

COMPONENT	DESCRIPTION for 2010 Review	Summary of evidence
Outstanding Issues	<p>a. <i>Analyze disaggregated course taking pattern analysis based on completed alignment work</i></p> <p>b. <i>Provide evidence that all rubrics closely follow the language of the GSEs and cite within the rubric which specific GSEs are assessed</i></p> <p>c. <i>Develop descriptions of proficiency for what students must know and do and then illustrate these descriptions with annotated benchmark student work</i></p>	<p>a. Evidence provided - data analysis but not of disaggregated course taking pattern analysis</p> <ul style="list-style-type: none"> ▪ Provide evidence on site of matrix of disaggregated course taking patterns <p>a. Evidence Provided</p> <p>b. Evidence provided</p> <p>c. Some evidence provided</p> <ul style="list-style-type: none"> ▪ Provide evidence on site - next steps to determine graduate/not graduate decisions based on proficiency <p>c. Evidence Provided</p>
Access/ Opportunity	<p>1. Full alignment of curricula and assessments to ELA and mathematics GSEs</p> <p>2. Disaggregated data analysis that demonstrates full access to rigorous courses and multiple and varied opportunities and pathways for all students</p>	<p>1. Evidence Provided</p> <p>2. Some evidence of data analysis but not of disaggregated course taking patterns</p> <ul style="list-style-type: none"> ▪ Provide evidence on site of matrix of disaggregated course taking patterns <p>2. Evidence Provided – continue analysis of data to inform next steps in program of studies with articulation to all stakeholders</p>
Alignment	<p>3. Full alignment of courses & major assessments in all disciplines to math, reading, writing, and oral communication GSEs.</p> <p>4. Gap analysis process that continues to address gaps and redundancies as a result of assessment and curriculum changes.</p> <p>5. Adoption of science, civics & government and historical perspectives/RI history GSEs and local social studies standards based on the national standards. Plan to align to the Arts and technology GSEs as they are adopted.</p>	<p>3. Evidence provided</p> <p>4. Evidence provided</p> <p>5. Evidence provided</p>

	6. Develop plan to complete alignment to GLEs (reading, writing, oral communication, and mathematics) and gap analysis for middle level.	6. No evidence provided <ul style="list-style-type: none"> ▪ Provide evidence on site of a plan to complete alignment and gap analysis for middle level 6. <ul style="list-style-type: none"> ▪ Evidence provided - continue with alignment for all content areas and a gap analysis when full alignment is completed
Sufficiency	7. Data supported decisions regarding the numbers and types of major assessments required to show proficiency for graduation.	7. Evidence provided of graduation requirements but nothing specific about data supported decisions (related to number of opportunities) <ul style="list-style-type: none"> ▪ Provide evidence on site of how decisions are made regarding numbers and types of assessments used for graduate/not graduate decisions 7. Evidence provided
Fairness	8. Ongoing process for reviewing Diploma System for bias and UDL. Communication of student expectations and progress 9. Adopted appeals process. 10. Plans for reviewing middle level assessments for bias. Communication plan to share student expectations and progress for middle level.	8. Some evidence provided for reviewing Diploma System for bias and UDL. Evidence of communication of student expectations and progress <ul style="list-style-type: none"> ▪ Review evidence on site for reviewing Diploma System for bias and UDL 8. <ul style="list-style-type: none"> ▪ Some evidence provided; however, district must address systematic process for reviewing Diploma System for bias and UDL for 2012 9. Evidence provided 10. Evidence provided for communication to middle level regarding PBGR system <ul style="list-style-type: none"> ▪ Provide evidence on site for reviewing middle level assessments for bias
Standard Setting	11. Policy and procedures for analyzing local and state assessment data (grades, performance-based assessments, and state standardized assessments) are how they are used for making proficiency-based graduate/not graduate decisions. 12. Develop policy and procedures for informing promotion decisions for middle level students	11. Some evidence provided of analysis of state and local assessments <ul style="list-style-type: none"> ▪ Provide evidence on site of how decisions are made regarding proficiency based graduate/not graduate decisions (see above # 7) 11. Evidence provided 12. Evidence provided of communication of information to middle level regarding high school transitions <ul style="list-style-type: none"> ▪ Provide evidence of policy and procedures for informing promotion decisions 12. Evidence provided

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<p><i>SUPPORTS TO STUDENTS</i></p> <p>Literacy</p>	<p>13. Fully implemented three-tiered scaffolded literacy program that meets literacy policy criteria.</p> <p>14. Evidence of secondary plans/strategies for supporting students meeting mathematics GLEs/GSEs.</p> <p>15. Evidence of plans/strategies for supporting students in meeting fourth year mathematics requirement.</p>	<p>13. Evidence provided</p> <p>14. Provide evidence on site of plans/strategies for supporting students meeting mathematics GSEs and GLEs 14. Evidence provided</p> <p>15. Evidence provided – review on site 15. Evidence provided</p>
<p>Personalization</p>	<p>16. Full implementation of personalization strategies/structures for all students <u>grades 6-12</u></p> <p>17. Full ILP process for all secondary students that supports them meeting their goals, supports transitions and informs the design of supports and scheduling</p> <p>18. Development of advisory process as a personalization strategy at the <u>middle level</u> as described in the 2008 Regulations</p> <p>19. Implementation of Response to Intervention (RTI)</p>	<p>16. Evidence provided 16. Evidence provided</p> <p>17. Evidence provided – see question below <ul style="list-style-type: none"> ▪ Provide evidence on site of redacted-completed ILPs 17. Evidence provided</p> <p>18. Evidence provided - see question below 18. Evidence provided</p> <p>19. Evidence provided of RTI process <ul style="list-style-type: none"> ▪ Provide evidence on site of staff roles and responsibilities in RTI process and redacted – completed RTI implementation notes 19. <ul style="list-style-type: none"> ▪ Little evidence provided of a formal RTI process; however, some evidence of plans to develop and implement RTI ▪ A formal RTI process that follows the state guidelines must be in place for 2012. </p>
<p>Counseling</p>	<p>20. Full implementation of systemic CSC program that demonstrates collaboration across the school community to support student success in the academic, career, and personal/social domains</p>	<p>20. Evidence provided</p>

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<p>SUPPORTS TO STAFF</p> <p>PD</p>	<p>21. At least 15 hours of PD aligned to Diploma System support focused on the priority areas of literacy, numeracy, graduation by proficiency, and/or personalization – as informed by each school’s student achievement data and guided by best practice in the above-mentioned priority areas.</p>	<p>21. Evidence provided</p>
<p>CPT</p>	<p>22. All teachers participate in regularly scheduled interdisciplinary and intradisciplinary CPT sessions focused on improving student achievement. CPT focus determined by utilizing a variety of sources of student achievement data and current relevant research</p>	<p>22. Evidence provided of departmental CPT (1x/week) and Teacher Learning Center (4x out of 7 day rotation)</p> <ul style="list-style-type: none"> ▪ Provide evidence on site of CPT and interdepartmental meeting agendas or minutes <p>22. Evidence provided – (see below)</p>
<p>Leadership</p>	<p>23. Alignment of district leadership organization to RI state leadership standards. Continuum of leadership organized to provide support, resources, and coordination for implementing and sustaining Diploma System.</p> <p>24. Development of seamless articulation process middle level and high schools to improve transitions and graduation rates</p>	<p>23. Provide evidence on site of plan for implementing state leadership standards</p> <p>23.</p> <ul style="list-style-type: none"> ▪ Little evidence provided regarding formal alignment to RILS. ▪ Evidence provided of a continuum of leadership that supports the Diploma System (see below) <p>24. Evidence provided of articulation between middle and high school to improve transitions</p> <p>24. Evidence provided</p>
<p>Communication</p>	<p>25. Implementation of LEA communication plan that demonstrates systemic communication strategies and schedule of communications that informs all key stakeholders in a culturally and linguistically responsive manner</p> <p>26. Communication process that supports articulation between middle level and high schools</p>	<p>25. Evidence provided of communication plan to students and parents</p> <p>26. Evidence provided of communication process that supports articulation between middle and high school</p>
<p>Data Use</p>	<p>27. Collection, analysis, and use of data (data analysis process) to inform policy and decision making with regards to programs and documenting student achievement at the secondary level as well as, evaluation of the effectiveness of all aspects of the</p>	<p>27. Some evidence of collection, analysis and use of data to inform policy and decision making with regards to programs and documenting student achievement</p> <ul style="list-style-type: none"> ▪ Review on site – see #7 <p>27. Evidence provided (see below)</p>

	Diploma System 28. Validation of local assessment system must be measured against state assessment/NECAP results	28. Some evidence provided – see question below 28. Evidence provided
<i>Policy</i>	29. Adopted graduation and appeals process, policy for regular review of the effectiveness of programs and structures. 30. Development and plan for adoption of transition policies including transfer, promotions and post-secondary planning 31. Updated graduation requirements to meet the 2008 regulations.	29. Review evidence on site 29. Evidence provided 30. Review evidence on site 30. Evidence provided 31. Review evidence on site, if applicable 31. Evidence provided

Commended Practices:

22. CPT: South Kingstown’s CPT design and structure at both the high school and middle level is focused on student learning with a high level of accountability that fosters collaborative team work to increase student achievement.

23. Leadership: South Kingstown demonstrates a leadership structure that clearly supports and coordinates the implementation and sustainment of their Diploma System. All key stakeholders share a common vision for the district and this vision permeates their district. The infrastructure at South Kingstown robustly promotes collegiality and school improvement within the district.

27. South Kingstown’s strategic thinking about their Diploma System, their systemic vision and their data analysis drives their decision making and practices for the district. Both the middle and the high school levels share common goals, communicate effectively and are actively involved in promoting best practices to ensure their student success and demonstration of proficiency.

South Kingstown has many innovative supports to parents and students (i.e. Guidance-Wednesday Nights Open to Parents; Wednesday morning tutoring; summer programming for remediation or credit recovery, etc.).

There is an unmistakable collegiality among the staff and a sense of singular purpose regarding the Diploma System: i.e. the use of content departments to validate local assessments; SK 101 classes; Guidance and Advisors working on ILP. Both students and staff are keenly aware of the graduation expectations and are working in tandem to reach these goals.