learning
- fully implement the individual learning plan (ILP) process to ensure that all students practice and achieve each of the school's 21st century learning expectations
- develop and implement a formal approach to ensure effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district
- provide evidence that teachers engage students more concretely in cross-disciplinary learning, as well as emphasize inquiry, problem-solving, and higher order thinking
- explain how teachers, individually and collaboratively, improve their instructional practices by examining current research and engaging in professional discourse focused on instructional practice
- develop and implement a process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
- develop and implement a plan to ensure that the school's professional staff communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community
- provide structured opportunities to ensure that teachers can collaborate regularly on the creation, analysis, and revision of formative and summative assessments, including common assessments
- describe how teachers and administrators formally examine a range of evidence of student learning for revising curriculum and improving instructional practice, including student work as well as common course and common grade-level assessments
- explain in detail how grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning
- explain in detail how student learning is enhanced through professional development that promotes professional discourse for reflection, inquiry, and analysis of teaching and learning
- develop and implement an approach to ensure that the community and the district's governing body provide dependable funding for ongoing professional development and curriculum revision

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. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. 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

Francis T. Kennedy, Jr.

GHE/FTK/vg

c: David B. Hopson, Superintendent, Gateway Regional School District
Michele Crane, Chair, Gateway Regional School Committee
Joseph A. Damplo, Chair of the Visiting Committee
Gregory B. Myers, Chair, Committee on Public Secondary Schools