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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS  
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

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May 5, 2014

Thomas Kenworthy  
Principal  
North Kingstown High School  
150 Fairway Drive  
North Kingstown, RI 02852

Dear Dr. Kenworthy:

The Committee on Public Secondary Schools, at its April 6-7, 2014 meeting, reviewed the decennial evaluation report from the recent visit to North Kingstown High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the dynamic and inclusive process used by the school to construct its statement of core values and beliefs
- the creation of programs designed for the purpose of assisting all students based on the belief that all students with proper support can achieve the 21<sup>st</sup> century learning expectations
- the comprehensive curricular offerings, including a strong Advanced Placement program and a wide selection of elective courses and co-curricular opportunities
- the emphasis in much of the curriculum on depth of understanding and application of knowledge
- the recent effort to revise the curriculum in many of the school's departments and to transition to a new curriculum cycle
- the teacher's instructional practices that frequently engage students in applying knowledge to authentic tasks and in self-reflection and integrating technology
- the use of common planning time to examine assessment data and to engage in professional discourse for the purpose of improving instruction

- the expertise of the teaching staff in their content areas and in content-specific instructional practices
- the creation of a school data team to analyze student testing data and to respond to needs identified through this analysis
- the widespread use of varied formative and summative assessment strategies across all content areas
- the varied modes and uses of authentic assessments, especially in fine arts, world languages and careers departments
- the recent revisions of the school grading policies that are aligned to the school's core values and beliefs about learning

The Committee was equally pleased to commend the following:

- the degree to which students express pride in their school
- the proactive focus of school administration on maintaining a safe school environment
- the high degree to which the school's schedule supports teacher collaboration and student-centered learning and is aligned to the school's core values
- the fidelity to which building administrators implemented its new teacher evaluation program and met the demands of the evaluation requirements
- the principal's receptiveness to receiving input through conversation and surveys involving all stakeholders
- the degree to which the school committee and the superintendent provide the principal with the decision-making authority to lead the school
- the comprehensiveness of programs and services that address students' varied needs
- the use of technology to deliver an effective range of coordinated services for each student
- the delivery of purposefully designed comprehensive guidance program at each grade level
- the cleanliness of the main school building despite recent cutbacks in custodial staff
- the capability of the school's facilities to support the delivery of a high quality school programs and services
- the many productive community, business and higher education partnerships that support student learning

The Committee requests that school officials submit a Special Progress Report by March 1, 2015 providing detailed information on action taken to address the following:

- develop and implement a formal process based on school-wide rubrics to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
- communicate the school's progress in achieving the school's 21st century learning expectations to all students and their families, and to the school community
- use assessment data to identify and respond to inequities in student achievement

All accredited schools must submit a required Two-Year Progress Report, which in the case of North Kingstown High School is due on October 1, 2015. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpss.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general report recommendations from the school's decennial evaluation report.

With regard to the reporting of action taken on evaluation report recommendations, school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

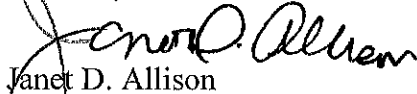
- provide some examples to document that the school's core values, beliefs and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations
- design and implement a common format for all curriculum documents that includes essential questions, instructional strategies, assessment practices and the use of school-wide and course-specific rubrics
- provide professional development for teachers in the differentiation of instruction and in the use of technology to improve instruction
- increase opportunities for students to revise and improve their work based on teacher feedback and student self-reflection
- evaluate and revise the current formal advisory program to ensure that all advisory sessions help guide each student in the goal of achieving the school's 21st century learning expectations
- improve the communication to the teachers of the connection between current mandates such as the implementation of the new teacher evaluation plan and Common Core implementation and teaching and learning
- ensure that the principal's input is seriously considered during the planning and implementation of all major decisions affecting the school
- ensure that future budgets provide funding for a wide range of school programs and services, sufficient instructional materials and supplies, sufficient professional and support staff, ongoing professional development and curriculum revision, sufficient equipment, and a full range of technology support
- develop, fund, and implement a plan to address problems with temperature and air quality resulting from the inadequate HVAC system

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The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. Consistent with the Committee's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: [cpssreports@neasc.org](mailto:cpssreports@neasc.org). As well, please notify the Committee 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](mailto:cpss-air@neasc.org).

Sincerely,



Janet D. Allison  
JDA/mv

cc: Philip D. Auger, Superintendent, North Kingstown Public Schools  
Kimberly Page, Chair, North Kingstown School Committee  
Andrea Castaneda, Chief of Accelerating School Performance, Rhode Island Department  
of Education  
John Keogh, Chair of the Visiting Committee  
Robert E. Littlefield, Chair, Committee on Public Secondary Schools