

DIPLOMA SYSTEM REVIEW POLICY

PURPOSE:

The purpose of this policy is to implement a comprehensive protocol and establish guidelines that provide for district educators a thorough annual evaluation of all elements of the North Kingstown School District diploma system.

PHILOSOPHY:

The School Committee is fully committed to the successful implementation of the Proficiency Based Graduation Requirement (PBGR) system in place at the secondary level. Additional policies related to the (PBGR) system will be in total alignment to the goals and outcomes of this system.

I. Components of the Evaluation:

The comprehensive evaluation of the North Kingstown Diploma System will address the following areas:

A. High School and Middle School Schedules

B. Access and Opportunity

- **Alignment of Curricula and Assessments**
- **Sufficiency**
- **Fairness**
- **Standard Setting as evidenced in**
 - **The E-Portfolio/Common Rubrics**
 - **Senior Project**
 - **Graduation Requirements Policy**

C. Scaffolded Adolescent Literacy Program

D. Personalization Structures

E. Comprehensive Guidance Program

F. Professional Development Plan/Common Planning Time

G. Diploma System Communication System/Effectiveness of Leadership Support

H. Policy Infrastructure and Data Use

II. Pre-Review Session:

Critical to this comprehensive evaluation will be accurate and reliable data. Therefore, a pre-review session, facilitated by a consultant, will be held to determine the documents and data needed for the comprehensive evaluation. Participants will include the Assistant Superintendent, High School Principal, High School Assistant Principal, E-Portfolio Coordinator, Senior Project Coordinator, High School Department Heads, Middle School Principals and guidance and content area representatives.

III. Comprehensive Evaluation Session:

A Diploma System comprehensive evaluation session will be held. Participants, divided into workgroups, will be provided with documents and data as identified in the Pre-Review Session. The evaluation session, to be facilitated by the Assistant Superintendent, HS Assistant Principal and an outside consultant, will use a series of critical questions to guide the work. The questions are:

I. High School and Middle School Schedules

Do these schedules support high student achievement in all subject areas and at all levels?

Do these schedules lead to greater student engagement and deeper learning?

Do these schedules support completion of graduation requirements?

Do these schedules support all students and pathways?

Would modifications and adjustments to the schedules encourage greater student achievement?

II. Access and Opportunity

Do all students have an opportunity to learn all of the GLEs and GSEs?

Do all students have access to a rigorous program of instruction including options for highly motivated students to increase the rigor of their learning?

Do multiple pathways to a diploma exist for all students?

Alignment of Curricula and Assessments

Are all required courses aligned to GLEs and GSEs?

Are common rubrics and comprehensive examinations aligned to GLEs and GSEs?

What depth-of-knowledge expectations are present in all common assessments?

Does The E-Portfolio adequately and appropriately measure the Expectations for Student Learning?

Does the Senior Project adequately and appropriately measure the Expectations for Student Learning?

Does evidence of proficiency on the entirety of NK's middle and high school's mandatory common assessments adequately prepare students for the 11th Grade NECAP examination?

Sufficiency

Are there sufficient numbers of tasks in E-Portfolio and Senior Project and on common assessments examinations to measure proficiency in English, mathematics, science, social studies, technology and the arts?

Fairness

Do all subgroups of students have an opportunity to demonstrate what they know?

Are assessments and tasks universally designed?

Is there bias in assessments and tasks?

Is there a timely and appropriate appeals process in place?

Standard Setting

Are the components of the Diploma System appropriate to determine readiness for graduation? Is readiness for graduation tied to GSEs, national standards, and Expectations for Student Learning?

Has the community contributed to the development of the Diploma System?

as evidenced in The E-Portfolio/Senior Project / Common Rubrics

Common Assessments / Mid-term and End-of-Course Comprehensive Examinations

Graduation Requirements Policy

III. Scaffolded Adolescent Literacy Program

Do all students benefit from content-specific literacy instruction?

Is effective targeted literacy instruction available to students reading up to two years below grade level?

Is effective intensive literacy instruction available to students who are reading more than three years below grade level?

Is the adolescent literacy program staffed by appropriately certified and trained personnel?

IV. Personalization Structures

Do school-wide practices address the social and emotional need of adolescents?

Is each student assigned to a responsible adult (in addition to the guidance counselor)?

Are ILPs developed for each student?

Are advisories effective in supporting students in the completion of the ILP and in providing a more personalized experience for our students?

V. Comprehensive Guidance Program

Are the goals of the guidance program aligned with the mission of the High School and Middle Schools?

Do all students have an opportunity to meet ASCA National Standards?

What is the extent of collaboration across the High School and Middle Schools to support student success in the academic, career, and personal/social domains?

VI. Professional Development Plan/Common Planning Time

Is professional development aligned with RI professional development standards, the district strategic plan, and the school improvement plan?

Do all teachers participate in 15 hours of professional development focused on literacy, personalization, and proficiency-based graduation requirements?

Is each professional development experience evaluated?

Is common planning time structured and focused on improving student achievement?

VIII. Diploma System Communication System/Effectiveness of Leadership Support

Are regular meetings held of school and district leaders to support implementation of the Diploma System?

Is staffing adequate and defined in support of implementation of the Diploma System?

Are leadership roles and responsibilities clearly defined in support of implementation of the Diploma System?

Is Diploma System information reported to families in a timely and effective manner?

Is the community engaged in the implementation of the Diploma System?

IX. Policy Infrastructure and Data Use

Is data effectively used to document and monitor student achievement?

Is data effectively used to monitor program effectiveness?

How is data from state and local assessments used to revise the Diploma System?

Is data used effectively to impact instruction?

Does the Graduation Requirements Policy adequately detail the requirements for graduation?

Is the Diploma System adequately supported by the Graduation Requirements Policy?

Following the guided inquiry, each workgroup will be required to generate a series of improvement recommendations. Those recommendations will be discussed and approved by the entire group of participants. Recommendations will be forwarded to the Superintendent for consideration and action.

Recommendations:

Recommendations approved for action will be included in the High School and Middle Schools Improvement Plans. Implementation of recommendations related to the Diploma System will be the responsibility of a Diploma System Review Team, consisting of administration, faculty, student, and community participants.

First Read: 10-27-09

Second Read: 11-10-09

Adopted: 11-10-09