

Joseph Arangio, PhD  
Principal, ext 5503



Alan Cron  
Vice Principal, ext 5504

Yolanda Beech  
Vice Principal, ext 5507

*Respect*

*Achievement*

*Citizenship*

June 4, 2012

To the Milton High School community:

On May 16, 2012, Milton High School received the good news that it has been granted continued accreditation by the New England Association of Schools and Colleges (NEASC).

Our comprehensive, two-year self-study culminated this past November in a four-day site visit by a committee of educators representing all levels and disciplines from across the region. Classrooms and teachers were observed, students were shadowed, parents, staff, students, faculty, administrators, and the School Committee were interviewed, and examples of student work were reviewed. This exhaustive and thoughtful process resulted in a thorough 82-page report by the visiting team, which the NEASC Committee on Public Secondary Schools then reviewed this spring.

The letter we received from them highlights our strengths and also makes recommendations; we are happy to share with you here an overview of their observations.

The Committee commends the following:

- the extent to which the school's core values and beliefs about learning are embraced by all members of the community;
- the development of school-wide analytic rubrics for the learning expectations;
- the feedback provided to teachers by students, colleagues, parents, and administrators;
- the opportunities for teachers to maintain expertise in their content area through attendance at in-district and out-of-district professional development.

Additionally, the Committee noted

- the respectful, positive, supportive, and accepting culture that leads to high levels of pride in the school and community;
- the generosity of the Milton community in supporting varied school programs;
- the provision of a stately and well-maintained facility that will serve students, the members of the professional and support staffs, and the greater Milton community well into the 21<sup>st</sup> century.

As is customary in post-accreditation timelines, the Committee is requesting a Special Progress Report by February 1, 2013, detailing action taken to address their recommendations. Among our specific charges are that we

- provide teachers with increased, formal, structured time for them to collaborate within and across content areas for the purpose of improving teaching and learning;
- increase the number of formal cross-disciplinary and integrated learning experiences for all students;
- implement a formal, on-going program which ensures each student has one adult in addition to the school counselor who personalizes the student's learning and assists the student in achieving the school-wide learning expectations.

We have thus now completed two thirds of the NEASC accreditation cycle here at Milton High School and are confident that the follow-up process during which we plan and implement the recommendations noted above will proceed smoothly. Thank you to all who worked so diligently to get us to this point. Our membership in the NEASC reasserts, quite simply, our commitment here at Milton High School to supporting teaching and learning in the reflective, research-based manner that all members of our learning community deserve.

--from the Milton High School NEASC Follow-Up Committee

25 Gile Road, Milton, Massachusetts 02186



Founded in 1885

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

**Director**

JANET D. ALLISON  
direct line (781) 541-5418  
jallison@neasc.org

**Executive Assistant to the Director**

DONNA M. SPENCER-WILSON  
direct line (781) 541-5419  
dswilson@neasc.org

**Associate Director**

ANN L. ASHWORTH  
direct line (781) 541-5441  
aashworth@neasc.org

**Associate Director**

GEORGE H. EDWARDS  
direct line (781) 541-5435  
gedwards@neasc.org

**Associate Director**

EDWARD J. GALLAGHER, III  
direct line (781) 541-5422  
egallagher@neasc.org

May 16, 2012

Joseph Arangio  
Principal  
Milton High School  
25 Gile Road  
Milton, MA 02186

Dear Dr. Arangio:

The Committee on Public Secondary Schools, at its March 25-26, 2012 meeting, reviewed the decennial evaluation report from the recent visit to Milton 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 extent to which the school's core values and beliefs about learning are embraced by all members of the community
- the development of school-wide analytic rubrics for the learning expectations
- the creation of the freshman seminar program as a vehicle for the promulgation of the school's core values and beliefs
- the assessment and revision of the curriculum that has recently begun in the English, mathematics, and social studies content areas
- the development of driving/essential questions included in the social studies curriculum
- the authentic learning opportunities found in many of the elective courses
- the teachers' willingness to provide students with extra help and opportunities to revise their work
- the integration of technology into classroom learning activities by a number of teachers
- the feedback provided to teachers by students, colleagues, parents, and administrators
- the opportunities for teachers to maintain expertise in their content area through attendance at in-district and out-of-district professional development

- the teachers' frequent use of assignment specific rubrics, providing students information about what is expected of them prior to a summative assessment
- the opportunities provided for students to revise and improve their work
- the model implemented by the mathematics department to facilitate the employment of 21<sup>st</sup> century learning expectations
- the recent focus on examining and assessing student work

The Committee was equally pleased to commend the following:

- the respectful, positive, supportive, and accepting culture that leads to high levels of pride in the school and community
- the teachers' active participation in the extensive professional development programs both within and outside of the school to maintain currency with best practices
- the leadership roles of building administrators and teachers
- the degree to which teachers, students, and parents are involved in meaningful and defined roles in decision-making
- the visibility of the principal throughout the school day
- the variety of tools employed to communicate available support services to students and families
- the variety of intervention strategies and programs available for students
- the use of available software to assess and manage student medical records
- the one hundred forty (140) community volunteerism program required for graduation
- the generosity of the Milton community in supporting varied school programs
- the extensive, varied network of effective partnerships between the school and community
- the provision of a stately and well-maintained facility that will serve students, the members of the professional and support staffs, and the greater Milton community well into the 21<sup>st</sup> century

The Committee requests that school officials submit a Special Progress Report by February 1, 2013 providing detailed information on action taken to address the following:

- develop and begin to implement a plan for the regular review, evaluation, and revision of the curriculum that places the school's core values and beliefs about learning at the core and that ensures the curriculum is aligned with the 21<sup>st</sup> century learning expectations
- identify which department/content area assumes responsibility for teaching and assessing each of the school-wide 21<sup>st</sup> century learning expectations
- provide teachers with increased, formal, structured time for them to collaborate within content areas and across content areas for the purpose of improving teaching and learning
- ensure that prior to each unit of study, teachers communicate the school's applicable 21<sup>st</sup> century learning expectations as well as the related unit-specific learning goals to be assessed
- ensure that over the course of the high school experience every student is enrolled in a minimum of one heterogeneously grouped core course (English, mathematics, social studies, science, or world languages)

All accredited schools must submit a required Two-Year Progress Report, which in the case of Milton High School is due on October 1, 2013. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpss.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general report recommendations from the school's decennial evaluation report.

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:

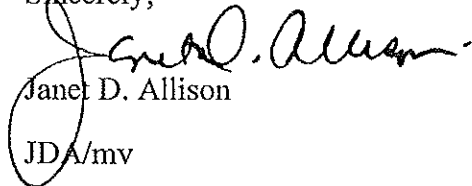
- develop and implement a common template for use with all curriculum documents that includes: units of study with essential questions, concepts, content and skills; the school's 21<sup>st</sup> century learning expectations; instructional strategies; and assessment practices that include the use of the school-wide analytic and course specific rubrics
- implement an inclusive system through which the school's core values, beliefs about learning, and 21<sup>st</sup> century learning expectations are regularly reviewed and revised to ensure they are based on research, multiple data sources, as well as district and community priorities
- implement a formal process, based on the use of the school-wide analytic rubrics, to communicate individual achievement of the learning expectations to students and their families
- increase the number of formal cross-disciplinary and integrated learning experiences for all students
- ensure that prior to summative assessments, teachers provide students with the applicable school-wide analytic rubric
- implement a formal, on-going program which ensures each student has one adult in addition to the school counselor who personalizes the student's learning and assists the student in achieving the school-wide learning expectations
- provide a dependable annual library/media budget to ensure adequate and print and electronic resources
- involve teachers and building administrators in the development and implementation of the budget

Joseph Arangio  
May 16, 2012  
Page Four

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](mailto: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](mailto:cpss-air@neasc.org).

Sincerely,



Janet D. Allison  
JDA/mv

cc: Mary C. Gormley, Superintendent, Milton Public Schools  
Glenn Pavlicek, Chair, Milton School Committee  
Anthony Gasper, Chair of the Visiting Committee  
Scott Leslie, Chair, Committee on Public Secondary Schools