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Commissioner

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Enclosure 3b
May 17, 2016

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TO: Members of the Council on Elementary and Secondary Education

FROM: Ken Wagner, Commissioner, Ph.D. 

RE: Proposed revisions to the Secondary School Regulations, for the purpose of public review and comment

Pursuant to the discussion at the April 26, 2016 meeting of the Council on Elementary and Secondary Education, RIDE is asking for your approval, for the purpose of public review and comment, of the proposed draft revisions to the Secondary School Regulations.

The proposed draft revisions to the regulations reflect the substantial changes outlined in the attached table, inclusive of changes suggested by Council members during the April 26, 2016 discussion.

RECOMMENDATION: That the Council on Elementary and Secondary Education approves, for the purpose of public review and comment, the proposed draft revisions to the Secondary Regulations, as presented.

Secondary School Regulations: Substantive Revisions

The revisions to the Secondary School Regulations are a result of: (1) compliance with state and federal law, (2) feedback and suggestions from the field, and (3) adherence to current research and best practice research in the field of education. The substantive changes that will be seen in the proposed revisions are outlined below.

Topic	Change
Literacy and Numeracy Support	Extend the intensity of support for literacy skill acquisition to numeracy. Moved from two separate sections to one section that holds the same expectations for both literacy and numeracy
Coursework	Clarify the definition of a “course” to ensure flexibility in how students can meet requirements.
	Center successful completion of coursework requirements on demonstration of LEA-defined proficiency level aligned with high school content standards.
	Add flexibility to substitute up to two required content area courses to pursue individualized pathway that leads to a Pathway Endorsement designation. Substitutions may not be in ELA or within the same two content areas.*
Diploma Requirements	Shift the state assessment from a student-based requirement to a school system-based incentive, including possible inclusion of statewide and school-level metrics and goals in a revised accountability system.
	Reduce the number of performance-based diploma assessments from two to one.
	Highlight requirement of demonstration of applied learning skills in performance-based diploma assessment.
	Ensure that students on the alternate assessment that have successfully completed requirements against modified standards are eligible for a diploma, at local discretion.
Council Designations	Introduce “Council designation” as an umbrella concept to be further defined by the Council. Council designations are presumed to include Commissioner’s Seal and Pathway Endorsements, which will be defined by the Council at a later date (these are not specifically named in the regulations). Note: awarded designations may be incorporated into a revised school accountability system through statewide and school-level metrics and goals.
Student Supports	Maintain availability of alternate recognition of high school accomplishment as an option for students not receiving a diploma. Require the document to specify skills and knowledge of students.
	Expand allowable personalization strategies beyond the advisory structure for middle schools.
	Remove language applicable to English learners remaining in school beyond the equivalent of the 12 th grade year. This language is already applicable to all students regardless of the current regulation.
	Utilize ILP as the central documentation of students’ goals, support, and progress, in place of a multitude of “plans” and documents.
Notification/ Communication	Ensure students and parents are notified of graduation and Council designation requirements by October 1 of the 9 th grade year.
	Disallow any changes to diploma and Council designation requirements after October 1 of the cohort’s 9 th grade year.
	Require LEAs to notify parents annually of how to access students’ ILP.
Monitoring	Replace Commissioner’s responsibilities to mandate monitoring with LEAs ensuring appropriate documentation for audits, as determined by the Commissioner.
Common Planning Time	Include language to ensure embedded professional development and vertical articulation may be included in common planning time.*

The proposed changes outlined in this document are current as of May 2016. The revisions to the Secondary School Regulations are pending public comment and Council on Elementary and Secondary Education approval.

*Changes made since 4/26 Council Meeting

1 **STATE OF RHODE ISLAND**
2 **R.I. Department of Elementary and Secondary Education**

3
4 **Council on Elementary and Secondary Education Secondary School Regulations –**
5 **Amendment**

6
7 **Approved: February 23, 2015**

8
9 **Effective: March 18, 2015**

10
11 **REGULATIONS**
12 **of the**
13 **COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION**

14
15 ~~**K-12 Literacy, Restructuring of the Learning environment at the Middle and High School**~~
16 ~~**levels, Learning Environments and proficiency based graduation requirements (PBGR) at**~~
17 ~~**High School**~~ **the Rhode Island Diploma System**

18
19 **TITLE L – SECONDARY DESIGN**
20 **CHAPTER 6**

21
22 **TOPIC**

23 L-6-1.0. Definitions.

24 L-6-2.0. Ensuring grade level literacy and numeracy for all secondary Rhode Island students.

25 L-6-2.1. Assessing reading literacy and numeracy proficiency levels of secondary
26 students.

27 L-6-2.2. Improving literacy and numeracy for secondary students reading performing
28 below grade level.

29 ~~**L-6-2.3. Improving numeracy for all students.**~~

30 L-6-3.0. Rhode Island graduation requirements diploma system.

31 L-6-3.1. Coursework requirements.

32 L-6-3.2. Performance-based diploma assessments.

33 L-6-3.3. ~~**Use of state assessments for high school graduation.**~~

34 ~~**L-6-3.4.**~~ Appeals process for graduation decisions.

35 L-6-3. ~~**5. Diploma commendations and certificates.**~~ 4. Council designations

36 L-6-3.5. Alternate recognition of high school accomplishment

37 L-6-3.6. Council on Elementary and Secondary Education approved diploma system.

38 L-6-3.7 Local educational agency notification to students, families and community
39 members of the requirements for graduation.

40 ~~**L-6-3.8 Supports to students.**~~

41 L-6-4.0. Middle level and high school restructuring supports to students.

42 L-6-4.1. Supports for students

43 L-6-4.2. Requirement for personalized learning environments.

44 L-6-4. ~~**2. Middle level advisory.**~~

45 ~~**L-6-4.3.**~~ Individual Learning Plan ~~**(ILP).**~~

46 L-6-4.4. Professional development.

47 L-6-4.5 Common planning time.

48
49 **L-6-1.0. DEFINITIONS**

50
51 As used in these regulations, the following words and terms have the following meaning, unless
52 the context indicates another or different meaning or intent:

53
54 (a) Applied Learning Skills - The cross-curricular, skill-based standards students are expected to
55 learn and acquire over the course of their K–12 education, including communication, problem-
56 solving, critical thinking, research, reflection and evaluation, and collaboration.

57
58 (b) Certificates – documentation or credentials that can be earned by a student and certify his or
59 her mastery of specific skills or sets of skills; completion of training requirements set forth by a
60 certifying body; and/or demonstrated readiness to enter an industry, educational setting,
61 independent living, or the workplace.

62
63 ~~(b) Certificate of Initial Mastery© (CIM) – a CIM represents demonstrated knowledge and skills~~
64 ~~agreed upon by educators, families, business, community, and higher education~~
65 ~~representatives. Attaining CIM involves a combination of standardized tests, performance~~
66 ~~measures, collections of student work over time, and projects or exhibitions.~~

67
68 (c) Commissioner – the commissioner of elementary and secondary education.

69
70 ~~(d) Common Core Standards – standards adopted by a majority of states, including Rhode~~
71 ~~Island, that are robust and relevant to the real world, reflect the knowledge and skills that young~~
72 ~~people need for success in college and careers, and provide a consistent, clear understanding~~
73 ~~of what students are expected to learn.~~

74
75 ~~(e) Common Planning Time – regular weekly~~ (d) Common Planning Time – regular scheduled
76 opportunities provided to teachers to work in disciplinary and/or interdisciplinary teams for the
77 purpose of improving student achievement.

78
79 (e) Concurrent Enrollment – enrollment of a student in a dual enrollment course that is offered at
80 the secondary school and taught by a secondary school teacher who is approved by the
81 postsecondary institutions.

82
83 (f) Conjunctive Diploma Requirements – ~~this is~~ the non-compensatory relationship ~~among the~~
84 ~~three-between Rhode Island's diploma requirements, commencing in 2021. The~~ required
85 elements, ~~commencing in 2020, of Rhode Island's graduation requirements. The three required~~
86 ~~elements of a diploma~~ include:

- 87 1. ~~Individual student performance on the state assessment or assessments; and~~
88 2. Successful completion of state and local course requirements; and
89 3. ~~Successful completion of a performance-based diploma~~ assessment.

- 91 | (g) Content Standards - the knowledge and skills associated with a particular subject area that
92 | defines what students need to know and be able to do.
93 |
- 94 | (h) Core Academic Content Areas – English language arts, mathematics, science, social studies,
95 | the arts, and technology.
96 |
- 97 | (hi) Course – a connected series of lessons and learning experiences that:
98 | 1. Establish expectations defined by recognized content standards,
99 | 2. Provide students with opportunities to learn and practice skills, and
100 | 3. Include assessments of student knowledge and skills adequate to determine
101 | proficiency at the level of academic rigor required by relevant content standards.
102 |
- 103 | (ij) Course Catalog – A list of courses offered to students during a given timeframe, typically
104 | including course name, description, pre-requisites, and instructor.
105 |
- 106 | (k) Council Designation – a notation on a diploma designating achievement consistent with a
107 | standard set for this purpose by the Council on Elementary and Secondary Education.
108 | Designations approved by the Council on Elementary and Secondary Education shall include
109 | but not be limited to documentation of student achievement of statewide literacy and numeracy
110 | standards and documentation of student completion of a defined course of study consistent with
111 | a personal learning goal.
112 |
- 113 | (l) Diploma System – the comprehensive set of structures, processes, and policies required in
114 | all secondary schools to ensure access to rigorous programming and appropriate supports that
115 | prepare all students for success in college, careers, and life.
116 |
- 117 | (jm) Dual Enrollment – ~~the concurrent earning enrollment of college credits~~ a student in a
118 | secondary school while simultaneously enrolled ~~in high school~~ part-time or full-time as a non-
119 | matriculating student at a postsecondary institution, such as a community college, college or
120 | university
121 |
- 122 | (kn) Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time
123 | for students to learn. It ensures that the curriculum is implemented consistently by all teachers
124 | to all students. It is based on a commitment from the districts and its schools that the written,
125 | taught, and learned curriculum is aligned so that all students learn agreed upon standards. See
126 | Basic Educational Program (G-13-1.1).
127 |
- 128 | (lo) Individual Learning Plan (ILP) – a planning and monitoring tool that customizes and directs
129 | students' goals and development in three domains: academic, career, and personal/social.
130 |
- 131 | (mp) Literacy – the ability to read, write, speak, and listen in order to communicate with others
132 | effectively, as well as the ability to think and respond critically and to process complex
133 | information across content areas.
134 |

135 | ~~(nq)~~ Local Education Agency (LEA) – a public board of education/school committee or other
136 | public authority legally constituted within the State for either administrative control or direction of
137 | one or more Rhode Island public elementary schools or secondary schools.

138 |
139 | ~~(er)~~ Numeracy – the ability to use and communicate about numbers and measures with a range
140 | of mathematical techniques in order to solve quantitative or spatial problems in a range of real-
141 | world contexts.

142 |
143 | ~~(p)~~ Opportunities to Learn – programs, resources, materials, and instruction that schools and
144 | teachers must provide in a quantity and of a quality sufficient to enable all students to learn and
145 | demonstrate the knowledge and skills set out in state-adopted standards and other relevant
146 | content or skill-based standards.

147 |
148 | ~~(q)~~ ~~(s)~~ Performance-Based Diploma Assessments – elements of a required system of
149 | assessments from which LEAs must choose two Assessment – multifaceted assignments that
150 | serve as graduation requirements:

151 | 1. ~~Comprehensive course assessments – Summative assessments designed to measure~~
152 | ~~student skill and ability within a content area. At least fifty percent of this assessment~~
153 | ~~must be performance-based and evaluate a student’s application of the knowledge and~~
154 | ~~skills learned in the course.~~

155 | ~~Exhibition – Demonstration of learning that includes both academic products and oral~~
156 | ~~presentations. An exhibition is an independent, in-depth, extended project derived from student~~
157 | ~~choice and requiring the simultaneous culminating demonstration of deep content knowledge~~
158 | ~~and a student’s applied learning skills. and knowledge of one or more content areas.~~

159 | 2. ~~Graduation Portfolio – Collection of work that documents a student’s academic~~
160 | ~~performance over time and demonstrates deep content knowledge and applied learning~~
161 | ~~skills. A portfolio typically includes a range of performance-based entries required by the~~
162 | ~~local education agency (LEA) and selected by the student, reflections, summary~~
163 | ~~statements, and a final student presentation.~~

164 |
165 | ~~(r)~~
166 | ~~(t)~~ Personalization – environment in which a responsible educator, in addition to a school
167 | counselor, meets regularly with and is knowledgeable about the social/emotional, academic,
168 | and career goals of each student to whom he or she is assigned. Meetings between the adult
169 | and the students may take place in either formal or informal structures.

170 |
171 | ~~(s)~~ Personal Literacy Plan (PLP) – an individualized record of action describing a diverse variety
172 | of educational programs, learning experiences, instructional strategies and supports used to
173 | accelerate student learning and move toward grade-level proficiency in literacy.

174 |
175 | ~~(t)~~ Proficiency – a measure of a student’s knowledge and skill in each of the core content areas
176 | that are demonstrated in various settings over time. The specific knowledge and skills are
177 | defined by state-adopted standards, other content standards, and/or career readiness and life
178 | skills.

179 |
180 | ~~(u)~~ Progress Plan – a documented approaches and academic support program required for
181 | students who do not meet the Council on Elementary and Secondary Education-defined
182 | minimum level of achievement on the state assessment. Progress Plans must include the types

183 ~~and duration of academic and educational supports and academic performance targets~~
184 ~~necessary for graduation. Progress plans may be incorporated into the ILP and may strategies~~
185 ~~that are intended to address academic weakness in the areas of course performance and/or~~
186 ~~performance-based diploma assessments. the distinct learning needs, interests, aspirations or~~
187 ~~cultural backgrounds of individual students~~

188
189 ~~(v) Progress Toward Proficiency—meaningful, quantifiable improvement of academic skills in~~
190 ~~those areas in which a student has academic gaps as evidenced through state assessments.~~
191 ~~The Council on Elementary and Secondary Education establishes the calculation and~~
192 ~~expression of the amount of student-level progress necessary for students to meet state~~
193 ~~graduation requirements on the state assessment.~~

194
195 ~~(w) Council on Elementary and Secondary Education Commendation— an emblem affixed to~~
196 ~~student diplomas designating academic achievement at or above levels set by the Council on~~
197 ~~Elementary and Secondary Education for this purpose.~~

198
199 ~~(x) Scaffolded Literacy System— three levels of support for improving all students' reading that~~
200 ~~include:~~

- 201 ~~1. A school-wide discipline-specific program for all students,~~
- 202 ~~2. Targeted literacy supports for students reading more than one and up to two years~~
203 ~~below grade level, and~~
- 204 ~~3. Intensive literacy intervention for students reading more than two years below grade~~
205 ~~level.~~

206
207 ~~(y(u) Proficiency –A defined level of knowledge and skills that are expected to be learned~~
208 ~~signaling that a student is well prepared to progress to the next lesson, course, grade level, or to~~
209 ~~receive a diploma.~~

210
211 ~~(v) Student Advisory – a structure or structures for stableconsistent groups of students to meet~~
212 ~~regularly throughout the academic year with at least one assigned adult, in an environment with~~
213 ~~sufficient time and opportunity to support personalization through student goal setting and~~
214 ~~achievement in the academic, career, and personal/social domains.~~

215
216
217 **L-6-2.0 ENSURING GRADE LEVEL LITERACY AND NUMERACY FOR ALL SECONDARY**
218 **RHODE ISLAND STUDENTS.**

219 Each local education agency (LEA) shall ensure that all of its secondary students are proficient
220 in literacy and numeracy. LEAs shall ensure student proficiency by providing access to a
221 guaranteed and viable curriculum, monitoring each student's progress toward proficiency in
222 literacy and numeracy, and providing sufficient academic, career, and personal/social supports
223 to ensure that all secondary students become proficient. ~~The Commissioner shall ensure that~~
224 ~~each LEA has adequate mechanisms in place to develop and monitor student proficiency in~~
225 ~~reading and mathematics. All programs, services, supports, and accommodations in these~~
226 ~~regulations shall be construed as affirmative obligations of the LEA and can be enforced via~~
227 ~~Chapter 16-39 of Rhode Island General Laws.~~

228

229 | **L-6-2.1 Assessing reading literacy and numeracy proficiency levels of secondary**
230 | **students.**

231 | (a) Each LEA in Rhode Island shall evaluate the reading literacy and numeracy levels of all
232 | secondary students. All LEAs, ~~in compliance with the Rhode Island PreK-12 Literacy Policy,~~
233 | shall develop a screening/review process that utilizes state and local assessments to identify
234 | students in need of additional diagnostic assessments and instructional support.

235 |
236 | (b) LEAs shall diagnostically assess all secondary students who have been identified through
237 | the screening process described herein as performing below grade level to determine and
238 | assign appropriate instructional strategies and interventions. ~~LEAs shall report the number of~~
239 | ~~secondary students reading below grade level at a time and in a manner established by the~~
240 | ~~Commissioner.~~ The LEAs shall be responsible for costs associated with test procurement,
241 | administration, and interpretation. The Commissioner may authorize the use of suitable state or
242 | federal funds for such purposes. ~~Based on the results of reading assessments at all grade~~
243 | ~~levels, the Commissioner may exercise the authority provided under Title 16 to intervene in a~~
244 | ~~school or LEA to ensure that the literacy needs of all students, as indicated by these~~
245 | ~~assessments, are effectively addressed.~~

246 |
247 | **L-6-2.2 Improving literacy and numeracy for secondary students reading performing**
248 | **below grade level.**

249 | (a) ~~LEAs~~ Each LEA shall initiate reading interventions for every student ~~reading one or more~~
250 | ~~years functioning~~ below levels of expected performance for their grade ~~level~~ based on the
251 | assessments required under section L-6-2.1 of these regulations. Any student who continues to
252 | fall below grade level in reading and/or fails to attain proficiency in literacy or numeracy in
253 | subsequent years ~~on assessments designated by the Commissioner~~ shall continue to receive
254 | specialized ~~reading~~ intervention and supports.

255 |
256 | (b) Ensuring grade level literacy and numeracy is the responsibility of ~~all LEAs.~~ ~~At the secondary~~
257 | ~~level, reading instruction each LEA, and~~ shall include scaffolded literacy instruction, ~~providing~~
258 | ~~and the provision of~~ school-wide, targeted and intensive supports ~~including Personal Literacy~~
259 | ~~Plans (PLPs) that document.~~ Intervention and support for students reading performing one or
260 | more years below grade level.

261 |
262 | ~~(c) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall~~
263 | ~~provide evidence of the effectiveness of the specific reading strategies and programs that are in~~
264 | ~~place in middle level schools and high schools to ensure that all students reading below grade~~
265 | ~~level will attain and maintain grade level literacy skills. All Rhode Island LEAs shall have~~
266 | ~~mechanisms in place that (1) identify and support students reading below grade level and (2)~~
267 | ~~support the implementation of literacy programming at all levels to address the student needs~~
268 | ~~identified through the screening requirements set forth in section L-6-2.1 of these regulations.~~
269 | ~~LEAs shall have mechanisms in place that ensure that all levels work collaboratively to~~
270 | ~~transition students between schools and across LEAs.~~ be documented within the student's
271 | Individualized Learning Plan (ILP).

272 |
273 | **~~L-6-2.3 Improving numeracy for all students.~~**

274 ~~(a) LEAs~~(c) Each LEA shall ensure grade level numeracy for all students. LEAs shall initiate
275 numeracy interventions for every student functioning below expected performance for their
276 grade. Any student failing to attain proficiency shall receive specialized supports that.

277
278 ~~(b) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall~~
279 ~~provide evidence of the effectiveness of specific mathematics strategies and programs that they~~
280 ~~have implemented to ensure~~ all students who are not demonstrating proficiency against as
281 measured by state-adopted math and literacy standards will attain and maintain performance
282 that allows them to engage in grade appropriate curriculum. ~~All Rhode Island~~ LEAs shall have
283 mechanisms in place that: (1) identify and support students who are not making progress in
284 literacy and mathematics as measured by local and state assessment data; and, (2) provide
285 universal student access to a guaranteed and viable curriculum aligned to state adopted
286 ~~mathematics~~ standards. LEAs shall have mechanisms in place that ensure that all grade levels
287 work collaboratively to transition students between schools within and across LEAs.
288

289 (d) All LEAs shall maintain documentation of the effectiveness of specific literacy and
290 mathematics strategies and programs that have been implemented.

291 **L-6-3.0 RHODE ISLAND GRADUATION REQUIREMENTS DIPLMA SYSTEM.**

292 ~~Commencing with the graduating class of 2020, each LEA shall create a composite measure of~~
293 ~~each student's overall proficiency in the six core academic areas: English language arts, math,~~
294 ~~science, social studies, the arts, and technology. These six core content areas shall be aligned~~
295 ~~to state adopted standards and locally adopted national standards in those content areas for~~
296 ~~which there are no state standards. This composite measure Diploma eligibility shall be derived~~
297 ~~from a conjunctive review of three sources of evidence: (1) individual student results on the~~
298 ~~state assessment in content areas designated by the Council on Elementary and Secondary~~
299 ~~Education; and (2) successful course completion in conformance with Section L-6-~~
300 ~~3.1; and (3) successful completion of at least one performance-based diploma~~
301 ~~assessments. These requirements are set forth in sections L-6-3.1, assessment as described in~~
302 ~~section L-6-3.2 and L-6-3.3 of these regulations.~~ In order to be eligible for a diploma, students
303 must meet state and local requirements in all three these two areas.
304

305 ~~Prior to 2020 but~~ No earlier than the class of 2017, LEAs may choose to include the state
306 assessment or other standardized assessment as a graduation requirement in addition to (1)
307 and (2) and (3) above.
308

309 LEAs shall provide students with multiple opportunities and appropriate supports to meet
310 ~~these~~ local graduation requirements ~~and~~ adopted in compliance with these regulations and to
311 prepare for post-secondary academic and career goals.
312

313 Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-
314 3.1, L-6-3.2, L-6-3.3, L-6-3.4 and L-6-3.45 of these regulations in LEA policy and submit
315 evidence of their adoption as part of the Commissioner's review set forth in section L-6-3.6 shall
316 maintain documentation of these ~~regulations~~ policies.
317

318 **L-6-3.1. Coursework requirements.**

319 (a) LEAs shall formally adopt coursework graduation requirements that: (1) apply to all students
320 within the LEA; and (2) require successful completion of at least twenty ~~academic courses or~~
321 ~~the equivalent that.~~ The twenty courses must include demonstrations demonstration of
322 proficiency, as defined by the LEA and aligned with appropriate high school content standards,
323 in the six core content areas: English language arts, math, science, social studies, the arts, and
324 technology. All courses shall be aligned to state adopted high school standards, or locally
325 adopted national standards in those content areas for which there are no state standards. All
326 courses must be of scope and rigor sufficient to allow students to achieve high school level
327 proficiency, as determined by the LEA. Successful completion of a course shall include
328 demonstration of the knowledge, skill and competencies outlined in the course learning
329 objectives. Modified proficiency standards may be applied to coursework requirements for
330 students determined to be eligible for the alternate assessment under federal law, state rules
331 and regulations, and as noted in the student's IEP.

332
333 (b) The twenty courses must include the following content-area courses: four courses of
334 English Language Arts, four courses of mathematics ~~(three mathematics courses and one math-~~
335 ~~related course)~~, three courses of science, and three courses of history/social studies. The
336 additional six required courses are presumed to include, but not limited to, world languages, the
337 arts, technology, physical education and health, ~~and technology~~ pursuant to LEA policies and
338 applicable state law. Designation as a content-area course, e.g. "mathematics" or "science,"
339 shall be an LEA decision based upon alignment to relevant state adopted standards ~~and/or~~, in
340 those content areas not defined by state-adopted standards, other recognized content
341 standards. ~~All courses must be of scope and rigor sufficient to allow students to achieve the~~
342 ~~minimum level of proficiency required by section L-6-3.0 of these regulations.~~

343
344 LEAs may integrate multiple core or other content areas and associated learning standards into
345 a single course for the purpose of meeting coursework requirements.

346 (c) The selection and scheduling of courses shall be consistent with the needs of the individual
347 students student and, to the maximum degree possible, students' individual learning plans
348 ~~(ILPs). LEAs shall provide students with additional opportunities beyond the minimum required~~
349 ~~in accordance with students'~~ the student's individual learning plans (ILPs) plan (ILP). LEA
350 graduation requirements must satisfy all curricular requirements set forth in General Laws and
351 applicable Council on Elementary and Secondary Education regulations.

352
353 (d) Students can meet the requirements set forth in this section, inclusive of the fourteen
354 content-area course requirements, through enrollment in courses within state-approved career
355 and technical program programs, expanded learning opportunities, dual enrollment, concurrent
356 enrollment, on-line learning, experiential learning opportunities, and other non-traditional
357 academic and career-readiness programs learning experiences. Recognition of these learning
358 opportunities as fulfilling the coursework graduation requirements in this section is a local
359 decision and shall be predicated on alignment to state adopted content-area standards and/or
360 other relevant national and/or industry standards. Course catalogs should clearly indicate
361 courses that can fulfill content-area course requirements.

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L-6-3.2. Performance-based diploma assessments.

Students shall successfully complete at least ~~two of the following one~~ performance-based diploma ~~assessments: graduation portfolios, exhibitions, comprehensive course assessments, or Certificate of Initial Mastery~~. Each student exiting a Rhode Island high school with a diploma shall exhibit proficiency in a comprehensive set of applied learning skills including ~~communication, problem-solving, critical thinking, research, reflection and evaluation, and collaboration~~ assessment. Successful completion of performance-based diploma assessments shall include demonstrations of both applied learning skills and ~~core content proficiency~~. ~~Students shall be required to present their portfolio or exhibition work to a review panel that will evaluate the student's presentation using a state-approved rubric~~ proficiency in one or more content areas. All performance-based diploma assessments shall be evaluated utilizing an LEA-defined scoring criteria aligned with high school level state-adopted content standards and applied learning standards and/or other relevant nationally-recognized content standards.

~~Districts shall develop performance-based diploma assessments and associated processes in accordance with these regulations. The diploma assessment process, including oral presentations, must be scheduled in a manner and time so as to allow students adequate opportunities to acquire the skills and content mastery required for graduation.~~

~~L-6-3.3. Use of state assessments for high school graduation.~~

~~(a) Commencing with the class of 2020, students shall be required to reach a minimum achievement level on the state assessment or assessments in content areas designated by the Council on Elementary and Secondary Education. The Council shall (1) designate the content areas in which the state assessment serves as a graduation requirement and (2) establish the minimum student achievement levels on the state assessment necessary for graduation. The Council will determine the minimum level of required achievement; however, LEAs may set higher levels of student achievement as a requirement to receive a diploma. LEAs may choose to use the state assessment or other standardized assessment as one of the local graduation requirements prior to the 2020 date set forth above but no earlier than for the class of 2017.~~

~~In content areas in which the Council on Elementary and Secondary Education has not approved a state assessment for the purpose of determining student eligibility for graduation, the LEA shall use successful course completion and student performance on performance-based diploma assessments and other local evidence to satisfy state graduation requirements.~~

~~Commencing with the graduating class of 2014, state assessment results shall be included on each student's permanent high school transcript.~~

~~(b) Students who do not meet the Council on Elementary and Secondary Education-established minimum level of achievement on the state high school assessment(s) shall be provided additional opportunities to demonstrate their proficiency and meet graduation expectations through the processes as determined by the Commissioner related to:~~

~~*Retaking the state assessment:* If a student does not meet the level of minimum achievement on a state assessment designated by the Council on Elementary and Secondary Education, the student shall be required to retake the relevant portion of the state assessment. Through an additional administration or administrations of the state assessment, students can meet the~~

410 requirements set forth in this section by either reaching the Council-defined minimum level of
411 achievement or by demonstrating progress toward proficiency. The Council shall establish the
412 means of calculation and expression of the minimum requirements for student-level
413 improvement necessary to achieve progress toward proficiency.

414
415 ~~Testing alternatives: If, after retaking the state assessment, a student does not meet the~~
416 ~~required level of achievement or make progress toward proficiency, the student may~~
417 ~~demonstrate graduation readiness through successful completion of a Council-approved~~
418 ~~alternative assessment.~~

419
420 ~~Waivers: If a student is unable to demonstrate graduation readiness through the state~~
421 ~~assessment or a Council-approved testing alternative, the student may apply to his or her LEA~~
422 ~~for a waiver of the state assessment portion of the graduation requirements. LEAs are~~
423 ~~authorized to grant waivers from the state assessment requirement set forth in this section only~~
424 ~~in those rare cases in which the state assessment is not a valid means of determining the~~
425 ~~proficiency of individual students. Waiver eligibility will be considered only for those students for~~
426 ~~whom: (1) there is a preponderance of evidence of academic content mastery consistent with L-~~
427 ~~6-3.0 of these regulations and (2) the student has completed the sequence of testing~~
428 ~~requirements set forth in this section.~~

429
430 ~~Local management of the waiver processes set forth herein, as well as the results of said waiver~~
431 ~~process, shall be monitored through the Commissioner's review set forth in section L-6-3.6 of~~
432 ~~these regulations.~~

433
434 **L-6-3.3 ~~L-6-3.4~~ Appeals process for graduation decisions.**

435 Students and families shall have the right to appeal graduation decisions through locally
436 managed appeals policies and processes. Locally managed appeals processes shall consider
437 all valid sources of evidence that demonstrate and document student proficiency at a level
438 commensurate with the requirements set forth in ~~section L-6-3.0 of these regulations.~~ LEAs
439 shall maintain documentation on locally managed appeals criteria, processes, and outcomes.

440
441 ~~L-6-3.4 Locally managed appeals criteria, processes, and outcomes shall be monitored through~~
442 ~~the Commissioner's review set forth in section L-6-3.6 of these regulations.~~

443
444 **L-6-3.5 ~~Diploma commendations and certificates.~~**

445 **(a) Council designations**

446 Commencing with the graduating class of ~~2020~~2021, LEAs ~~are authorized to recognize~~ shall
447 include a designation notation on the diplomas of all students who ~~achieve above the minimum~~
448 ~~achievement level required for graduation with a Council on Elementary and Secondary~~
449 ~~Education commendation.~~ meet Council-defined criteria. The Council shall ~~establish the~~
450 ~~minimum criteria~~ (1) determine designations available statewide, and (2) determine the level of
451 achievement necessary ~~to earn a Council's commendation and shall provide LEAs with a~~
452 ~~means of appending the commendation to eligible students' diplomas. Student eligibility for a~~
453 ~~Council's commendation will be contingent upon successful completion of local graduation~~
454 ~~requirements. LEAs may set additional or higher academic requirements for students to earn a~~
455 ~~Council's commendation. LEAs may establish local guidelines that govern for a Council~~
456 Designation. Designations approved by the Council shall include, but not be limited to
457 documentation of student ~~opportunities to retake the state assessment for the purposes of~~
458 ~~earning a Council's commendation.~~

459 ~~(b) achievement of a statewide literacy and numeracy standard and documentation of student~~
460 ~~completion of a course of study consistent with a personal learning goal. LEAs shall provide~~
461 ~~students with multiple opportunities and appropriate supports to meet designation requirements.~~
462 LEAs are authorized to award ~~certificates of academic and technical skill achievement and work~~
463 ~~readiness and life skills to additional locally-developed designations.~~

464
465
466 **L-6-3.5. Alternate recognition of high school accomplishment.**

467 ~~LEAs are authorized to recognize any student who does not meet the diploma requirement but~~
468 ~~has otherwise satisfactorily completed specific course-work courses or other standards-based~~
469 ~~activities that indicate a recognized level of knowledge and/or skills. Certificates within the high~~
470 ~~school course of study, as defined by the LEA. Students earning an alternate recognition~~
471 ~~certificates shall not be considered graduates. Alternate recognition certificates shall document~~
472 ~~academic achievement, technical skills, work readiness and life skills of the student and~~ may be
473 included as part of a student's transition plan to post-secondary academic or work training
474 programs.

475
476 ~~Students who achieve modified proficiency standards applied to coursework requirements for~~
477 ~~students determined to be eligible for the alternate assessment under federal law, state rules~~
478 ~~and regulations, and as noted in the student's IEP, may, at LEA discretion, be awarded a~~
479 ~~diploma for graduation purposes.~~

480
481 **L-6-3.6. Council on Elementary and Secondary Education approved diploma system.**

482 The Commissioner ~~shall review all LEA high school reserves the right to establish protocols and~~
483 ~~criteria for reviewing LEA diploma systems to ensure that they are in compliance with all~~
484 ~~elements of these regulations. The Commissioner shall establish the protocols and the criteria~~
485 ~~for diploma system review and accountability. The LEA is responsible for maintaining all~~
486 ~~records that demonstrate compliance with these regulations.~~ The Commissioner shall ~~maintain~~
487 ~~a detailed record of LEA implementation status and report that status regularly to the Council on~~
488 ~~Elementary and Secondary Education. LEAs must demonstrate, through the Commissioner's~~
489 ~~review and approval process, that all of the elements of these regulations are fully implemented.~~
490 ~~Districts will be subject to develop a progressive system of incentives monitoring and~~
491 ~~interventions according accountability to their respective levels of ensure LEA implementation~~
492 and compliance with these regulations. ~~Should the Commissioner find, through the review~~
493 ~~process, that an LEA has failed to comply fully with these regulations, the Commissioner shall~~
494 ~~utilize the full authority granted to the office, up to and including rescinding the diploma-granting~~
495 ~~authority of LEAs.~~

496
497 **L-6-3.7. Local educational agency notification to students, families, and community**
498 **members of the requirements for graduation.**

499 (a) LEAs shall provide full and effective notice of the state and local graduation requirements to
500 administrators, teachers, students, families, and members of the community. ~~This information~~
501 ~~must be provided to all members of each class upon their entry to sixth grade and again upon~~
502 ~~their entry to ninth grade (or at the time of enrollment into the LEA). Full and effective notice of~~

503 | ~~the minimum achievement level on designated statewide assessments for graduation purposes,~~
504 | ~~as described in section L-6-3.3 of these Regulations,~~ Full and effective notice of the
505 | requirements for graduation and Council designations must be provided to students and their
506 | families no later than October 1 in the year in which said students enter the ninth grade (or at
507 | the time of enrollment into the LEA), after which the local and state diploma system
508 | requirements shall not be altered for the affected class. LEAs shall provide notice of the
509 | requirements to students enrolled by the LEA in non-public schools or programs and to students
510 | attending school in juvenile correction programs.

511 |
512 | (b) ~~LEAs shall provide~~ notification ~~processes and evidence that~~ annually of the process by
513 | which parents/guardians ~~have been provided~~ can access ~~to~~ their child's individual learning plans
514 | ~~and/or personal literacy plan(s) shall be monitored through the Commissioner's review set forth~~
515 | ~~in section L-6-3.6 of these regulations, including information regarding their child's progress~~
516 | toward graduation and Council designation requirements.

517 |
518 | (c) In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a
519 | record of multiple and timely individual notices to the student and his/her family that include: (1)
520 | clear notification of the student's academic status; and (2) the opportunity to meet and discuss
521 | the student's academic program, support, and planned interventions; and (3) regular updates of
522 | student performance and progress. All such communications must be provided in a format
523 | accessible to families and students. LEA failure to provide student and family notifications in the
524 | manner set forth in these regulations may be addressed through locally managed appeals
525 | processes but shall not be presumed to result in the awarding of a diploma.

526 |

527 | **L-6-3.8.4.0. MIDDLE LEVEL AND HIGH SCHOOL SUPPORTS TO STUDENTS**

528 | **L-6-4.1 Supports ~~to~~for students.**

529 | Every student enrolled in Rhode Island public schools has the right to an appropriate and
530 | individualized opportunity to achieve proficiency as ~~measured~~ defined the LEA and in
531 | accordance with ~~section L-6-3.0 of~~ these regulations. For many students, that opportunity will
532 | require additional research-based supports from the LEA.

533 |
534 | The range of necessary support mechanisms must include:

535 |
536 | (a) Beginning no later than entry into sixth grade, each student shall have an individual learning
537 | plan (ILP) as described in section L-6-4.3 of these regulations. The ILP shall coordinate with the
538 | following documents, programs, and plans as appropriate: Individual Educational Program
539 | ~~(IEP)~~, Section 504 Plan, Personal Literacy Plan ~~(PLP)~~, Response to Intervention ~~(RtI)~~,
540 | transition plans, and English ~~language~~ learner services.

541 |
542 | (b) LEAs shall utilize a ~~state-developed~~ research-based early warning system to identify students
543 | at risk for academic failure and dropout. Identification of students at risk shall occur no later than
544 | the sixth grade year (or at the time of enrollment for students enrolling into the LEA after the
545 | sixth grade year). LEAs shall communicate regularly with the families of students identified
546 | through the early warning system, including providing them with information about the support

547 | provided to and progress being made by the student, as described in section L-6-3.7(c) of
548 | these regulations.

549 |
550 | (c) LEAs shall be responsible for providing additional academic and instructional support and
551 | research-based interventions for all students not on track to meet the graduation diploma
552 | requirements established by section L-6-3.1, ~~L-6-3.2,~~ and L-6-3.32 of these regulations.
553 | Students failing to reach the required level of ~~achievement on the state assessment proficiency~~
554 | as established ~~by section L-6-3.3 of locally and in accordance with~~ these regulations shall be
555 | provided a progress support plan. ~~Progress plans must include, including~~ the types and duration
556 | of academic and educational supports and academic performance targets necessary for
557 | ~~graduation. Progress earning a diploma. Support~~ plans ~~may shall~~ be ~~incorporated~~
558 | ~~intodocumented in~~ the ILP and may address academic weaknesses in course performance
559 | and/or performance-based diploma ~~9~~ assessments. Other academic and instructional supports
560 | shall also be documented in the student's ~~individual learning plan (ILP).~~

561 |
562 | (d) ~~Students with disabilities~~ All students are expected to present evidence of successful
563 | completion of the applicable graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.34
564 | of these regulations: to be eligible for a diploma or Council designation, respectively. Students
565 | with disabilities have the right under federal law to remain in school until the age of 21.

566 |
567 | ~~(e) Students identified as English language learners are expected to present evidence of the~~
568 | ~~successful completion of the graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.3~~
569 | ~~of these regulations. The Commissioner shall identify an alternative assessment or set of~~
570 | ~~assessments appropriate to determine the academic proficiency of English language learners~~
571 | ~~that (1) have low levels of English proficiency, (2) have been served by Rhode Island public~~
572 | ~~schools for fewer than four years, and (3) have had uninterrupted formal schooling prior to~~
573 | ~~entering Rhode Island public schools. English language learners may continue working toward~~
574 | ~~successful completion of Rhode Island graduation requirements beyond the equivalent of the~~
575 | ~~12th grade year.~~

576 |
577 | ~~(f)~~ (e) LEA failure to provide the supports set forth in this section may be addressed through
578 | locally managed appeals processes but shall not be presumed to result in the awarding of a
579 | diploma.

580 |
581 | **L-6-4.0. MIDDLE LEVEL AND HIGH SCHOOL RESTRUCTURING.**

582 | **L-6-4.1. L-6-4.2. Requirement for personalized learning environments.**

583 | All middle level schools and high schools shall implement strategies for creating personalized
584 | learning environments, including the provision of a structure by which every student is assigned
585 | a responsible adult, in addition to a school counselor, who is knowledgeable about that
586 | student's academic, career, and social/personal goals. These personalization strategies must
587 | ensure a collective responsibility for individual students ~~and shall include approaches such as~~
588 | ~~student advisories, schools within schools, academies, and or interdisciplinary grade.~~
589 | Structures for personalization at the middle level teams organized around a common group shall
590 | be an integral component of students, etc. ~~Evaluation the student program in each LEA,~~
591 | inclusive of but not limited to advisory structures. LEAs shall maintain documentation of the

592 effectiveness of such personalization strategies ~~shall be conducted in a manner, format, and~~
593 ~~schedule to be determined by the Commissioner.~~

594

595 **~~L-6-4.2. Middle level advisory.~~**

596 ~~Student advisory structures at the middle level shall be an integral component of the middle~~
597 ~~level program in each LEA, regardless of the additional personalization structures that are~~
598 ~~employed. For purposes of these regulations, advisories shall be defined as a structure or~~
599 ~~structures for stable groups of students to meet regularly throughout the academic year with at~~
600 ~~least one assigned adult in an environment with sufficient time and opportunity to support~~
601 ~~student achievement in the academic, career, personal/social domains.~~

602

603 **~~L-6-4.3 Individual Learning Plan (ILP).~~**

604 (a) LEAs are responsible for developing a student ILP process beginning no later than the sixth
605 grade to help students identify and meet their academic, career, and personal/social goals. The
606 ILP shall document the student's college academic and career applied learning interests and
607 learning supports that culminate in graduation, Council designation and preparation for post-
608 secondary success. The ILP shall document additional educational opportunities such as dual
609 enrollment, alternative pathways, career and technical education, transition placements and/or
610 employment training provided to help students reach their goals.

611

612 (b) The ILP process shall provide regular and ongoing opportunities for students to review and
613 revisit their goals with the guidance of responsible adults, including parents or legal guardians.
614 In order to ensure the use of the ILP in coordinating appropriate supports, access to courses,
615 and additional learning opportunities necessary to support students in meeting their goals, ILP
616 reviews must occur not less than bi-annually twice in each school year and ~~10~~ during key
617 transition periods including middle to high school and high school to post-secondary placement.
618 LEAs shall provide evidence maintain documentation of the effectiveness of their ILP process ~~in~~
619 ~~a manner and format to be prescribed by the Commissioner.~~

620

621 **~~L-6-4.4. Professional development.~~**

622 All certified educators in middle level and high schools shall participate in at least fifteen (15)
623 hours of ongoing professional development annually, focused on the priority areas of literacy,
624 numeracy, graduation by proficiency, and personalization. Professional development must shall
625 be informed by student achievement data and guided by best practice in curriculum, instruction
626 and assessment.

627

628 **~~L-6-4.5. Common planning time.~~**

629 Common planning time shall be used by teams of teachers, administrators, and other educators
630 for the substantive planning of instruction, looking at student work achievement data, addressing
631 student needs, and group or embedded professional development. ~~By the school year 2011-~~
632 ~~2012,~~ Common planning time must provide for at least one hour per week at the high school
633 level and at least two hours per week at the middle level. ~~Pursuant to the requirements of this~~
634 ~~section, LEAs shall provide evidence of the manner in which these requirements are~~
635 ~~implemented, as well as the means by which administrators and teachers will receive~~
636 ~~professional development in the effective use of common planning time. This common planning~~

637 | ~~time must be in addition to individual faculty planning time and the professional development~~
638 | ~~requirements set forth in these regulations, focused on the priority areas of vertical articulation,~~
639 | ~~literacy, numeracy, graduation by proficiency, and personalization.~~

640 |
641 | This common planning time must be in addition to individual faculty planning time and locally
642 | determined professional development requirements. As established in Section G-4-11 of the
643 | Board of Regents Council on Elementary and Secondary Education Regulations Governing the
644 | School Calendar and School Day, common planning time does not qualify as “instructional time”
645 | for the purposes of compliance with the required length of the school day.

DRAFT

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REGULATIONS
of the
COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

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Middle and High School Learning Environments and the Rhode Island Diploma System

TITLE L – SECONDARY DESIGN
CHAPTER 6

32
33

TOPIC

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44
- L-6-1.0. Definitions.
 - L-6-2.0. Ensuring grade level literacy and numeracy for all secondary Rhode Island students.
 - L-6-2.1. Assessing literacy and numeracy proficiency levels of secondary students.
 - L-6-2.2 Improving literacy and numeracy for secondary students performing below grade level.
 - L-6-3.0. Rhode Island diploma system.
 - L-6-3.1. Coursework requirements.
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 - L-6-4.0. Middle level and high school supports to students.
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 - L-6-4.2. Requirement for personalized learning environments.
 - L-6-4.3. Individual Learning Plan.
 - L-6-4.4. Professional development.
 - L-6-4.5 Common planning time.

L-6-1.0. DEFINITIONS

As used in these regulations, the following words and terms have the following meaning, unless the context indicates another or different meaning or intent:

- (a) Applied Learning Skills - The cross-curricular, skill-based standards students are expected to learn and acquire over the course of their K–12 education, including communication, problem-solving, critical thinking, research, reflection and evaluation, and collaboration.
- (b) Certificates – documentation that can be earned by a student and certify his or her mastery of specific skills or sets of skills; completion of training requirements set forth by a certifying body; and/or demonstrated readiness to enter an industry, educational setting, independent living, or the workplace.

- 45
46 (c) Commissioner – the commissioner of elementary and secondary education.
47
48 (d) Common Planning Time – regular scheduled opportunities provided to teachers to work in
49 disciplinary and/or interdisciplinary teams for the purpose of improving student achievement.
50
51 (e) Concurrent Enrollment – enrollment of a student in a dual enrollment course that is offered at
52 the secondary school and taught by a secondary school teacher who is approved by the
53 postsecondary institutions.
54
55 (f) Conjunctive Diploma Requirements – the non-compensatory relationship between Rhode
56 Island’s diploma requirements, commencing in 2021. The required elements of a diploma
57 include:
58 1. Successful completion of state and local course requirements; and
59 2. Successful completion of a performance-based diploma assessment.
60
61 (g) Content Standards - the knowledge and skills associated with a particular subject area that
62 defines what students need to know and be able to do.
63
64 (h) Core Content Areas – English language arts, mathematics, science, social studies, the arts,
65 and technology.
66
67 (i) Course – a connected series of lessons and learning experiences that:
68 1. Establish expectations defined by recognized content standards,
69 2. Provide students with opportunities to learn and practice skills, and
70 3. Include assessments of student knowledge and skills adequate to determine
71 proficiency at the level of academic rigor required by relevant content standards.
72
73 (j) Course Catalog – A list of courses offered to students during a given timeframe, typically
74 including course name, description, pre-requisites, and instructor.
75
76 (k) Council Designation – a notation on a diploma designating achievement consistent with a
77 standard set for this purpose by the Council on Elementary and Secondary Education.
78 Designations approved by the Council on Elementary and Secondary Education shall include
79 but not be limited to documentation of student achievement of statewide literacy and numeracy
80 standards and documentation of student completion of a defined course of study consistent with
81 a personal learning goal.
82
83 (l) Diploma System – the comprehensive set of structures, processes, and policies required in
84 all secondary schools to ensure access to rigorous programming and appropriate supports that
85 prepare all students for success in college, careers, and life.
86

- 87 (m) Dual Enrollment – enrollment of a student in a secondary school while simultaneously
88 enrolled part-time or full-time as a non-matriculating student at a postsecondary institution, such
89 as a community college, college or university
90
- 91 (n) Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time
92 for students to learn. It ensures that the curriculum is implemented consistently by all teachers
93 to all students. It is based on a commitment from the districts and its schools that the written,
94 taught, and learned curriculum is aligned so that all students learn agreed upon standards. See
95 Basic Educational Program (G-13-1.1).
96
- 97 (o) Individual Learning Plan (ILP) – a planning and monitoring tool that customizes and directs
98 students’ goals and development in three domains: academic, career, and personal/social.
99
- 100 (p) Literacy – the ability to read, write, speak, and listen in order to communicate with others
101 effectively, as well as the ability to think and respond critically and to process complex
102 information across content areas.
103
- 104 (q) Local Education Agency (LEA) – a public board of education/school committee or other
105 public authority legally constituted within the State for either administrative control or direction of
106 one or more Rhode Island public elementary schools or secondary schools.
107
- 108 (r) Numeracy – the ability to use and communicate about numbers and measures with a range
109 of mathematical techniques in order to solve quantitative or spatial problems in a range of real-
110 world contexts.
111
- 112 (s) Performance-Based Diploma Assessment – multifaceted assignments that serve as a
113 culminating demonstration of a student’s applied learning skills and knowledge of one or more
114 content areas.
115
- 116 (t) Personalization – a diverse variety of educational programs, learning experiences,
117 instructional approaches and academic support strategies that are intended to address the
118 distinct learning needs, interests, aspirations or cultural backgrounds of individual students
119
- 120 (u) Proficiency –A defined level of knowledge and skills that are expected to be learned
121 signaling that a student is well prepared to progress to the next lesson, course, grade level, or to
122 receive a diploma.
123
- 124 (v) Student Advisory – a structure or structures for consistent groups of students to meet
125 regularly throughout the academic year with at least one assigned adult, in an environment with
126 sufficient time and opportunity to support personalization through student goal setting and
127 achievement in the academic, career, and personal/social domains.
128
129

130 **L-6-2.0 ENSURING GRADE LEVEL LITERACY AND NUMERACY FOR ALL SECONDARY**
131 **RHODE ISLAND STUDENTS.**

132 Each local education agency (LEA) shall ensure that all of its secondary students are proficient
133 in literacy and numeracy. LEAs shall ensure student proficiency by providing access to a
134 guaranteed and viable curriculum, monitoring each student's progress toward proficiency in
135 literacy and numeracy, and providing sufficient academic, career, and personal/social supports
136 to ensure that all secondary students become proficient.

137
138 **L-6-2.1 Assessing literacy and numeracy proficiency levels of secondary students.**

139 (a) Each LEA in Rhode Island shall evaluate the literacy and numeracy levels of all secondary
140 students. All LEAs shall develop a screening/review process that utilizes state and local
141 assessments to identify students in need of additional diagnostic assessments and instructional
142 support.

143
144 (b) LEAs shall diagnostically assess all secondary students who have been identified through
145 the screening process described herein as performing below grade level to determine and
146 assign appropriate instructional strategies and interventions. The LEAs shall be responsible for
147 costs associated with test procurement, administration, and interpretation. The Commissioner
148 may authorize the use of suitable state or federal funds for such purposes.

149
150 **L-6-2.2 Improving literacy and numeracy for secondary students performing below grade**
151 **level.**

152 (a) Each LEA shall initiate interventions for every student functioning below levels of expected
153 performance for their grade based on the assessments required under section L-6-2.1 of these
154 regulations. Any student who continues to fall below grade level and/or fails to attain proficiency
155 in literacy or numeracy in subsequent years shall continue to receive specialized intervention
156 and supports.

157
158 (b) Ensuring grade level literacy and numeracy is the responsibility of each LEA, and shall
159 include instruction and the provision of school-wide, targeted and intensive supports.
160 Intervention and support for students performing one or more years below grade level shall be
161 documented within the student's Individualized Learning Plan (ILP).

162
163 (c) Each LEA shall ensure that all students who are not demonstrating proficiency as measured
164 by state-adopted math and literacy standards will attain and maintain performance that allows
165 them to engage in grade appropriate curriculum. LEAs shall have mechanisms in place that: (1)
166 identify and support students who are not making progress in literacy and mathematics as
167 measured by local and state assessment data; and, (2) provide universal student access to a
168 guaranteed and viable curriculum aligned to state adopted standards. LEAs shall have
169 mechanisms in place that ensure that all grade levels work collaboratively to transition students
170 between schools within and across LEAs.

171
172 (d) All LEAs shall maintain documentation of the effectiveness of specific literacy and
173 mathematics strategies and programs that have been implemented.

174 **L-6-3.0 RHODE ISLAND DIPLOMA SYSTEM.**

175 Diploma eligibility shall be derived from a conjunctive review of two sources of evidence: (1)
176 successful course completion in conformance with Section L-6-3.1; and (2) successful
177 completion of at least one performance-based diploma assessment as described in section L-6-
178 3.2. In order to be eligible for a diploma, students must meet state and local requirements in
179 these two areas.

180
181 No earlier than the class of 2017, LEAs may choose to include the state assessment or other
182 standardized assessment as a graduation requirement in addition to (1) and (2) above.

183
184 LEAs shall provide students with multiple opportunities and appropriate supports to meet local
185 graduation requirements adopted in compliance with these regulations and to prepare for post-
186 secondary academic and career goals.

187
188 Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-
189 3.1, L-6-3.2, L-6-3.3, L-6-3.4 and L-6-3.5 of these regulations in LEA policy and shall maintain
190 documentation of these policies.

191
192 **L-6-3.1. Coursework requirements.**

193 (a) LEAs shall formally adopt coursework graduation requirements that: (1) apply to all students
194 within the LEA; and, (2) require successful completion of at least twenty courses. The twenty
195 courses must include demonstration of proficiency, as defined by the LEA and aligned with
196 appropriate high school content standards, in the six core content areas: English language arts,
197 math, science, social studies, the arts, and technology. All courses shall be aligned to state
198 adopted high school standards, or locally adopted national standards in those content areas for
199 which there are no state standards. All courses must be of scope and rigor sufficient to allow
200 students to achieve high school level proficiency, as determined by the LEA. Successful
201 completion of a course shall include demonstration of the knowledge, skill and competencies
202 outlined in the course learning objectives. Modified proficiency standards may be applied to
203 coursework requirements for students determined to be eligible for the alternate assessment
204 under federal law, state rules and regulations, and as noted in the student's IEP.

205
206 (b) The twenty courses must include the following content-area courses: four courses of English
207 Language Arts, four courses of mathematics, three courses of science, and three courses of
208 history/social studies. The additional six required courses are presumed to include, but not
209 limited to, world languages, the arts, technology, physical education and health, pursuant to
210 LEA policies and applicable state law. Designation as a content-area course, e.g. "mathematics"
211 or "science," shall be an LEA decision based upon alignment to relevant state adopted
212 standards or, in those content areas not defined by state-adopted standards, other recognized
213 content standards.

214
215 LEAs may integrate multiple core or other content areas and associated learning standards into
216 a single course for the purpose of meeting coursework requirements.

217 (c) The selection and scheduling of courses shall be consistent with the needs of the individual
218 student and, to the maximum degree possible, the student's individual learning plan (ILP). LEA
219 graduation requirements must satisfy all curricular requirements set forth in General Laws and
220 applicable Council on Elementary and Secondary Education regulations.

221
222 (d) Students can meet the requirements set forth in this section, inclusive of the fourteen
223 content-area course requirements, through courses within state-approved career and technical
224 programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line
225 learning, experiential learning opportunities, and other non-traditional academic and career-
226 readiness learning experiences. Recognition of these learning opportunities as fulfilling the
227 coursework graduation requirements in this section is a local decision and shall be predicated
228 on alignment to state adopted content-area standards and/or other relevant national and/or
229 industry standards. Course catalogs should clearly indicate courses that can fulfill content-area
230 course requirements.

231
232 **L-6-3.2. Performance-based diploma assessments.**
233 Students shall successfully complete at least one performance-based diploma assessment.
234 Successful completion of performance-based diploma assessments shall include
235 demonstrations of both applied learning skills and proficiency in one or more content areas. All
236 performance-based diploma assessments shall be evaluated utilizing an LEA-defined scoring
237 criteria aligned with high school level state-adopted content standards and applied learning
238 standards and/or other relevant nationally-recognized content standards.

239
240 **L-6-3.3. Appeals process for graduation decisions.**
241 Students and families shall have the right to appeal graduation decisions through locally
242 managed appeals policies and processes. Locally managed appeals processes shall consider
243 all valid sources of evidence that demonstrate and document student proficiency at a level
244 commensurate with the requirements set forth in these regulations. LEAs shall maintain
245 documentation on locally managed appeals criteria, processes, and outcomes.

246
247 **L-6-3.4. Council designations**
248 Commencing with the graduating class of 2021, LEAs shall include a designation notation on
249 the diplomas of all students who meet Council-defined criteria. The Council shall (1) determine
250 designations available statewide, and (2) determine the level of achievement necessary for a
251 Council Designation. Designations approved by the Council shall include, but not be limited to
252 documentation of student achievement of a statewide literacy and numeracy standard and
253 documentation of student completion of a course of study consistent with a personal learning
254 goal. LEAs shall provide students with multiple opportunities and appropriate supports to meet
255 designation requirements. LEAs are authorized to award additional locally-developed
256 designations.

257
258 **L-6-3.5. Alternate recognition of high school accomplishment.**
259 LEAs are authorized to recognize any student who does not meet the diploma requirement but
260 has otherwise satisfactorily completed specific courses or other standards-based activities

261 within the high school course of study, as defined by the LEA. Students earning an alternate
262 recognition certificates shall not be considered graduates. Alternate recognition certificates
263 shall document academic achievement, technical skills, work readiness and life skills of the
264 student and may be included as part of a student's transition plan to post-secondary academic
265 or work training programs.
266

267 Students who achieve modified proficiency standards applied to coursework requirements for
268 students determined to be eligible for the alternate assessment under federal law, state rules
269 and regulations, and as noted in the student's IEP, may, at LEA discretion, be awarded a
270 diploma for graduation purposes.
271

272 **L-6-3.6. Council on Elementary and Secondary Education approved diploma system.**

273 The Commissioner reserves the right to establish protocols and criteria for reviewing LEA
274 diploma systems to ensure that they are in compliance with all elements of these regulations.
275 The LEA is responsible for maintaining all records that demonstrate compliance with these
276 regulations. The Commissioner shall develop a progressive system of monitoring and
277 accountability to ensure LEA implementation and compliance with these regulations.
278

279 **L-6-3.7. Local educational agency notification to students, families, and community
280 members of the requirements for graduation.**

281 (a) LEAs shall provide full and effective notice of the state and local graduation requirements to
282 administrators, teachers, students, families, and members of the community. Full and effective
283 notice of the requirements for graduation and Council designations must be provided to
284 students and their families no later than October 1 in the year in which said students enter the
285 ninth grade (or at the time of enrollment into the LEA), after which the local and state diploma
286 system requirements shall not be altered for the affected class. LEAs shall provide notice of the
287 requirements to students enrolled by the LEA in non-public schools or programs and to students
288 attending school in juvenile correction programs.
289

290 (b) LEAs shall provide notification annually of the process by which parents/guardians can
291 access their child's individual learning plan, including information regarding their child's progress
292 toward graduation and Council designation requirements.
293

294 (c) In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a
295 record of multiple and timely individual notices to the student and his/her family that include: (1)
296 clear notification of the student's academic status; and (2) the opportunity to meet and discuss
297 the student's academic program, support, and planned interventions; and (3) regular updates of
298 student performance and progress. All such communications must be provided in a format
299 accessible to families and students. LEA failure to provide student and family notifications in the
300 manner set forth in these regulations may be addressed through locally managed appeals
301 processes but shall not be presumed to result in the awarding of a diploma.
302

303 **L-6-4.0. MIDDLE LEVEL AND HIGH SCHOOL SUPPORTS TO STUDENTS**

304 **L-6-4.1 Supports for students**

305 Every student enrolled in Rhode Island public schools has the right to an appropriate and
306 individualized opportunity to achieve proficiency as defined the LEA and in accordance with
307 these regulations. For many students, that opportunity will require additional research-based
308 supports from the LEA.

309

310 The range of necessary support mechanisms must include:

311

312 (a) Beginning no later than entry into sixth grade, each student shall have an individual learning
313 plan (ILP) as described in section L-6-4.3 of these regulations. The ILP shall coordinate with the
314 following documents, programs, and plans as appropriate: Individual Educational Program,
315 Section 504 Plan, Personal Literacy Plan, Response to Intervention, transition plans, and
316 English learner services.

317

318 (b) LEAs shall utilize a research-based early warning system to identify students at risk for
319 academic failure and dropout. Identification of students at risk shall occur no later than the sixth
320 grade year (or at the time of enrollment for students enrolling into the LEA after the sixth grade
321 year). LEAs shall communicate regularly with the families of students identified through the early
322 warning system, including providing them with information about the support provided to and
323 progress being made by the student, as described in section L-6-3.7(c) of these regulations.

324

325 (c) LEAs shall be responsible for providing additional academic and instructional support and
326 research-based interventions for all students not on track to meet the diploma requirements
327 established by section L-6-3.1 and L-6-3.2 of these regulations. Students failing to reach the
328 required level of proficiency as established locally and in accordance with these regulations
329 shall be provided a support plan, including the types and duration of academic and educational
330 supports and academic performance targets necessary for earning a diploma. Support plans
331 shall be documented in the ILP and may address academic weaknesses in course performance
332 and/or performance-based diploma assessments. Other academic and instructional supports
333 shall also be documented in the student's ILP.

334

335 (d) All students are expected to present evidence of successful completion of the applicable
336 graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.4 of these regulations to be
337 eligible for a diploma or Council designation, respectively. Students with disabilities have the
338 right under federal law to remain in school until the age of 21.

339

340 (e) LEA failure to provide the supports set forth in this section may be addressed through locally
341 managed appeals processes but shall not be presumed to result in the awarding of a diploma.

342

343 **L-6-4.2. Requirement for personalized learning environments.**

344 All middle level schools and high schools shall implement strategies for creating personalized
345 learning environments, including the provision of a structure by which every student is assigned
346 a responsible adult, in addition to a school counselor, who is knowledgeable about that
347 student's academic, career, and social/personal goals. These personalization strategies must
348 ensure a collective responsibility for individual students. Structures for personalization at the

349 middle level shall be an integral component of the student program in each LEA, inclusive of but
350 not limited to advisory structures. LEAs shall maintain documentation of the effectiveness of
351 such personalization strategies.

352

353 **L-6-4.3 Individual Learning Plan.**

354 (a) LEAs are responsible for developing a student ILP process beginning no later than the sixth
355 grade to help students identify and meet their academic, career, and personal/social goals. The
356 ILP shall document the student’s academic and applied learning interests and learning supports
357 that culminate in graduation, Council designation and preparation for post-secondary success.
358 The ILP shall document additional educational opportunities to help students reach their goals.

359

360 (b) The ILP process shall provide regular and ongoing opportunities for students to review and
361 revisit their goals with the guidance of responsible adults, including parents or legal guardians.
362 In order to ensure the use of the ILP in coordinating appropriate supports, access to courses,
363 and additional learning opportunities necessary to support students in meeting their goals, ILP
364 reviews must occur not less than twice in each school year and during key transition periods
365 including middle to high school and high school to post-secondary placement. LEAs shall
366 maintain documentation of the effectiveness of their ILP process.

367

368 **L-6-4.4. Professional development.**

369 All certified educators in middle level and high schools shall participate in at least fifteen (15)
370 hours of ongoing professional development annually, focused on the priority areas of literacy,
371 numeracy, graduation by proficiency, and personalization. Professional development shall be
372 informed by student achievement data and guided by best practice in curriculum, instruction and
373 assessment.

374

375 **L-6-4.5. Common planning time.**

376 Common planning time shall be used by teams of teachers, administrators, and other educators
377 for the substantive planning of instruction, looking at student achievement data, addressing
378 student needs, and group or embedded professional development. Common planning time must
379 provide for at least one hour per week at the high school level and at least two hours per week
380 at the middle level, focused on the priority areas of vertical articulation, literacy, numeracy,
381 graduation by proficiency, and personalization.

382

383 This common planning time must be in addition to individual faculty planning time and locally
384 determined professional development requirements. As established in Section G-4-11 of the
385 Council on Elementary and Secondary Education Regulations Governing the School Calendar
386 and School Day, common planning time does not qualify as “instructional time” for the purposes
387 of compliance with the required length of the school day.