



Enclosure 3d

October 7, 2015

# A Conversation about Rhode Island's Proficiency-Based Graduation Requirements

October 7, 2015



**RIDE** Rhode Island  
Department  
of Education



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 Rhode Island Strategic Plan  
for PK-12 and Adult Education*

# Context for Discussion

---



- Current regulation delays the use of state assessment as part of the Proficiency Based Graduation Requirements decision-making until the class of 2020 (current 8<sup>th</sup> grade)
- Requirements for the class of 2020 need to be clarified and communicated by August 2016
- We have an opportunity to build upon the system
- Discussion of our aspirations and vision for the diploma system

# Impetus for the 2003 Regulations

## 2002 Rhode Island High School Summit Findings



**RIDE** Rhode Island  
Department  
of Education

<i>HS Summit Findings</i>	<i>Implications for Secondary Regulations</i>
NAEP and SAT showed varied and low academic skills	<b>Ensuring grade level literacy and numeracy for all students</b>
Data trends indicated achievement declined from grades 4 to 10	<b>Individual Learning Plans beginning at Grade 6</b>
Student tracking led to limitations in student learning opportunities	<b>Rigorous courses aligned to standards</b>
Not all students were forming supportive relationships with adults	<b>Personalization</b>
High schools not adequately preparing students for demands of modern world	<b>Ongoing PD for teachers and common planning time</b>
Wide disparity among high schools in preparation for post-secondary	<b>Graduation by Proficiency (PBGR)</b>

Summit Participants: Governor, Commissioner, superintendents, Board of Regents, high school principals, teachers, students, parents, business leaders, advocacy groups, legislators, post secondary<sub>4</sub>

# Policy Principles of the Proficiency Based Graduation Requirements

---



- Be credible to students, parents, higher education, and businesses
- Be rigorous and prepare students for success
- Be accurate, valid, and reliable for each student
- Award diplomas that are comparable across the state

Developed by Board of Regents in 2008, reconfirmed in 2011

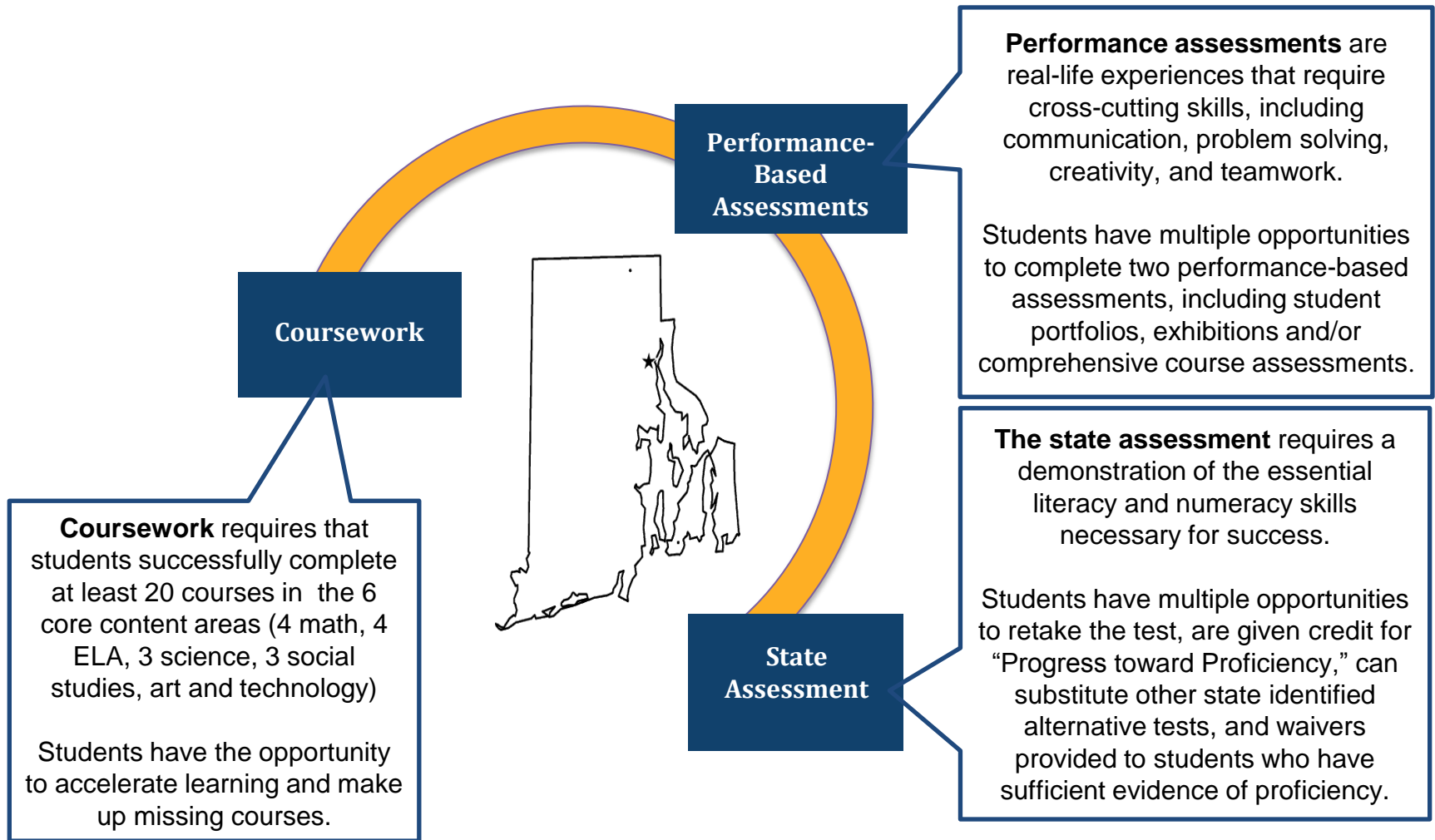
# Rhode Island Graduation Requirements Current State

---



- Course work requirements (2003, 2008)
- Performance Based Diploma assessments (2003, 2008)
- Use of state assessments with approved alternatives (2003, 2008, 2011, 2014)
- Appeals process (2003)
- Diploma Commendations and Certificates (2011)
- Approved Diploma System (2003)
- LEA Notification to families and community (2008)
- Support to Students (2003)

# RI Diploma System



**Current local graduation policy remains in effect.**

**LEAs can use state assessment starting in 2017**

# Operationalizing Aspirations of the System

---



- Rigor: aligned to standards, minimal level of performance
- Relevance: recognized by post-secondary institutions and business/industry AND relevant to student goals
- Comparability: signals a threshold level of proficiency statewide



# Opportunities for Personalization

---



- Reaffirm components of the original intent of the 2003 regulations
  - Individual Learning Plans
  - Advisories
  - Aligned coursework
- Incentivize introduction of diverse pathways that lead to post secondary success
- Recognize students' areas of focus through recognized endorsements (e.g. bi-literacy, CTE credentials, service learning)

# Graduation Requirements Regulatory History



Graduation Requirements	2003 Regulations	2008 Regulations	2011 Regulations	2014 Regulations	Current State
Performance-Based Diploma Assessments	Requires completion of a minimum of two performance-based diploma assessments - exhibition, portfolio or capstone project	Addition of comprehensive course assessment as one of performance assessment choices	No Change	No Change	Locally determined two of the following: student portfolios, exhibitions and/or comprehensive course assessments, etc.
Course Completion	Local decision regarding coursework (must include technology and the arts)	Requires successful completion of at least 20 courses that include demonstrations of proficiency in the 6 core content areas	No Change	No Change	As of 2012, all districts require more than 20 courses including 6 core areas (required 4 yrs. math, 4 yrs. ELA, 3 yrs. science and 3 yrs. social studies with art and technology proficiency)
State Assessment	To be used as part of total assessment of student readiness to graduate.  To count no more than 10% of overall weighted factors	Partial proficiency on state assessment required for class of 2012 (reading and math); cannot be the sole reason to withhold diploma  Count as 1/3 of overall measure of content area (math and ELA)	State assessments requirement delayed until class of 2014; students can meet this requirement by demonstrating "progress toward proficiency"; State validated alternative tests to count for assessment requirement; Waivers  Counts as independent requirement.	Statute - no standardized assessment to be used for graduation decisions prior to class of 2017 Change date of use of state assessment to 2020	"Progress toward proficiency" - statistically significant growth between test administrations  State identified alternative tests may be used in place of state assessment Waivers provided to students who have sufficient evidence of proficiency
Effective Year	Class of 2003	Class of 2012	Class of 2014	Class of 2020	Current local graduation policy remains in effect LEAs can use state assessment starting in 2017