

**Panel Report
Candidate Compass School Review
Auburn High School
Auburn Public Schools**

INTRODUCTION

The Program

The Commonwealth Compass Schools Program is one part of the Massachusetts School and District Accountability System. The purpose of the Exemplary Schools Program is to recognize and celebrate improvement in Massachusetts' schools, and to disseminate information and encourage networking and sharing of ideas, effective practices, and models for success. The program is intended to provide a means for the schools to share their expertise with other schools in the state.

Based on the School Performance and Improvement Ratings issued in January 2002, and continued and/or significant improvement on the 2002 MCAS test results, the Department identified 175 schools that exceeded their expectations for improvement. These schools were invited to apply for consideration as candidates to serve as 2003 Commonwealth Compass Schools. Of the 84 schools who chose to apply by submitting information on the initiatives they have undertaken to improve student performance that they think have had the most positive impact on their results, seven high schools, eight elementary schools, and three middle schools were selected as finalists and scheduled for an on-site review to determine their willingness and capacity to serve. Data and information gathered from the applications and the review process of these schools will be published in a report this fall.

Schools selected to serve as 2003 Commonwealth Compass Schools will receive special recognition and a \$10,000 grant to support the participation of their administrators and staff in information sharing and dissemination activities over the next year.

The Report

This report summarizes the findings and analyses of the visiting team based on their May 6, 2003 site visit review of Auburn High School. The report will assist the Commissioner in determining which schools from among those visited will be designated to serve as Compass Schools in the state's new Exemplary Schools Program.

The Panel evaluated data and written information on the school's performance and improvement efforts including the school's application to serve as a Compass School. The Panel then visited the school to meet with school leaders, staff, parents and students and visit classrooms in order to answer the following two key questions:

1. Is this school using effective improvement initiatives that could be replicated in other similarly profiled schools?
2. Are the conditions in place for this school to serve as a model of effective practices and successful improvement initiatives?

The Panel's responses to these two questions frame the report. In the process of answering these questions, the report focuses primarily on the initiatives that the school identified in its application as having had the most positive impact on student performance.

The findings and conclusions presented here are the product of analysis, discussion, and observation, and are based on the evidence made available to the Panel before and during their visit. A list of Panel members who participated in the Auburn High School review is provided in Appendix A. A detailed schedule of the Panel's activities is provided in Appendix B.

Auburn High School Profile

Enrollment

Auburn High School is one of six schools in the Auburn School District and the only high school. The school serves students in grades 9 through 12. Enrollment between 1999 and 2002 averaged 625 students. Ninety-six percent of the student body was made up of white students, and eight percent of students at the school were low-income.

Between 1998 and 2001, the attendance rate at Auburn High School averaged 94 percent, with an average number of days absent being 11. Both the retention and exclusion rates average 0 for this time period. During those four years, the dropout rate averaged two percent. Out-of-school suspensions averaged seven percent while in-school suspensions were below one percent.

Staffing

At Auburn Senior High School, there are 48 classroom teachers, 11 paraprofessionals, three guidance counselors, two administrators, and one specialist teacher. All but one teacher at this school are certified in the subjects they teach. Only 16 of the teachers at Auburn High School have five or fewer years of experience.

MCAS Overview

Students at Auburn Senior High School are tested in the MCAS in grade 10 in English language arts (ELA) and in mathematics. In Cycle II (2001-2002), the school was found to have made Adequate Yearly Progress (AYP) in both ELA and mathematics.

Student Performance in English Language Arts

In Cycle II, Auburn High School received a performance rating of *High* for its Proficiency Index (PI) of 85.4 in ELA. Its 15.2-point improvement over Cycle I (1999-2000) was rated *Above Target*. Participation rates in the ELA test in Cycle II were 98 percent in 2001 and 92 percent in 2002.

In Cycle II, Auburn High School saw its regular education students make significant gains in the proportions scoring at the Proficient and Advanced levels of performance. In 1999, only three

percent of students scored at the Advanced level, 53 percent at Proficient, 39 percent at Needs Improvement and six percent failed. In 2000, six percent of students were Advanced, 34 percent Proficient, 43 percent in Needs Improvement, and 17 percent failed. In 2001, 12 percent of regular education students performed at the Advanced level, 51 percent were at Proficient, while 34 percent were at Needs Improvement and three percent failed. In 2002, the percentage of Advanced students rose to 27, there were 50 percent Proficient, 19 percent were in Needs Improvement, and four percent failed the ELA portion of the test.

In Cycle II, fewer than 10 special education students were tested in ELA at Auburn High School.

Student Performance in Mathematics

In Cycle II, the Auburn High School received a performance rating of *Moderate* for its PI of 78.4. For its 18-point increase over Cycle I, the school received an improvement rating of *Above Target*. The school's participation rates in the mathematics portion of the MCAS test in Cycle II were 98 percent in 2001 and 92 percent in 2002.

In 1999, 12 percent of regular education students performed at the Advanced level, with 20 percent at Proficient, 34 percent were at Needs Improvement, and 33 percent at Warning. In the second year of Cycle I (2000), 18 percent of students were Advanced, 32 percent Proficient, 25 percent in Needs Improvement, and 25 percent failed. In 2001, 21 percent of students were Advanced and the proportion of Proficient regular education students rose to 41 percent, while 31 percent were at the Needs Improvement level and seven percent failed. In the second year of Cycle II, the percentage of students scoring at the Advanced level increased to 33 percent, 24 percent of students were Proficient, 31 percent in Needs Improvement and 12 percent failed the mathematics portion of the test.

In Cycle II, fewer than 10 Special Education students were tested in mathematics at Auburn High School. .

Panel Responses To The Key Questions

KEY QUESTION 1: Is This School Using Effective Improvement Initiatives That Could Be Replicated In Other Similarly Profiled Schools?

Both the school and the Panel identified three initiatives adopted at Auburn High School that have had a direct impact on student achievement and two strategies which support the school's improvement efforts in indirect ways. The major initiatives include (1) a double-block algebra class co-taught by regular education and special education teachers; (2) a flexible alternative education program, Project Enterprise, that serves both special education as well as regular education students in need of a structured setting; and (3) a well developed mentor teacher program. In addition to these initiatives, school personnel attribute student improvement to the rotation of course assignments among all teachers, and to the 'backward mapping' of the school's curriculum which links the school's curriculum standards with the learning standards

assessed by the state. The school's initiatives are thoughtful adaptations of traditional programs which can be replicated in other similarly profiled schools.

A. Which improvement initiatives have had the greatest impact on student performance results?

The school's major initiatives to improve student achievement are an outgrowth of its professional culture, described in the Auburn Compass Application as a "caring and supportive faculty." Parents in the focus group corroborated the school's claim, citing numerous examples of teachers providing extra academic support as well as contributing to student's emotional and social development through extra-curricular service. Students in the focus group agreed with their parents that the reason they have improved their MCAS performance can be directly related to the support offered by their teachers. The Auburn Programs and Services report lists five grant-funded academic support programs, five internally supported academic services, six accelerated academic programs for gifted students, and 26 clubs, sports, and organizations offering academic and extra-academic opportunities for Auburn students. The extensive interaction between faculty and students and the commitment of faculty to serving student needs in multiple settings creates a climate and culture that provides a foundation for the specific program initiatives identified by the school as factors contributing to student success.

Double-block Algebra: Three years ago, Auburn faculty identified a group of students who were in need of extensive remediation particularly in mathematics. While some of the struggling students were identified with special needs, many were not. A collaboration between a special educator with proficiency in mathematics and a mathematics teacher grew into a plan to offer this targeted group two periods of algebra per day with two teachers and to stretch the course into two segments, Algebra 1 part I and Algebra 1 part II, each extending over a full year. During the first year, Algebra 1 Part I, the course is offered across two class periods by two teachers. The mathematics teacher provides content expertise while the special educator offers pedagogical strategies to support students as they strive to master the content. The two classes are scheduled consecutively, though named differently, so that all students recognize they are taking Algebra but with an extra period for special assistance.

The belief underlying the change in structure for the algebra course is that some students need more time to master content than others (School Survey, page 4). The targeted group receives double the learning time to acquire proficiency in the course content and skills during the first year, and an additional year as sophomores to deepen their competence in fundamental skills. The decision to adjust the pace of algebra for these students impacts the course sequence for subsequent grades. Since the targeted students take algebra for both ninth and tenth grade, they are not exposed to the geometry included on the grade 10 MCAS. School personnel considered the impact of their decision on student scores, but determined that it was in the best interests of students to accept the likely lack of success on the tenth grade test with the expectation that students would be well prepared to pass the MCAS by eleventh grade.

The first group of students to complete the special algebra sequence including the double block experience in ninth grade will have taken the MCAS math as eleventh graders in May 2003.

While internal assessments, including simulated MCAS tests, indicate that the program is successful, the final determination of its impact on students' MCAS passing rate will not be available until the May assessments results are distributed. Anecdotal evidence and internal assessments are promising, but the school's assertion that the double block algebra sequence is linked to improved student achievement has yet to be corroborated.

Project Enterprise: The Auburn alternative education program, Project Enterprise, provides a structured setting for students at risk and for those identified with special needs. A distinctive feature of Project Enterprise is the flexibility it offers for student placement, customizing the degree of support to the individual needs of the student. The program uses a 'teacher as coach' model, with the faculty member allowing considerable student freedom in the selection of a task for demonstrating learning, but setting expectations for a physical product that meets the standards for the subject.

The school asserts that Project Enterprise has been effective in keeping students in school by providing the degree of support appropriate to the student. Panelists were unable to gather the attendance information needed to corroborate the school's claim. However, the Panel did learn that Project Enterprise maintains a waiting list, one indicator of the program's value and impact on students at Auburn High School.

Teacher mentor program: While the Auburn School District's "Comprehensive Induction Program" has been in place for several years, it has become particularly important over the most recent three years during which the school has experienced a high rate of teacher turnover due mostly to the retirement of seasoned veterans. The program is modeled on the Teachers 21 design piloted by the Department of Education in regional centers around the state. When the Department program was eliminated, Auburn sought grant funds to continue the program for the benefit of its own beginning and experienced teachers. Currently, the two Auburn High School coordinators provide monthly instruction for thirteen new teachers to the Auburn School District.

Both mentor teachers and protégées are expected to complete structured assignments throughout the year. Mentor teachers meet bi-monthly to discuss their role and guidance responsibilities, and teachers being mentored meet monthly to share experiences and discuss relevant issues and strategies for improving their instructional skills.

Auburn school leaders suggest that the low turnover rate among new staff members is attributable to the mentor program, and that increased stability among the staff contributes to student success by promoting a consistent approach to the academic program. There were no measurable effects available to corroborate the impact of the mentor program on student academic achievement beyond the impact a stable staff can have on school climate and culture. As indicated in the opening paragraph of this section, the professional climate and culture at Auburn High School are credited by parents and students for the school's strong academic performance.

'Backward' curriculum design: Over the previous three years, the Auburn faculty has been engaged in an extensive process of curriculum review and revision following the model proposed by Grant Wiggins known as "backward curriculum design." The mathematics department is

furthest along in the process, having completed a comprehensive examination of the state standards and the school's assessment results and compiled local content and skills standards aligned with the state's expectations. For some content areas, faculty members have collected lesson samples, activities, unit plans and assessments to guide the design and delivery of instruction targeted specifically to the required proficiencies. The school asserts that this careful and systematic approach to curriculum design contributes to student achievement success by identifying core elements of each content area to be addressed in each course. With a focused curriculum closely aligned with state standards, student learning opportunities are more likely to yield proficiency in core skills and knowledge.

Rotating course assignments: A deliberate decision was made at Auburn High School to rotate teaching assignments so that all teachers have experience with the entry level foundational courses in the academic sequence. With the exception of specialized upper level advanced placement courses or science specialties, all teachers are at some point responsible for teaching ninth graders. In this way, Auburn faculty members are personally familiar with the incoming skill level of new students as well as with the ways students engage with the first year content. In science, the ninth grade 'integrated science' class is taught by discipline specialists who rotate through a third of the year. The physics teacher covers the physical science component, the biology teacher covers life science, and the chemistry teacher introduces chemistry concepts.

The school credits the rotation of teaching assignments with contributing to the refinement of the curriculum since individual staff members can discuss knowledgeably the scope and sequence decisions across all grade levels.

B. How did the school plan their improvement initiatives and put them into practice?

In several cases, the initiatives at Auburn High School which are credited with leading to improved student performance began as teacher ideas, gradually earning colleague and leadership support as the ideas matured. In other cases, the initiatives are adaptations of existing programs tailored to meet the specific needs of Auburn High School or School District. The Panelists heard from a number of staff members that the culture at Auburn promotes a belief in individual and collective responsibility for student success, encouraging the 'grass roots' generation of productive strategies to support student success. School leaders have effectively distributed responsibility for defining and disseminating the school's best practices.

Both the mentor teaching and the alternative education programs at Auburn began as regional projects which lost funding and were adapted internally for the school district's own benefit. As indicated earlier, the mentor teaching program began as a collaborative regional pilot of the Teachers 21 model in partnership with the Department of Education. Project Enterprise was associated with a regional vocational education program that also fell victim to budget cutbacks. The school and district decided to sponsor these programs in-house when external resources no longer supported them.

The mentor teacher program has continued with grant funding for mentor stipends since being brought within the school district, but projections suggest that the grants may soon be reduced.

According to the program coordinator, the plan for the coming year is to offer the mentor teaching program regionally, in association with Worcester State College, to a larger number of both mentors and teachers being mentored from around the area. The coordinator indicated the district intends to continue the mentor program despite financial limitations because of the value to students provided by trained, prepared beginning teachers.

Project Enterprise has been in place for many years at Auburn High School and the history of many of its changes is somewhat uncertain. In its current form, it mirrors some aspects of the original vocational education alternative program from which it originated, but on a significantly reduced scale. The program serves an average of 12 students for varying periods of time each day. According to the Principal, the hope is that a vocational educator can be hired to supplement the special educator who teaches the program alone.

The third primary initiative, the double block algebra, began as an idea from two teachers interested in a collaboration to support specific learning gaps among targeted students. The mathematics and special education teacher presented the idea to their colleagues within the departments and gained support from the faculty and administration as details of the plan were developed. At the present time there are three sections of the course serving primarily at-risk students and some students with identified disabilities. The hope is that the concept of adjusting the pacing of foundational courses can be adapted for use by the middle school, allowing students to develop stronger skills at their own pace before reaching high school.

To monitor the effectiveness of its initiatives, the school relies on teacher-developed assessments to track student progress. As indicated earlier, the first group of students to complete the modified algebra program has just taken the MCAS math test as eleventh graders, and the effectiveness of the program will become clearer when those results are known. Documented low rates of student absenteeism and a small drop-out rate are indicators of the effectiveness of the alternative education program. Other data linking the school's initiatives to specific student achievement gains was not readily available.

C. Does the school think these initiatives can be successfully used in similar schools? Why?

The Project Enterprise teacher expressed strong belief that alternative education programs like this could be adapted by other similar schools. The program requires strong administrative support, but offers benefits to students of a small student teacher ratio and multiple entry and exit points. The cooperation of faculty across the school to accommodate the flexibility within the program is a contributing factor in its effectiveness.

The Panelists determined that the double block algebra program with the modified pacing for targeted students could be adapted by other schools with similar needs. The requirements would include a recognition that students in the program may not have covered all of the essential content tested on the grade 10 math MCAS, and may need an additional year for success on the test.

The mentor teaching program is a project with some up-front costs for mentor stipends and training for the directors, but the leaders claim that the benefits of skilled novice teachers offer a

significant return and make the costs worthwhile. This initiative has benefited Auburn School District and, with appropriate preparation and planning, could be adapted for other districts or schools anticipating high rates of new staff.

KEY QUESTION 2: Are The Conditions In Place For This School To Serve As A Model Of Effective Practices And Successful Improvement Initiatives?

Auburn High School has an enthusiastic staff and experienced leadership well qualified to share its initiatives with other educators. While the personnel involved in the programs credited with supporting student success are articulate and confident, there is not yet a clear quantitative linkage between specific program modifications and student achievement. In general, the strong professional climate and a culture focused on “doing what’s best for students” (Parent Focus Group) provide the capacity for improvement and the initiatives are only some of the ways that Auburn staff have influenced student success. With more explicit linkage between its formal initiatives and improvement in student performance, Auburn High School would be an ideal model of successful improvement initiatives.

A. Do leadership and staff have a shared understanding and use a common language to describe the changes/initiatives that have led to improvements in teaching and learning?

The staff and leadership at Auburn High School have a common language not only about the initiatives that are credited with supporting student success, but about teaching and learning issues more broadly. Administrators have instituted a number of strategies and vehicles through which staff members come together to share practices, plans, and expectations.

Regular faculty meetings are a forum for discussing education topics. Teachers in the focus groups explained to the Panelists that a typical staff meeting would involve discussion of an open-ended question facilitated by the Principal, eliciting opinions and understandings from multiple faculty perspectives, and generally reaching consensus or at the least expanding understanding among the staff. This leadership model is praised by the staff as encouraging them to come up with ideas and bring them to others for review and discussion without fear of criticism. Teachers also explained that one year of their four year evaluation cycle is designated their “collaborative” year during which their evaluations consist of sharing best practices with others at regular seminars. Input and ideas to improve school operations are solicited not just from faculty members but also from students as part of a graduation “exit survey.” Student ideas are invited for program changes and modifications. A fourth vehicle for attaining a common understanding of the school’s central focus on teaching and learning is the rotation of teaching assignments, since all teachers become intimately familiar with the strengths and needs of incoming students. All faculty members serve on committees, some with a focus on special topics such as homework, study halls or student-initiated topics. All teachers are involved in curriculum review and revision, analyzing the results of common department mid-terms and final exams and ‘blind’ scoring MCAS simulation exams. Through all these avenues, teachers at Auburn High School develop a common language about the needs of their students and the services and strategies that have been shown to support student success.

With respect to the specific initiatives identified as contributing to student performance improvement, both the teachers involved and the administrators explain the structure and impact of the programs with ease and confidence. Key personnel are familiar with the frameworks and details of the double block/ modified pace algebra program, Project Enterprise, and the mentor teacher program. Many faculty members were able to offer details on the curriculum mapping process underway and on the rotation of course assignments, whether they were centrally involved as coordinators or not.

B. How effectively do leadership and staff articulate the connections between the specific changes and improvement initiatives they have implemented, and the gains made in student achievement?

School leaders and key staff members are confident and clear in their description of the practices they have initiated to promote student improvement. However, they have not yet clearly linked their specific programs with student achievement gains. The Auburn High School earned “above target” ratings for its performance on the 2002 MCAS in both ELA and mathematics, but the double-block algebra students have yet to complete the modified course sequence so their performance improvements are not reflected in the school’s results. Project Enterprise and the mentor teaching program have been in place for a number of years, and are not clearly connected to the gains demonstrated on the Cycle II performance rating.

Despite the insufficient linkage between the ‘identified’ Auburn initiatives and student achievement, there is strong agreement and compelling anecdotal evidence that the school’s collaborative professional climate and pervasive commitment to student success are major factors influencing the school’s improvement. At Auburn, teachers explained they are encouraged to make instructional and programmatic choices which focus on what is best for students. Teachers uniformly commented that they feel supported by their colleagues and by administrators, with their successes celebrated and their ‘failures’ forgotten. An attitude of continuous improvement is described even by parents, who offered examples of teachers reaching out to provide multiple opportunities for students to achieve at their highest level. The positive relationship between teachers and students was cited by the participants in the student focus group as a primary force contributing to their MCAS improvement. Despite a high rate of new staff joining the faculty, the level of teacher support has not diminished, according to the seven parents interviewed during the Panel visit.

In the judgment of the Panel, the influence of the strong professional culture at Auburn cannot be discounted as a major factor in student improvement. While difficult to quantify and impossible to link directly to student achievement gains, the individual and collective efforts of staff members is a likely crucial reason for the improvement Auburn students have demonstrated on the state tests.

C. Is there a school wide focus on, and sufficient staff investment in, continued improvement of student performance?

As indicated in the previous paragraphs, the culture at Auburn is one that values refinement, revision, and modification of existing programs if the changes are likely to provide needed support to students. One parent in the focus group who is also a member of the school site council explained that the discussion at council meetings always centers on “expand(ing) what works and looking for new ways for what doesn’t.” He explained that staff at Auburn have always had to learn to work more effectively and efficiently because of limitations of resources and of the facility. (Parents proudly reported that, after numerous failures in previous attempts, the voters of the district had finally approved the funding for a new high school facility.)

In addition to the features of the culture that focus on improving student performance, the school’s written improvement plan document includes expanded descriptions of the specific steps to be taken, the indicators of change, and the resources necessary to bring the school’s ideas into practice. The district-wide *Curriculum Accommodation Plan* outlines specific actions to be taken by school personnel to accommodate the learning needs of students across the educational program, not only those with identified special needs. Each of the written documents corroborates the descriptions offered by staff members, parents and students about the efforts at Auburn High School to enhance student attainment.

In practice, the high school uses several specific strategies to provide assistance to students. During the school day, designated math and English HELP rooms staffed by teachers are open for students to drop in if they choose. According to parents and students, the HELP program attracts not only struggling students but also proficient students who find the one on one attention valuable. Teachers of English language arts are assigned four classes and two duties and teachers of mathematics are assigned five classes and one duty, along with their preparation period. The duty period is designated as time for service in the HELP rooms. Teachers offer assistance to all students, not only to those assigned to their classes. A remedial MCAS program is provided after school for students, as well as informal tutoring by teachers who accommodate student requests both before and after school. Sports coaches require regular academic progress reports from team members during the season, an example of the school-wide nature of Auburn’s focus on student improvement reported by both parents and staff members.

The Pupil Personnel Committee at Auburn High School plays a major role in monitoring the impact of the school’s programs on individual student success. At weekly meetings extending for an hour or more, administrators, guidance staff, special educators, and other support personnel review the progress of targeted students and share concerns about new students in order to devise ways to modify or complement current services to best support those who are not making adequate progress. Students at risk of failure are considered for placement in Project Enterprise if suitable or designated to receive resource support. A member of the team is assigned to follow up on the student support plan and report the student’s progress back to the team. The weekly systematic review of student’s academic performance allows the school to monitor the quality of its work and modify practices as needed. No student is allowed to “fall through the cracks” as parents explained.

D. Does the school appear to have the capacity to host site visits and to participate in various activities to share effective strategies and practices with other schools in the state?

While the Auburn High School facility was criticized by the parents as deficient, the Panel found the facility adequate for hosting a visiting group. At least two conference rooms are available for occasional use by visitors, and the school is easily accessible by major highways. Parking space is sufficient to manage a few additional vehicles.

The administrators and staff involved in the designated initiatives are articulate and clear both in writing and orally. Some of the key personnel in the double block algebra program and the teacher mentor program are experienced presenters and are well skilled at sharing practices with other audiences.

The challenge for Auburn High School to share its programs with others is to describe concisely the underlying culture and climate that provides a foundation for the specific change initiatives identified in its application. With some development, the Panel agrees that school personnel should be able to complement the quantitative information that best describe its improvement initiatives with sufficient qualitative descriptions of the underlying principles and expectations to offer a meaningful presentation to visitors from similarly profiled schools. The compass candidate visit by the Panel was one of the school's first attempts at describing its programs to others, and, while competent, the Panel believes the school's presentation can be refined with modest effort.

E. Does the Panel recommend that this school be designated to serve as a Commonwealth Compass School?

Yes. The Panel agrees that Auburn High School could serve as a Commonwealth Compass School with the conditions mentioned in the report. Specifically, these conditions are the development of concise descriptions of the elements of its designated initiatives, clearer linkage of the initiatives to student improvement, and a coherent description of the professional culture and its impact on student performance. The staff and administrators are articulate and the school has the resources and capacity to host visitors and present its work to others.

CONCLUSION

Auburn High School has three major initiatives that contribute to student improvement: a double-block algebra program, a flexible alternative education program, and a well developed teacher induction program. In addition, the school's systematic, regular curriculum review process and its rotation of course assignments complement each other and provide a focused academic program that prepares students to demonstrate proficiency in essential skills and knowledge.

Auburn High School has the capacity to host visitors and the skills among its key personnel to share its work with other similarly profiled schools. With further development of its program descriptions and clearer linkage between its practices and student achievement gains, the school could be an ideal Commonwealth Compass School.

**APPENDIX A: CANDIDATE COMPASS SCHOOL REVIEW PANEL
Auburn High School, May 6, 2003**

Dr. Karen Laba, Chairperson, SchoolWorks, Beverly, MA.

Peter Kalafarsky, Science Coordinator, Haverhill Public Schools, Haverhill, MA.

Richard Glennon, School to Career Coordinator, Hyde Park High School, Boston, MA.

Denise Messina, Vice Principal, Van Sickle Middle School, Springfield, MA.

Donna Dankner, Literacy Coordinator, Uxbridge Public Schools, Uxbridge, MA.

APPENDIX B: SCHEDULE FOR THE PANEL VISIT TO AUBURN HIGH SCHOOL, MAY 6, 2003

7:30—8:00 a.m. Panelists meet in guidance conference room
 8:00—8:30 a.m. Panelists meet with Principal
 8:35—9:05 a.m. Panelists meet with focus groups in cafeteria

Focus Group A	Focus Group B	Focus Group C	Focus Group D
Joseph Phelan Edward Bedard Rose Fournier Patricia Ferguson	Six students from the 9 th and 10 th grade classes	Six students from the 11 th and 12 th grade classes	6—10 parents

	Panelist A	Panelist B	Panelist C	Panelist D	Panelist E
9:05— 9:26	Observe Joellen Farley (English)	Observe Joseph Phelan (Project Enterprise)	Interview Kenneth Amend (Science)	Interview Tanya Benoit (Science)	Mentor Teacher Program Int.
9:30— 9:55	Interview Joellen Farley (English)	Observe Margo Austein (Special Ed)	Observe Kenneth Amend (Science)	Observe Tanya Benoit (Science)	
9:55— 10:16	Observe Andrew Niedzwiecki (Math)	Interview Joseph Phelan (Project Ent.)	Observe Carol Cavanaugh (English)	Observe Marie Loosemore (Math)	Visit Eng. 11
10:16— 10:45	Interview Andy Niedzwiecki (Math)	Interview Margo Austein (SPED)	Interview Carol Cavanaugh (English)	Interview Marie Loosemore (Math)	Document review

11:05—12:15 p.m. Panelists meet to discuss findings so far and to plan the remainder of the day
(working lunch)
 12:15—12:45 p.m. Panelists use time as needed to analyze findings and to gather more information;
 Panelists are encouraged to roam the entire school and visit classrooms not yet seen.

	Panelist A and Panelist B	Panelist C and Panelist D
12:45— 1:15	Debra Bolz; Nga Huynh; Amy Sampson; Margo Austein; Christine Proulx	Charles Pietrello; Jeffrey Lizotte; Gerard DeLongchamp; Brent Otto
1:15— 1:45	Eileen Donahue; Joseph Hurley; Margot Masmanian; Ronald Prouty	William Garneau; Michael Young; Bethany Dunton; Helen Estephan

2:00—2:15p.m. Closing meeting with the Principal to discuss next steps in the process (all
 Panelists are present)
 2:30—5:00 p.m. Panelists deliberate and form conclusions