

**Panel Report**  
**Candidate Compass School Review**  
**Lynnfield High School**  
**Lynnfield 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 Compass 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.

In 2005, 197 schools that made AYP during the last two years and exceeded their improvement targets for both ELA and mathematics in the aggregate and/or for all reported subgroups were invited to apply to the program. Eighty of those schools chose to apply by submitting completed applications. The applications provided written responses to three questions on the initiatives undertaken to improve student performance that school leaders and staff think have had the most positive impact on their students' performance. Six high schools, six elementary schools, one middle school, one kindergarten through grade 8, one grade 7 through 12 regional school, and one charter school were selected as finalists. Those 16 schools were scheduled for a panel review to learn more about their highlighted programs and to determine their willingness and capacity to serve in the program. Data and information gathered from the application and review processes of these schools will be published in a report this fall.

The Commissioner will designate up to 16 schools to serve as 2005 Commonwealth Compass Schools. Compass Schools 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 a small team of education professionals during a one-day visit to the Lynnfield High School on May 10, 2005. The report will assist the Commissioner in determining which schools from among those visited will be designated to serve as 2005 Commonwealth Compass Schools.

The panel evaluated data and written information on the school's performance and improvement efforts, including the school's Compass School application. Panelists then visited the school to meet with school leaders, staff, parents, and students, and to 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 its visit. A list of panel members who participated in the school panel review is provided in Appendix A. A detailed schedule of the panel's activities is provided in Appendix B.

### **School Profile**

Lynnfield High School serves 554 students in grades 9 through 12. The total enrollment has grown steadily since 2002, when 481 students attended. In 2005, 93% of the students are White, 4% Asian, 2% Black, and 1% each Hispanic and Native American. First Language Not English students comprise 4% of the study body, Low-Income, 1%, and Special Education, 8%. These percentages reflect those of the Lynnfield School District but are substantially different from the State (74% White, 5% Asian, 9% Black, 12% Hispanic, and 14% First Language Not English, 28% Low-Income, and 16% Special Education).

The rate of attendance at Lynnfield High School for 2004 was 95.0% and has remained quite stable since 2001. The retention rate has also remained stable over time at 1.6%. The most recent dropout rate, in 2003, was 0.4% and the Out-of-School Suspension rate was 3.4%. These rates are better than rates across the Commonwealth, where 3.3% of students dropped out and 6.1% were suspended out-of-school.

### **Staffing**

Lynnfield High School is led by one principal, one assistant principal, and six department heads. There are three guidance counselors, a nurse, a school psychologist, a library/media specialist, and 41 teachers. The student-teacher ratio at Lynnfield High School is 12-to-1. Of the 41 faculty members and 6 department heads, 26 have served at the school for more than five years and 29 have ten or more years total teaching experience. All academic teachers are certified in their subject areas.

## **MCAS Results**

The Massachusetts Department of Education 2004 Cycle III AYP Report shows the Performance Ratings of Lynnfield High School as Very High for both ELA (aggregate CPI of 97.6) and math (95.4). The school's aggregate CPI values are both above the Lynnfield district CPI values (ELA, 93.6; math, 85.9) and well above the state averages (ELA, 83.7; math, 70.4). This is also the case for the improvement gain at Lynnfield High School for Cycle III (ELA, 4.1; math, 8.9) relative to the district (ELA, 2.0; math, 0.6) and state (ELA, 3.3; math, 5.2). Lynnfield High School has no 2004 AYP accountability status. Since 2001, student performance at the Advanced and Proficient performance levels on MCAS has increased. In 2004, Lynnfield High School has a large percentage of its students performing at Proficient or above (ELA, 91%; math, 90%). In ELA, the percent has not increased much since 2002, but is an improvement over the 75% at Proficient or above in 2001. In math, the shift has been more dramatic and consistent. In 2001, 63% of students performed at Proficient or above, with an increase of about 10% each year thereafter.

Lynnfield High School has outperformed the district in the special education subgroup. While the numbers of students in the special education subgroup are small at Lynnfield High School, the CPI values (ELA, 89.0; math, 82.0) and improvement gains (ELA, 14.6; math, 15.3) for Cycle III outpace the district CPI values (ELA, 73.0; math, 54.7) and improvement gains (ELA, 8.7; math, -5.7). Special education students at the school have also made significant progress in MCAS performance. In 2001, 30% were performing at Proficient or above in ELA, while 22% were performing at the Warning/Failing level. In 2004, those percentages for ELA are now 62% at Proficient or above and 0% at Warning/Failing. In 2001, 27% performed at Proficient or above in math and 32% at the Warning/Failing level. These percentages for math in 2004 have increased to 54% at Proficient or above and 8% at Warning/Failing.

## **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?**

Yes. Lynnfield High School has several effective initiatives that have had a positive impact on student achievement. Lynnfield High School uses technology in all classrooms, has structured common planning time for faculty, and offers co-taught MCAS preparation courses for at-risk students in English language arts and mathematics. The effectiveness of these initiatives is visible in how students engage in class assignments; in the way teachers describe the instructional changes they have undertaken since these initiatives began, and in the resulting collaborative culture in the school.

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

Three initiatives at Lynnfield High School have had the greatest positive impact on student performance. These include the incorporation and use of technology in all classrooms, structured common planning time for faculty, and co-taught MCAS preparation courses for identified at-risk students in English Language Arts and Mathematics. Each of these initiatives has contributed to student performance in their own regard. Working together, these initiatives have resulted in school-wide changes, leading in particular to a collaborative school culture.

### *Technology*

Technology is used in every classroom at Lynnfield High School. As the Principal noted, “every classroom is a ‘Smart’ classroom.” Each classroom has a Smart Board™ with projector and a teacher laptop with printer. All computers in the school are networked, have internet access, and are linked to a shared drive. Three carts, each with 12 wireless laptops and a printer, are available for any faculty member to use in their classroom. Faculty interviews and classroom observations highlight the constant use of technology by teachers and students at Lynnfield High School.

Teachers report increases in student performance and efficiency through the use of technology. Teachers explain that they save time during lessons when they use technology in their teaching, through the use of PowerPoint presentations and embedded hyperlinks, for example. Several teachers describe how beneficial it has been to go directly to a website (via hyperlinks) that illustrates an idea or topic being discussed. For example, one teacher described a past science class where they visited a website that had animations of different machines to illustrate to students how simple machines work. Another regularly uses the computer to pull up current events as part of class discussion in social studies class. Teachers reported increased instructional time due to technology, i.e. not having to re-write formulas, graphic organizers, lesson-related vocabulary, etc. Teachers use the technology to help students visualize content, such as the digestive system in biology class, and keep their interest. In one science classroom the panel observed, the teacher had images of different environments displayed on the Smart Board that students were using as the basis for a biology project on adaptation. Teachers describe how the technology allows participation, promotes interaction, and keeps the students engaged. Teachers express that they have been very impressed with the effectiveness of the technology and are able to “really see what a difference it makes.”

One way that technology has been used to support MCAS performance is highlighted by the math department. Released MCAS questions have been downloaded to a shared disk and placed on the school’s shared drive. Teachers are encouraged to access the shared file to display a question or two on their Smart Board on a regular basis, or construct a sample test, and work with students to solve those problems. Doing and reviewing math MCAS items became a regular feature of math instruction and has helped students to become familiar with approaching and

solving test questions. In this way technology has allowed the math department to support their teachers and students with MCAS skills and knowledge.

Students use technology during just about every unit, either for research or for exhibitions and presentations. Students use the classroom laptops for research, projects, and sharing work. Student use of technology was seen in a number of the classroom observations. Students used laptops to write out the ‘story’ of their rat adaptations in the biology project, modeled the use of a graphing calculator projected on the Smart Board in a math class, and were immersed in foreign language learning through viewing a video that each student could control the pace of on the computer. The school’s media specialist supports teacher and student use of technology and helps students find electronic resources that are appropriate for their work. The students also make extensive use of the shared drive by saving to and sharing files with each other through the drive. Classroom observations of students working with technology made it clear that students are proficient with the technology, work very well independently and in small groups when using technology, and maintain a high level of time on task during those classes.

Technology makes it easy for teachers to share lessons, plans, and assessments. It also facilitates common strategies such as practice MCAS question review and test taking. Teachers approach the use of technology with enthusiasm, although they are careful to maintain a focus on the use of technology to enhance curriculum. As one teacher cautioned, “we need be careful that we learn how to use the technology, to let the technology support the curriculum, not take the place of it.” Sharing of effective instructional practices among staff has been greatly enhanced by technology, as they are able to access all instructional materials for a particular curriculum through the shared drive. All staff has voice- and e-mail that further enhances communication and allows for “administrivia” to be done electronically so that face-to-face time is spent on substantive issues. Communication via e-mail has also greatly enhanced communication to parents and the community.

#### *Co-taught MCAS Preparation Courses*

Co-taught MCAS preparation courses for at-risk students pair a regular education and a special education teacher to bring students to similar performance levels as their peers. Students are identified as candidates for the course based on their middle school MCAS scores and performance in English or math classes. Often these students have an IEP or 504 plan (although not exclusively) so the pairing of the two teachers is important to support these students. Small class sizes (13 to 15 students) and assigning the most qualified teachers in the school to teach these classes are also factors in making this initiative successful. The course meets three times per seven-day cycle for English, and three times per cycle for math. Teachers, department heads, and administrators note that this approach has enhanced the relationship between regular education and special education faculty.

### *Common Planning Time*

Teachers, school council members, and administrators describe how common planning time has promoted increased collaboration and communication within the school. This initiative has been structured to allow for teachers teaching teachers and provide a means of continual professional development. Common planning time allows teachers to meet with people from other departments on common planning teams once during each seven-day cycle. Working in interdisciplinary teams “heightens the connections among the teachers,” notes one teacher. Occasionally the common planning time is set aside for peer observations so teachers can see as well as discuss instruction and students. One teacher notes that these “observations have made me more open to new ideas. I’m not in a private practice anymore.” Common planning time helps teachers to be proactive with issues that might arise, improve the sense of collegiality among faculty, and build a more collaborative school culture.

### **B. How did the school plan its improvement initiatives and put them into practice?**

The co-taught MCAS preparation courses are rooted in a co-taught English class started at Lynnfield High School in 1990. The school implemented the model of pairing a regular education teacher with a special education teacher to support students as they engaged with the English curriculum. After the MCAS test was instituted as a requirement across the Commonwealth, the co-taught course was seen as an effective means to support student performance on the tests. The course offering was expanded to include a math MCAS preparation component in 1999.

Beginning in 1999, planning began for the renovation of the Lynnfield High School building. The principal at that time initiated a focus on technology that would be implemented to coincide with the renovation. The few years prior to the renovation were used to learn about available technology and instructional methods. The principal invited the three department heads in the school, comprising a majority of the school leadership team at that time, to be on the committee to learn about and guide the technology initiative. The leadership team had a lot of input into recommendations for technology, investigating what was possible and making decisions on what to include and how it might be used. During the planning process, Lynnfield High School staff visited other schools to examine what technology was available and how it was being used. Through these visits the leadership team learned about the Smart Boards, laptops, and presentation system they would eventually adopt. They set out to have the technology support many users and purposes, so, for example, the humanities lab is used by English and social studies as well as by foreign languages. At the time of the construction, a consultant was hired to oversee the technology purchasing and installation. The leadership team has been expanded twice in this time period. Four years ago the prior principal expanded the leadership team by creating more department heads. The two English-social studies and math-science department heads were expanded to four with each department head overseeing one subject area. Three years ago the current principal expanded the team further by including other members of the school community. These additions included the school psychologist, the two athletic directors, the

METCO director, a media specialist, and representatives from the music and art departments. The principal maintained the ability of the leadership team to make instructional, curricular, and resource decisions. The leadership team now meets approximately once every two weeks and part of their focus continues to be technology.

As the renovation of the math wing was completed in 2002, the school hired a professional development consultant to train the teachers on the basics of using the technology in the classroom. Just before school started, there were four days of professional development on the use of technology. Most valuable to the faculty, however, was the work of individuals from within the school who experimented on their own and shared what they learned. Department heads made an effort to promote sharing of strategies for using technology by using the technology itself (via email and the shared drive). Also, the renovation enabled the creation of common teacher office space, often shared by staff from multiple disciplines; the implementation of the common planning time provided opportunities for sharing strategies. These forums promoted the practice of teachers teaching other teachers. Teaching each other was helpful because everyone knew the context, knew each other, and they were all learning together. Some sessions of the common planning time were allocated to technology professional development, including peer observation to see technology use in classrooms. Teachers shared within their departments, were given leeway in how to make use of time to learn and implement strategies, and worked with the one or two staff members within each department who had become the 'experts' with the new technology. A number of staff was skeptical at first, but they quickly bought in once they saw how it increased efficiency, engaged students, and allowed for quality interaction among colleagues.

Teachers believe that teaching each other worked well because the teachers knew each other and had a lot of patience. It was also important to the teachers that they were given opportunities to see the value of the technology right up front. That promoted buy-in and motivation to learn how to use it. Teachers saw that it made their life easier and students were engaged by it. Teachers were given time in the school day on their own to work with the technology, learn new features and strategies, and share what they learned. One teacher noted that now "many visitors are amazed at the amount of technology and that we use it on a daily basis."

Approximately the same time technology was initiated, the administrators organized and implemented common planning time. The implementation of common planning time was driven by an NEASC recommendation to implement strategies to support collaboration. The principal made a decision to make the teams interdisciplinary, with each team consisting of five teachers from different disciplines. The assistant principal was put in charge of scheduling these meetings and determining the agenda. The assistant principal also interacts and facilitates the groups as needed but gives quite a bit of freedom to the participants. Common planning time was used to help implement the technology initiative, as time was allocated to technology-related professional development, teacher sharing, and peer observation to see technology use in classrooms. Examples of topics explored during common planning time since then have included

collaboration in the classroom, classroom management strategies, teacher stress, lesson study, and peer observations. Common planning time has led to collaborations between staff on instructional methods and units. For example, a recent unit created by several teachers blends physics, art, and music. The teams have met once every 7-day cycle, using 2 to 3 of the common planning time meetings each semester for peer observation. The meetings have also been used to bring in support staff to share and present their work and offerings to enhance communication throughout the building. For example, the school psychologist presented during the common planning time meetings to share and inform everyone what her role was and what she could do to support students and staff. The common planning time has been ongoing since its inception.

The renovation, implementation of technology in every classroom, and participation in the common planning time had an interesting, and valuable, outcome. Common office rooms created during the renovation brought everyone together in a physical space, and the expectation that every teacher make use of the technology during the first two weeks of school forced teachers to seek each other out to address a common need—to learn and use the technology. This combination set up a situation where everyone was on an equal footing (using the new technology and strategies), sharing was made easy (through flexibility and common planning time), and there was an initial reason to engage with the technology. As one teacher described it, relationships bloomed “once we were all in it together.” As the initiatives got underway, the prevalence of sharing became pervasive as teachers saw how the technology could be beneficial and they wanted to learn more. The common planning time facilitated this sharing and discussion. Sharing and staff collaboration have since evolved over the subsequent three years to encompass a wide range of collaborative efforts, leading to a shift in the overall culture of the school. The leadership team explained that this culture of staff sharing and collaboration was not in place prior to the renovation and introduction of technology as a focused initiative. In describing the time period when the initiatives were first put into place, one department head noted, “I’ve never seen teaching styles change so quickly.” The combination of changes in the physical space, expectations for learning something totally new to all, an alignment of the curriculum to State frameworks, and opportunities to share and collaborate led the teachers to share with and teach each other. These characteristics have since permeated many other areas of instruction, leading to a community of learners that constantly talks about and changes what they do to best support student learning.

To monitor the effectiveness of the initiatives, department heads and administrators rely primarily on classroom observations. The constant discussions in which teachers discuss and share how they have adapted technology to the classroom also provide insight into how the initiative is progressing. Administrators conduct surveys to get a sense of the response to and effectiveness of the initiatives. Administrators and department heads believe that student performance will continue to improve based on the care and dedication of staff. They look for evidence that teachers are furthering their own education relative to the initiatives and translate that to the classroom. As one teacher notes, “we want to excel in what we do” which leads teachers to “want students to excel too.”

Teachers and administrators at Lynnfield High School are generally not as clear about what the next steps are for these particular initiatives. The school is very clear that it wants to continue the progress it has made, building upon the culture and programs that have now been in place for the past three years or more. The school is, and will continue to be, involved in a district initiative to push technology use throughout the district. The school will continue to provide opportunities for faculty and students to learn about the use of technology. The school and district fund teachers to go to and present at conferences or other professional development opportunities. For example, several teachers recently presented at the Salem Collaborative. The district also runs a Summer Institute for teachers during the week following the end of the school year. Teachers can design, lead, and/or participate in professional development opportunities that are relevant to their needs. Several teachers note that they would like to see an emphasis placed on more student use of the technology. Students currently use it quite a bit, but there is great potential for more varied and intensive use of technology in their schoolwork. Other teachers believe future directions for technology use will be determined by the features and functions embedded in new equipment and software. Next steps for the common planning time may include more efforts around team-taught courses. For example, a bio-ethics course is being re-instituted and a new pop-culture course is being implemented for the coming year. The school council noted that they are constantly looking for new ideas and options for students, including the possibility of online courses for students and expanding their work with Individualized Student Success Plans. These efforts build on current successes with student enrollment in science courses, for example, where 90% of students at Lynnfield High School now elect to take a fourth year of science. The school's current school improvement plan includes a goal to get ready for the upcoming science MCAS requirement. The use of technology, common planning time, and co-taught MCAS preparation courses will be employed in reaching these goals. Overall there is a sense that the school is satisfied with what they are doing and will continue to implement what is successful while preparing for upcoming needs and challenges.

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

The administrators and faculty of Lynnfield High School believe the three initiatives can be successfully used in similar schools. As one member of the leadership team notes, "We haven't done anything extraordinary. This is what we should be doing." While administrators and faculty endorse the replication of technology, they tend to qualify their endorsement with the presumption that a school can acquire, or already has, the technology. Lynnfield High School was able to achieve this acquisition through the building renovation process. Everyone agrees, however, that once the equipment is in place, the training and use of the technology for instructional purposes are certainly replicable. Teachers and administrators both agree that implementation of the common planning time is replicable at other schools. The particular focus of interdisciplinary teams can be implemented elsewhere and could have similar benefits and results as seen at Lynnfield High School. In a similar fashion, the co-taught MCAS preparation

course can be replicated in similar schools, with the presumption that enough staff is available to co-teach small classes.

While a lot has changed at Lynnfield High School, both in the physical building, instructional practices, and school culture, the school has maintained high standards for both students and teachers. Through these initiatives, the school atmosphere and collaborative culture have become pervasive. Central to achieving these characteristics is a belief that these initiatives are not a one shot deal; they are pervasive. Administration supports teachers in learning about and participating in the initiatives by turning "duties" into productive time. For example, Lynnfield High School uses administrators, guidance staff, and even department heads to cover lunch duties. This allows for faculty to focus on implementation of the initiatives and build enthusiasm for their work. As one department head notes about their work in the school, "it is living, we believe in it."

## **KEY QUESTION 2: Are the conditions in place for this school to serve as a model of effective practices and successful improvement initiatives?**

Yes. Lynnfield High School is well positioned to serve as a model of effective practices and successful implementation. Faculty and staff of the high school have already been involved in hosting visitors and sharing their experiences and expertise with other schools. Faculty and staff are open and willing to have visitors and can effectively articulate their efforts to other interested parties. There is a common culture and language throughout the building that yields a clear and consistent description of the initiatives undertaken, the progression of events leading to the current practices, and the benefits and challenges of the 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?**

Leadership and staff across the school exhibit a shared understanding of the improvement initiatives, the development and implementation of those initiatives, and the results that have been achieved. Through interviews with varied members of the school community, including administrators, teachers, school council members, parents, and leadership team members, it is clear to the Panel that everyone uses a common language to talk about the initiatives. It is clear that the initiatives at Lynnfield High School have been undertaken with the cooperation of all relevant populations, which has in part led to the success of these initiatives and the consistency in how they are discussed. A number of teachers note the prevalence and importance of consistency across the school and district. The school and district administration portrays a clear mission and consistent expectations so all staff and students are "on the same page." One teacher notes, "At each level, from the superintendent to the teachers, everyone communicates very well." There is no vagueness or question about where the school is going. The school and district are supportive in helping teachers work toward the school vision and goals. In addition, constant

communication and collaboration is a regular feature in the school, providing opportunities and forums to come to common understanding of the school vision, goals, and initiatives.

**B. How effectively do leadership and staff articulate the connections between specific changes and improvement initiatives they have implemented, and the improvements made in teaching and learning?**

When discussing the impact of technology and the co-taught MCAS preparation courses, the members of the school community describe how these initiatives affect and engage students in learning. Discussion of the common planning time is not as well connected to student achievement, although all school members stress the importance of this initiative to the development of school culture and hence to student experience. Students note that their school experience is positive because their teachers are motivating, flexible, and helpful. Faculty describe the value of technology as the efficient and effective use of class time to create more teaching time for students, they describe how students connect to technology, and how it promotes interaction and engagement. One teacher notes, "It taps into what kids like to do, where they are at." Students like how the technology is interactive, they can see everything on the board, and they can use it during their many group projects. The co-taught MCAS preparation courses positively impact student learning by making connections between regular education and special education that is instrumental in bringing new strategies to address particular student needs. The MCAS preparation gives students more time on math and English topics and strategies to employ when taking the test.

Several practices articulated during the school visit provide additional insight into how the school uses student data to inform practice. Teachers and department heads describe how they constantly analyze test results in the school. The department heads complete a general review then involve their faculty in an item analysis. This allows faculty to conduct a root cause analysis to understand why students did not do well on certain items, then adjust the curriculum before the MCAS administration. This process allows teachers to understand the strengths of their students and curriculum, and adjust as needed. The school also uses the common planning time to carry out this exercise and technology to implement a strategy to address their findings.

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

It is clear that the faculty and staff of Lynnfield High School are dedicated to the continued improvement of student performance. Almost every member of the school community articulates that they work to continually support students and implement strategies to improve performance and available options. Parents and students emphasize the support, caring, and effort that teachers exhibit in their work. District and school administrators support multiple opportunities for teacher professional development that will improve their work with students. Teachers clearly articulate their desire to continually learn and grow as professionals, and that desire exists

for their students as well. Through these efforts, the school maintains high expectations of teachers and students in the school.

The faculty of Lynnfield High School is looking ahead to the upcoming State science MCAS requirement to consider what should be done to support student success on this test. The school is already beginning to look at data to determine what changes to curriculum or services need to happen to be ready for the new requirement. Preparing for the science MCAS requirement is one of the focus goals of the most recent Lynnfield High School's school improvement plan (2005). In mathematics, the math department is fully committed to helping all students to complete algebra II, a school requirement to graduate. They emphasize that all students will reach that high expectation and the department provides the academic and social support to make this possible for all students.

The school council made it clear that they believe Lynnfield High School is doing a remarkable job, but there still is work to be done to meet the needs of all students. The school has implemented individualized student success plans on a limited basis to facilitate individual student needs. The school has also implemented practices such as peer tutors, options for a wide range of courses to meet individual needs and maintain interest, and a networking system to match current students with graduates. The school constantly reviews data and adjusts their curriculum to stay apprised of upcoming needs. To carry out changes in programs and services, the School Council is willing to hear and discuss any idea in the spirit of cooperation and respect, approaching their work with the attitude of "we can do it." The School Council strives to build a solid school culture by looking at what students need and discussing this, involving faculty and students at almost every level.

**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?**

The school is well positioned to participate in and contribute to Compass School activities. Leadership and faculty of Lynnfield High School effectively articulate the substance and reasons for the improvement initiatives they undertook. Staff members are honest and clear about the process of implementation, the benefits and challenges of the initiatives, and the choices that had to be made along the way. Staff members already have experience sharing their efforts with other schools, particularly within their district, and at external events such as conferences and trainings in other locations. Lynnfield High School has the facilities needed to host visitors, including parking, meeting space within the building, and services for visitors. The faculty and staff are willing and eager to engage with visitors, and have hosted others in the past. Lynnfield High School faculty understands the value of visiting schools and sharing strategies as they relied on these approaches when they began investigating technology. Lynnfield High School has the capacity to participate in Compass School activities.

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

Yes, the panel recommends that Lynnfield High School be designated to serve as a Commonwealth Compass School. The panel believes the school has instituted purposeful, targeted initiatives—the use of technology in every classroom, structured common planning time, and co-taught MCAS preparation courses—that have led to improved student performance. These initiatives can be replicated in other similarly profiled schools. The implementation of these initiatives has resulted in a suite of instructional and management practices that support quality experiences and opportunities for student and faculty of the school. While changes in school culture have not been the direct result of a particular initiative at Lynnfield High School, the shift toward a collaborative environment was greatly influenced by the implementation of technology and common planning time. Through visits to Lynnfield High School, other schools will clearly see the instructional changes and student engagement that these three initiatives have made possible. The faculty and staff of Lynnfield High School are eager to share and describe their experiences. They are articulate in describing how the changes in their school came about and point to specific evidence of student engagement through these initiatives. Based upon the findings of the panel and evidence described in this report, the panel recommends Lynnfield High School as a Commonwealth Compass School.

## **Appendix A Team Members**

**Erin Furey-Patterson**, Chair, MA Department of Education

**Jake Foster, Ph.D.**, Writer, MA Department of Education

**Jacquelyn Robinson**, Consultant, Salem, MA

**John Elwell**, Consultant, Newburyport, MA

## Appendix B Candidate Compass School Panel Review Schedule

**All activities take place at the school.**

7:15—8:00 a.m. Panelists meet to prepare for the day.

8:00—8:30 a.m. Panelists meet with the principal.

8:30—9:00 a.m. Panelists meet with focus groups.

Panelist A	Panelist B	Panelist C	Panelist D
Focus Group A	School Site Council Group	Student Focus Group #1	Student Focus Group #2

9:00—11:00 a.m. Classroom observations and teacher interviews\*

	Panelist A	Panelist B	Panelist C	Panelist D
9-10 a.m.	Observe teacher 1 and teacher 2.	Observe teacher 3 and teacher 4.	Observe teacher 5 and teacher 6.	Observe teacher 7 and teacher 8.
10-11 a.m.	Interview teacher 1 and teacher 2 individually.	Interview teacher 3 and teacher 4 individually.	Interview teacher 5 and teacher 6 individually.	Interview teacher 7 and teacher 8 individually.

11 a.m.—12:30 p.m. Panelists meet to discuss findings so far and to plan the remainder of the day (working lunch).

12:30—1:00 p.m. Panelists use time as needed to analyze findings and to gather more information and prepare for teacher focus groups.

1:00—2:00 p.m. Panelists meet with teachers in groups.\*

	Panelist A	Panelist B	Panelist C	Panelist D
1:00-1:30	Teacher Focus Group 1		Teacher Focus Group 3	
1:30-2:00	Teacher Focus Group 2		Teacher Focus Group 4	

2:00—2:30 p.m. Chair meets briefly with the principal to discuss next steps in the process. Panelists collate notes from teacher focus groups.

2:30—5:00 p.m. Panelists deliberate and form conclusions