THE RI DIPLOMA SYSTEM: SECONDARY SCHOOL REGULATIONS

March 2017
Goals for Today

(1) Review regulations revision process

(2) Review the Rhode Island Secondary School Regulations
Rhode Island Believes...

A Rhode Island graduate is one who is well prepared for postsecondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen.

(2015-2020 Strategic Plan)

So...

Our secondary regulations should uphold this vision. The Rhode Island diploma system should signal students’ demonstration of the preparedness and skills defined in our collective vision.
Overview of Input and Revision Timeline

- 26 role-alike group input sessions
  250+ participants (Dec. – Feb.)
- 4 Regional community meetings
  200+ Participants (Mar.)
- Revisions reviewed by Council
  Based on 2500+ input points
  (Mar. – May)
- Public comment period
  (Jun. – Sep.)
- Council vote for adoption
  (Oct.)
- Guidance Published
  (Dec.)

Class of 2021
Guiding Principles for Revisions

The revised Secondary Regulations reflect a balance of the following principles:

- The diploma system should be accessible for all students.
- The diploma system should validate student learning and be valuable to students, parents, post-secondary institutions and employers.
- Opportunity to learn both broadly and deeply should be equitable, to prepare students for college and career.
- Student learning should be personalized, so that all students are engaged and find joy in learning.
## Vision for Implementation

<table>
<thead>
<tr>
<th>Graduation by Proficiency</th>
<th>Personalization</th>
<th>Multiple Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student learns both broadly and deeply.</td>
<td>Every student is supported to own their learning.</td>
<td>Every student is engaged and exercises choice.</td>
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</tbody>
</table>
Components of the Secondary Regulations

- **Ensuring grade level literacy and numeracy**
  - Assessing literacy and numeracy proficiency
  - Improving literacy and numeracy

- **Rhode Island diploma system**
  - Coursework Requirements
  - Performance-based diploma assessments
  - Appeals processes for graduation decisions
  - Council Designations
  - Alternate recognition of high school accomplishment
  - Notification to students, families and community members

- **Supports to students**
  - Requirements for personalized learning environments
  - Individual Learning Plan
  - Professional Development and Common Planning Time
Diploma for Class of 2021 and beyond

Successfully complete a minimum 20 Courses, including:
- 4 English Language Arts
- 4 Math
- 3 Science
- 3 Social Studies
- 6 locally determined courses (art, technology, world language, P.E./Health)

One Performance-Based Diploma Assessment
- Examples include senior project, exhibition, portfolio, or capstone product
- Demonstration of content skills
- Demonstration of applied academic, deep learning, and work ready skills

*Local requirements may be added to earn a diploma.
Council Designations: Optional

- **Commissioner’s Seal**
  - Certifies proficiency in Mathematics and ELA
  - Validated through external assessment

- **Seal of Bi-Literacy**
  - Certifies student has attained proficiency in English and one or more other world languages.

- **Pathway Endorsement**
  - Certifies student has accomplished deep learning in chosen area of interest
  - Combines academic study, career and interest engagement, and application of skills.
A student must meet the established performance standard (or benchmark) on both English Language Arts and Mathematics approved assessments. The RIDE-approved established performance standard reflects student proficiency at high school standards in English Language Arts and Mathematics.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Content Area</th>
<th>Performance Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC English Language Arts and Literacy</td>
<td>English Language Arts</td>
<td>Level 4 and above; 750</td>
</tr>
<tr>
<td>PARCC Algebra 1</td>
<td>Mathematics</td>
<td>Level 4 and above; 750</td>
</tr>
<tr>
<td>PARCC Geometry</td>
<td>Mathematics</td>
<td>Level 4 and above; 750</td>
</tr>
<tr>
<td>PSAT Reading and Writing</td>
<td>English Language Arts</td>
<td>430</td>
</tr>
<tr>
<td>PSAT Mathematics</td>
<td>Mathematics</td>
<td>480</td>
</tr>
<tr>
<td>SAT Reading and Writing</td>
<td>English Language Arts</td>
<td>480</td>
</tr>
<tr>
<td>SAT Mathematics</td>
<td>Mathematics</td>
<td>530</td>
</tr>
</tbody>
</table>
Pathway Endorsement

Areas of Endorsement

(1) Arts  
(2) Business and Industry  
(3) Education and Teaching  
(4) Global Humanities  
(5) Public Service  
(6) STEM

Three Components of a Pathway Endorsements:

(1) Academic Study  
(2) Career and Interest Engagement  
(3) Application of Skills
Other changes to the Regulations

(1) Alternate recognition of high school accomplishment documentation must **specify student skill** and knowledge.

(2) Expand allowable **personalization strategies** beyond advisory

(3) Individualized Learning Plan (ILP):
   a. Central documentation of students’ goals, support and progress
   b. Schools must notify parents annually of how to access ILP

(4) Ensure **parents/students are notified of graduation requirements** by October 1 of 9th grade year. Once determined, those requirements cannot change.

(5) **Embedded PD and vertical articulation** included in common planning time requirement.
Opportunities

(1) Seat time and Carnegie units are not components of coursework requirements
(2) Flexibility in how students can meet course requirements
(3) Center successful completion of coursework on demonstration of proficiency aligned with high school content standards
(4) Personalization, Individual Learning Plans, and a personalized learning environment to help students succeed
(5) Multiple opportunities and measures for students to demonstrate graduation readiness
Questions?

www.ride.ri.gov/DiplomaSystem

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