



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Director for Accreditation and School Improvement

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

Associate Directors for Accreditation and School Improvement:

FRANCIS T. KENNEDY
781-425-7749
fkennedy@neasc.org

KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

WILLIAM M. WEHRLI
781-425-7718
bwehrli@neasc.org

November 21, 2022

Jacqueline Ash
Principal
Charles E. Shea Senior High School
485 East Avenue
Pawtucket, RI 02860

Dear Dr. Ash:

The Commission on Public Schools, at its October 23-24, 2022 meeting, reviewed the report from the recent Collaborative Conference Visit to Charles E. Shea Senior High School and to continue the school's accreditation.

The Commission commends the following:

- the positive, caring culture and strong sense of pride
- the student activities and clubs that provide students with opportunities for personal growth in a positive, respectful, and inclusive culture
- the CTE Academies that provide opportunities for students to develop intellectual risk-taking, personal growth, and professional skills that prepare students for post-secondary education and careers
- the advisory program that meets twice weekly at all grade levels and offers an advisory teacher who follows students through their four-year high school career
- the promotion of the vision of the graduate through various media throughout the school
- the well-designed vision of the graduate materials that inform and engage the school and larger community
- the positive, supportive attitude of teachers and administrators in encouraging students to revise and edit work to demonstrate proficiency
- the partnerships developed with area universities, colleges, and technical schools to provide learning opportunities for students, such as the drone program with Brown University
- Commendation
- the use of iReady and other standardized assessment tools to provide reliable literacy and numeracy data to inform instruction

The Commission was pleased to note three (3) of the six (6) Foundational Elements in the Standards for Accreditation have been met by the school. The Commission noted that the following Foundational Elements have not been met by the school and have been included as Priority Areas for Growth:

- the school community provides a safe environment (1.1a)
- there is a written curriculum in a consistent format for all courses in all departments across the school (2.2a)
- the school site and plant support the delivery of curriculum, programs, and services (5.1a)

The Commission was also pleased to see that the Collaborative Conference visiting team confirmed the following Priority Areas for Growth. These Priority Areas for Growth should be used by the school as the basis for its School Improvement/Growth Plan:

- develop and implement a plan to address the maintenance and repair of the facilities to fully support the delivery of high-quality curriculum, programs, and services (Standard 5, Foundational Element 5.1a, Principles 5.1, 5.3)
- write the curriculum in a consistent format for all courses in all departments that includes units of study with essential questions; concepts, content, and skills; assessment practices; aligned instructional strategies; and integration of the school's vision of the graduate (Standard 2, Foundational Element 2.2a, Principle 2)
- ensure all students have access to a range of timely, coordinated, and directive intervention strategies with a formal process to identify and refer students who need additional assistance to support their academic, social, and emotional success (Standard 4, Principle 4.1)
- engage educators in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being and examining evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services (Standard 3, Principles 3.2, 3.3)
- implement and integrate the vision of the graduate into curriculum, instruction, and assessment, define specific and measurable criteria for success, and a formal process to assess and communicate individual learner progress (Standard 1, Principles 1.1, 1.2, Standard 2, Principle 2.1)

Nevertheless, the Commission expressed concern regarding the school's alignment to the Standard on School Resources. Concerns include, but are not limited to, the following:

- the auditorium stage and balcony that cannot be used due to structural concerns and have been marked with hazard tape for more than a year
- the back staircase from the gym to the auditorium has inadequate lighting and a loose railing that could cause a stumble
- the lockers with open spaces
- the electrical issues that can trip circuits causing darkened hallways
- the windows that are not well-insulated or cannot be opened easily to allow air circulation
- the temperature in the classrooms that is too cold or too hot
- the use of space heaters that draw electricity away from teaching and learning technology due to the outdated electrical system forcing teachers to unplug the space heater to use the whiteboard and computers
- the school's electrical infrastructure and bandwidth that have yet to meet the needs of a comprehensive high school for using industry-standard technology as a teaching, learning, and communication tool
- the lack of handicap access to the third floor resulting in any unique courses or laboratories are not available to all students

- the emergency lighting that is inadequate or not available in some areas of the building

Given these concerns, the Commission voted to place the school on warning for the Standard on School Resources.

The Commission requests that school officials submit a Special Progress Report by October 1, 2023 describing action taken to complete the highlighted recommendations listed below:

- update on the high school building project
- update on actions taken to remediate the current facility deficiencies

The Commission congratulates the school administration and faculty for completing the first phases of the Accreditation program: the Self-Reflection and the Collaborative Conference visit. The next step will be the development, submission, and implementation of the School Improvement/Growth Plan. Once the School Improvement/Growth Plan has been completed it should be submitted to the Commission office by email to cpssreports@neasc.org. Please submit the plan to the office no later than April 1, 2023. Additional information and a School Improvement/Growth Plan template can be found in the Commission's *Accreditation Handbook* available on the website at <https://cpss.neasc.org/process/process-2020>.

The school is scheduled to host its Decennial Accreditation Visit on April 28, 2024-May 1, 2024. The focus of the decennial visit will be on the school's implementation of the Priority Areas for Growth as included in the School Improvement/Growth Plan.

The school's warning status will be reviewed when the Commission considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



Alyson M. Geary



Kathleen A. Montagano

AMG/KAM/mms

cc: Cheryl McWilliams, Superintendent, Pawtucket School Department
Erin Dube, Chairwoman, Pawtucket School Committee
Stephen Osborn, Chief of Innovation, Rhode Island Department of Education
Kim Gallo, Chair of the Visiting Team
Sharon F. Cournoyer, Chair, Commission on Public Schools