

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...

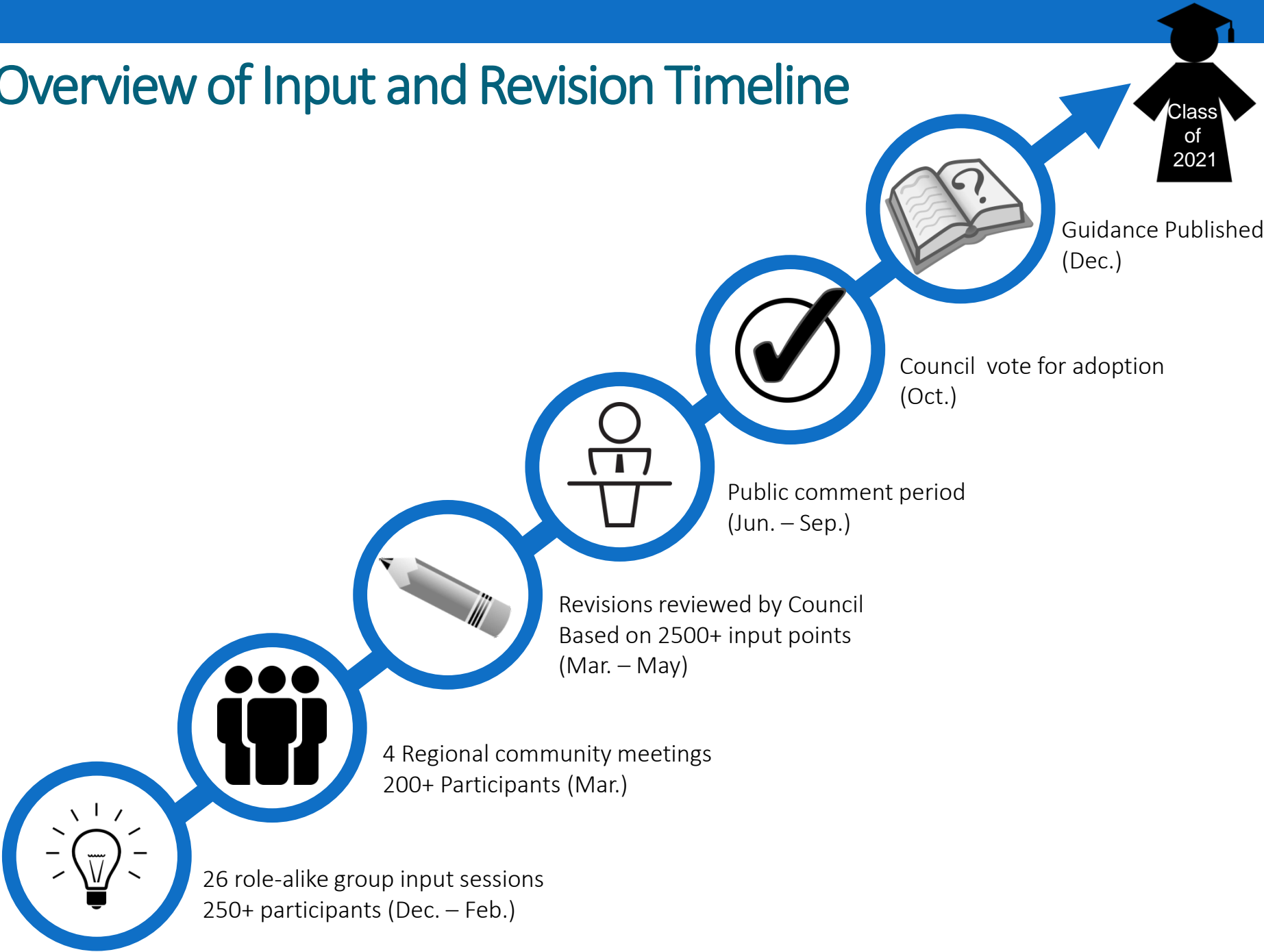
A Rhode Island graduate is one who is well prepared for postsecondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen.

(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



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

Graduation by Proficiency	Personalization	Multiple Pathways
Every student learns both broadly and deeply.	Every student is supported to own their learning.	Every student is engaged and exercises choice.

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

HIGH
SCHOOL
DIPLOMA

*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.

Commissioner's Seal: Initial Release

Menu of Assessments

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.

Assessment Name	Assessment Content Area	Performance Standard
PARCC English Language Arts and Literacy	English Language Arts	Level 4 and above; 750
PARCC Algebra 1	Mathematics	Level 4 and above; 750
PARCC Geometry	Mathematics	Level 4 and above; 750
PSAT Reading and Writing	English Language Arts	430
PSAT Mathematics	Mathematics	480
SAT Reading and Writing	English Language Arts	480
SAT Mathematics	Mathematics	530

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?

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