



Updated Secondary Regulations Proposal: *Readiness-Based Graduation Requirements*

October 2022

Three Key Priorities of Our Proposal

1

**Rhode Island will
prepare our graduates
to create their own
future.**

2

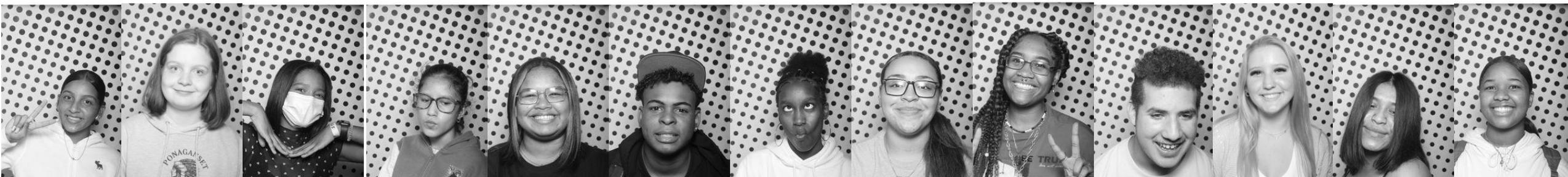
**Rhode Island will
increase engagement
through real-world
relevant learning
experiences.**

3

**Rhode Island will
change how we
support our children
and families.**



Priority One: We will prepare our graduates to create their own future.



We MUST also align our colleges.

While every student may not go to college, we need to prep them so they have the choice

I believe It is important to set and start with the right expectations for students in high school.

Every young person is unique and has individual interests and passions.

Why?

HS graduation requirements and college admissions requirements are misaligned.

Right now, a high school diploma doesn't necessarily mean a young person is ready for higher education or for their future.

Our kids want to attend college, but many are not taking the courses to attend and even fewer are passing these courses.



8 out of 10 high school seniors say they want to attend a two- or four-year college.

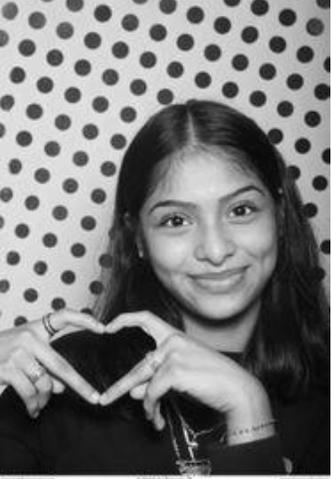


Only 6 out of 10 enrolled in the courses they need to be considered college eligible.

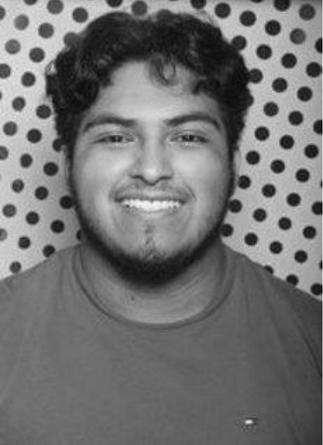


Only 5 out of 10 passed these courses.





The default expectation for every child in Rhode Island will be that they will complete college and career ready coursework.



We have the opportunity to graduate every single one of our kids with a golden ticket.



We will increase the number of graduates with the ability to earn a tuition-free associate's degree and reduce the student loan burden for our kids.



Aaliyah Ortiz

EXPERIENCE

Systemetrics Inc. *Work-Based Learning* October 2017 - Present

- Create forms, queries, modules and tables for Systemetrics, a computer training company serving Rhode Island, Connecticut, and Massachusetts
- Using MS Access, **build a database to provide national versus state comparisons** on patient numbers and medication usage in order to help expedite funding for clinics

Providence Police Explorers Septemeber 2017 - Present

- Participate in volunteer police cadet program for young people interested in law enforcement

FabLab Newport *Advanced Coursework* Spring 2016 - Spring 2017

- Learned how to use IT and design software, such as Autodesk Inventor, Autodesk Inkscape, and GIMP

Youth Forward July 2016

- Attended three-day student workshop to build relationships and problem solve with peers

NeighborWorks Blackstone River Valley Summer 2016

DownCity Design *Work-Based Learning* Fall 2015

- Helped design and sketch a structure to be constructed and placed in Ellery Street Park

VOLUNTEER WORK

Cornerstone 2016 - 2017

- Worked with patients suffering from dementia and other cognitive impairments
- Served meals and assisted with group activities

Met 20th Anniversary Celebration May 2016

Peer Mentor 2012 - 2015

- Worked with and assisted students with disabilities at Woonsocket Middle School
- Helped students communicate and participate in school events

CONTACT

The MET School
Providence
Rhode Island

EDUCATION

The Metropolitan Regional Career & Tech Center
2015 - Present

CTE
Community College of R.I.

Fall 2017 - Present

- Elementary Italian I
- Criminal Law

Roger Williams University

Fall 2017

- Expository Writing course

University of R.I. *College Credits*

Fall 2016 - Spring 2017

- Advanced Placement Computer Science Principles

ACHIEVEMENTS

Certified Autodesk User

May 31, 2016

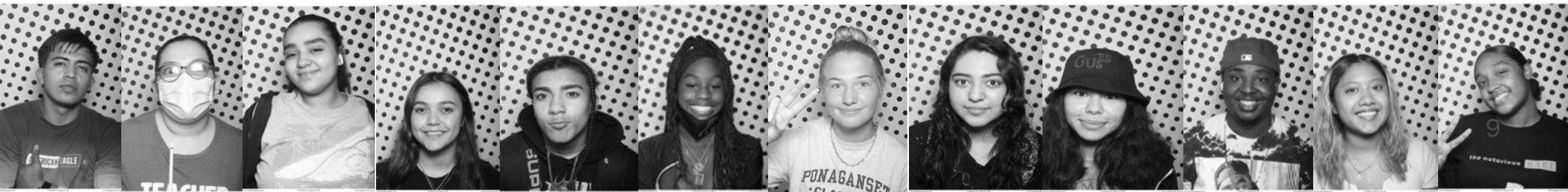
ServSafe Food Handler Certification *Industry Credentials*

April 26, 2017

Our kids will graduate high school with a resume to help them gain meaningful employment.



Priority Two: We are increasing engagement by increasing real-world, relevant learning experiences.



More practical classes for real world!

Totally REVAMP Curriculum TO REALWORLD

Financial Literacy is a pillar from youth to adulthood.

We need civics and financial literacy to teach students how the real-world works.

Why?

More real-life preparation

Computer Science is so important for true employability!

We are one hs that already requires civics. The students are more engaged in our school and community as a result.

The students

Fin lit is one of the most important skills we can make sure students have before graduating

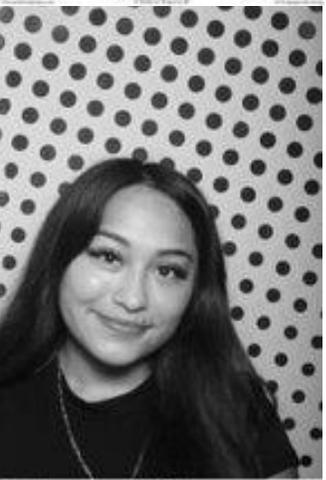


Students are not receiving experiences that connect learning to their passions and goals.



47%

Of students surveyed worried that they have little opportunity to **pursue their passions** during their high school journey, and students in focus groups added that they have **limited opportunity to voice feedback**.



24%

Of students surveyed believe their classes **always give** them **useful information** for what they plan to do in life.

Why do real-world relevant learning experiences matter?

Engaged students are

2.5X

more likely to say that they get excellent grades and do well in school.



Catherine DeAngelo – Rogers High School, Newport, RI

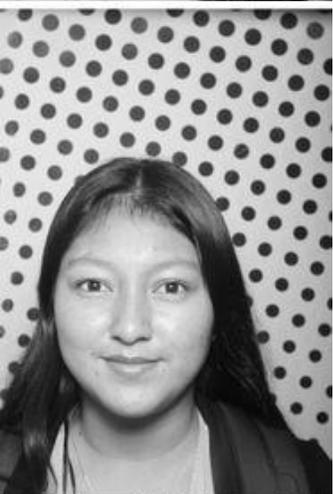


Adam Salem – The Met High School, Providence, RI

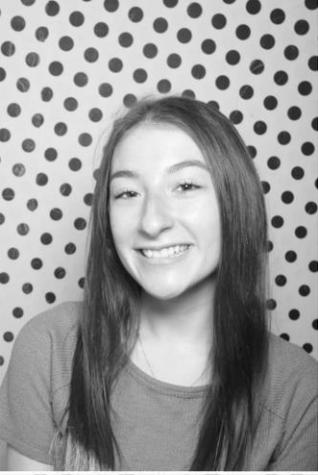
Engaged students are

4.5X

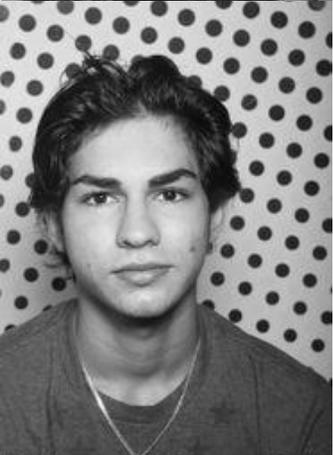
more likely to be hopeful about the future than disengaged peers.



Our kids will demonstrate proficiency in civics to graduate from high school.



Our kids will demonstrate proficiency in financial literacy to graduate from high school.



Our kids will demonstrate proficiency in computer science to graduate from high school.



Our kids will demonstrate proficiency in the arts to graduate from high school.



Our kids will develop real-world relevant skills taking courses aligned to their passions and goals.



Our kids participating in CTE programs or in full-time dual enrollment programs will receive schedule flexibility to take more coursework aligned to their passions and goals.



We will support high schools in offering flex credits. Flex credits will provide educators the opportunity to design rigorous and meaningful learning experiences that align to the passions and goals of our kids.



Every high school will value and recognize work-based learning as a form of academic learning.



We will revitalize diploma endorsements to communicate the passions, goals, and academic readiness of our kids.



**Priority Three: High school has changed.
We are changing how we support our kids and their families.**



More support for parents to help their students - tools to keep us updated

MORE Flexibility for WORKING STUDENTS

The burden to access resources is always on students and their families. How do we change that??

BETTER ATTENTION TO STUDENT PERSONAL NEEDS

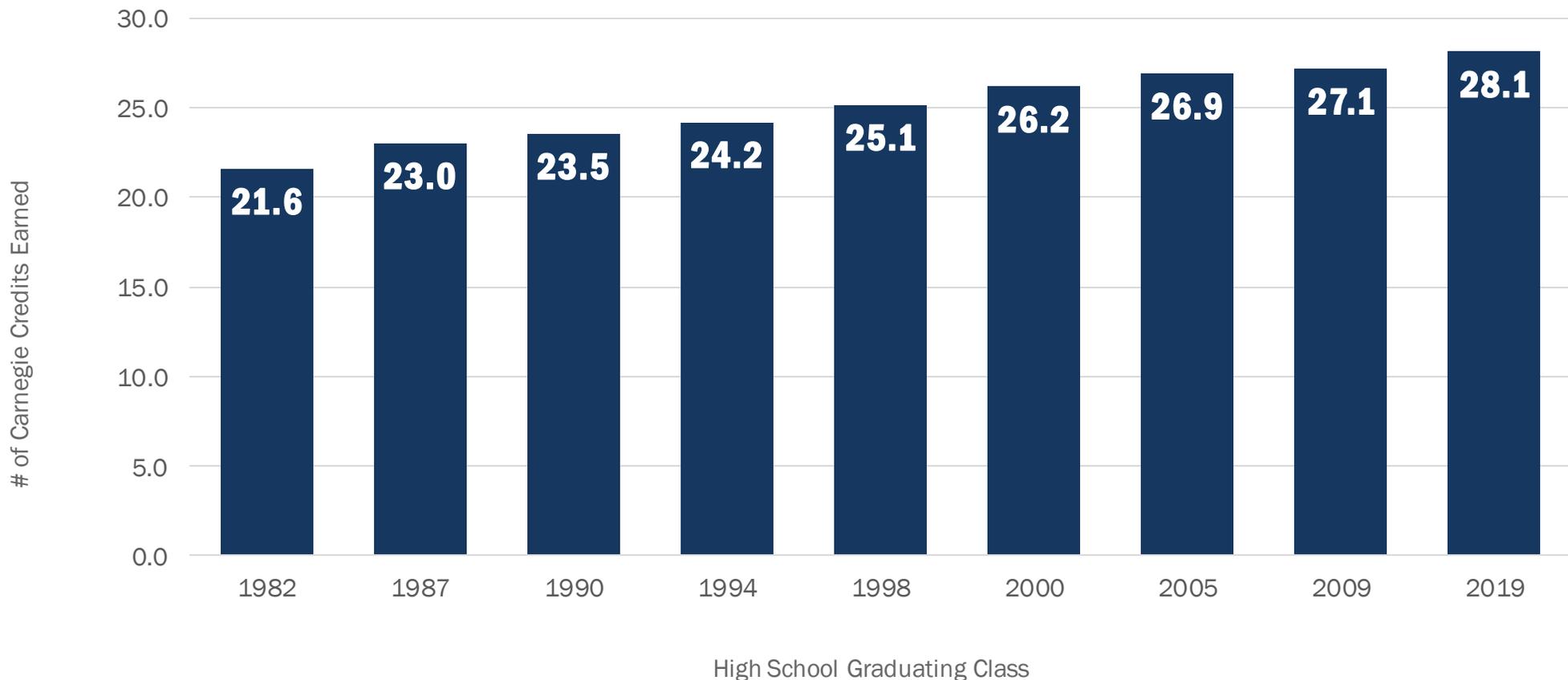
Why?

Teachers need support learning to support the increasing diversity of students and academic pathways.

Our education system is designed for students with strong networks. We should design a system to meet the needs of our students.

The average United States High School graduate in 2019 is earning 30% more credits than a graduate in 1982.

Average total credits earned nationally by high school graduates: Various years, 1982–2019



Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores, "High School Transcript Study"; and 1987, 1990, 1994, 1998, 2000, 2005, and 2009 High School Transcript Study (HSTS), and U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) High School Transcript Study, various years, 1990–2019

Our kids are taking the most rigorous coursework in the history of our country.



Table 2. Percentage of public and private high school graduates having completed 4 years of English; 3 years each of social science, mathematics, and science; and 2 years of a foreign language, selected years, 1982–2009

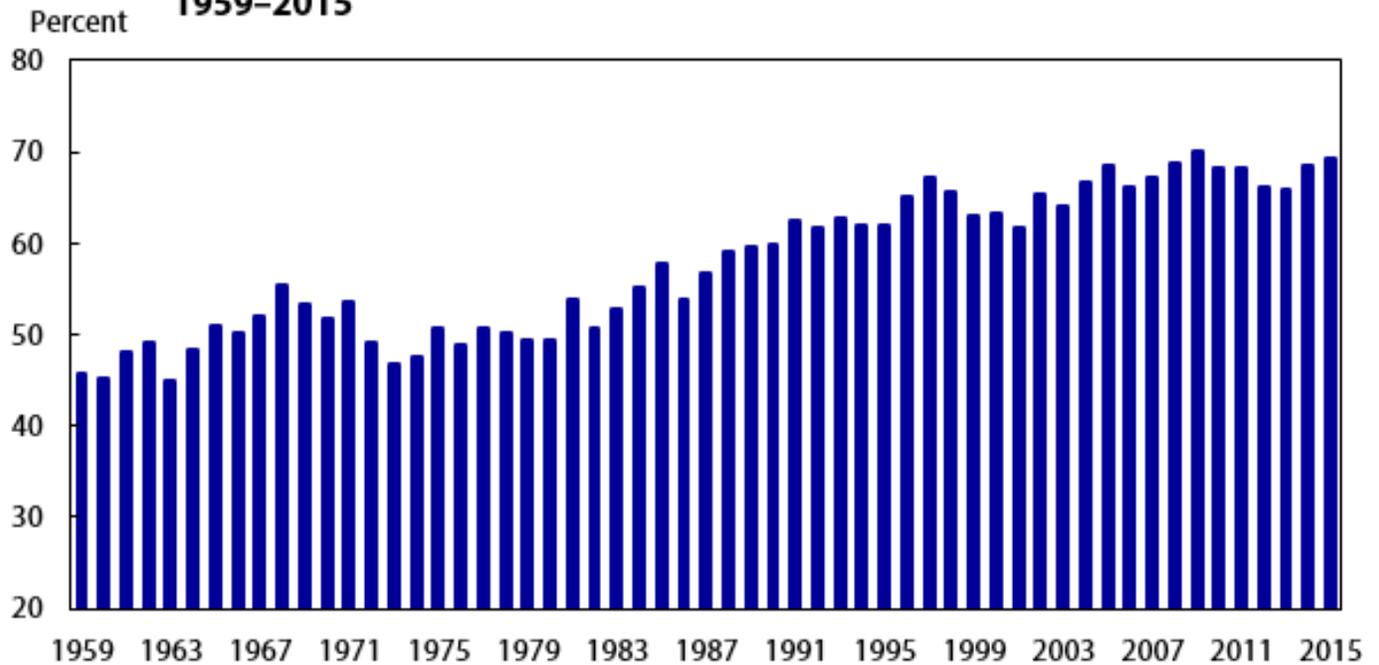
Year	Percent
1982	9.5
1987	18.1
1990	29.9
1994	39.0
1998	44.2
2000	47.8
2005	54.7
2009	61.8

Source: *Digest of Education Statistics*, table 225.50, “Percentage of public and private high school graduates earning minimum credits in selected combinations of academic courses, by sex and race/ethnicity: selected years, 1982 through 2009,” Department of Education, Institute of Education Services, National Center for Education Statistics, 2015.

[Percentage of public and private high school graduates earning minimum credits in selected combinations of academic courses, by sex and race/ethnicity: Selected years, 1982 through 2009](#)

Figure 6. College enrollment rates for recent high school graduates, October

1959–2015

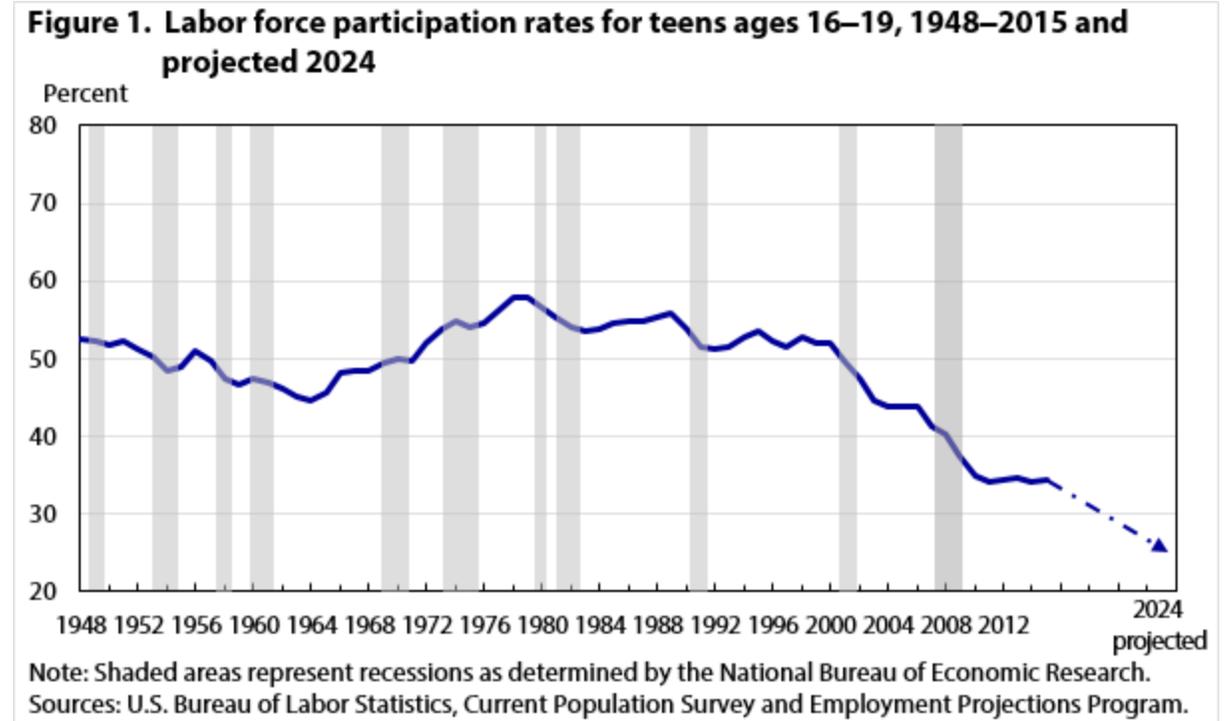


Note: Data beginning in 2006 are not strictly comparable to earlier years because of a change in supplement weights.

Source: U.S. Bureau of Labor Statistics, Current Population Survey, October Supplement.

While High School became more rigorous, the youth labor force participation rate declined.

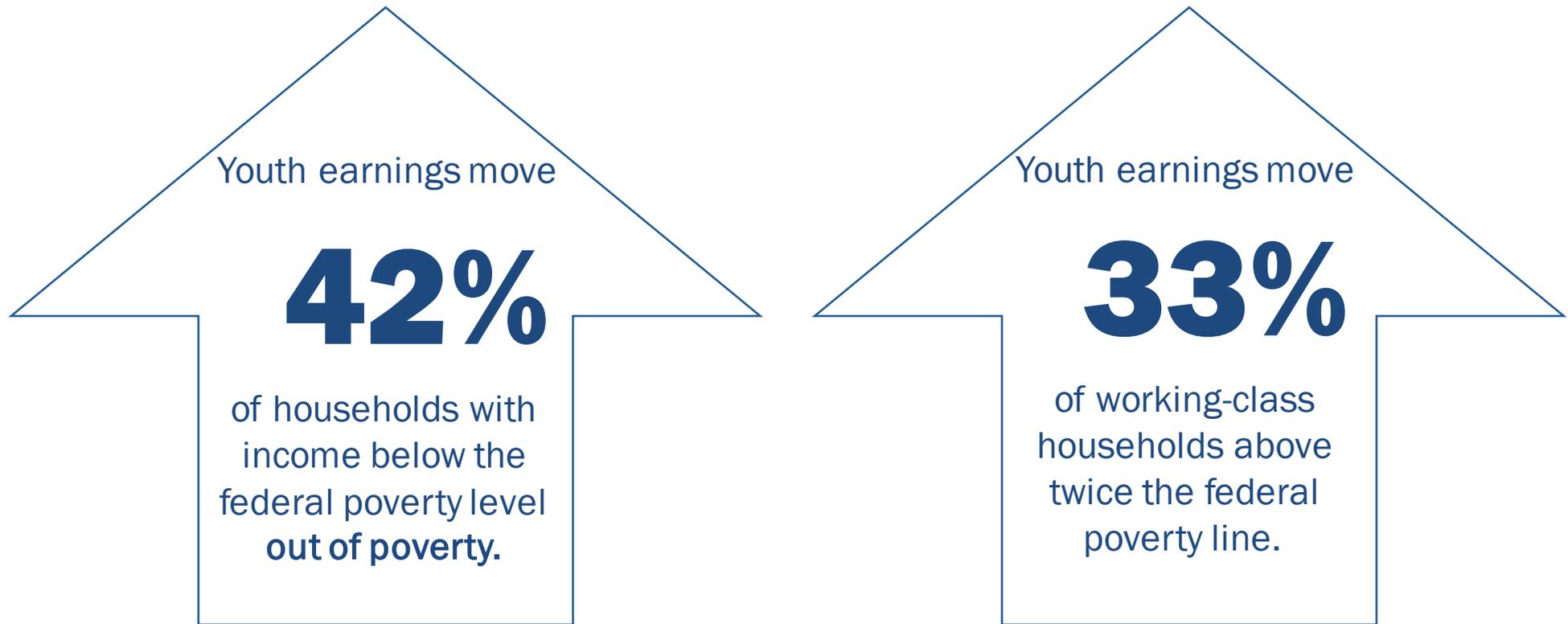
“Pressures to increase achievement and to better prepare high school students for college have grown, as shown by changes in coursework. High school students are taking tougher and more advanced courses, including those specifically designed for college preparation and credit. Dedicating more time to studies may leave less time for participation in the labor force.”





Children shouldn't have to choose between academics and economic security but many do.

Did you know? According to the American Community Survey...



Many of our kids are lifting their families out of poverty.



Children shouldn't have to choose between academics and economic security, but many do.

Did you know? On the 2021 administration of SurveyWorks...

7%

of middle and high school students reported caring for a sibling, parent, or grandparent for *most* of the day

29%

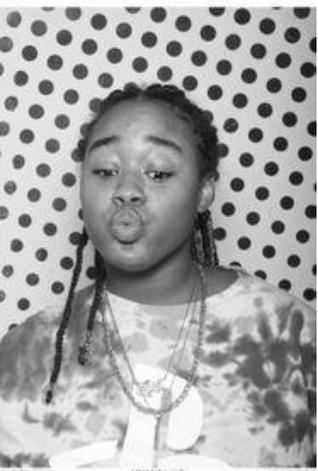
of middle and high school students reported caring for a sibling, parent, or grandparent for *part* of the day

Many of our kids are supporting working parents and are caring for family members.



We will create new flexibilities to support our caregiving youth and students who work.

We need to keep parents informed.



2 out of 3 parents

said they do **NOT** receive regular updates on the progress their kids are making toward college/career goals.

1 out of 2 parents

said they are **NOT** informed when their kids struggle in their classes.

More support for parents to help their students - tools to keep us updated.



Our schools will provide annual updates to inform our parents on the progress of their kids on college and career readiness goals.

Summary of Proposed Readiness-Based Requirements:

The goal of readiness-based graduation requirements is to graduate our kids with open doors to create their future with the skills and experiences to succeed in college and the workplace.

Priority One: We will prepare our graduates to create their own future.

- Our kids will, by default, be expected to take the academic coursework to graduate high school with the opportunity to enroll at URI, and RIC after high school graduation. Our kids, with the informed consent of their parent/guardian, may also choose to pursue a RIDE-approved readiness pathway.
- Our kids will receive information on transitioning to college, career, apprenticeship, and the military.
- Our kids will receive support for completing the financial aid paperwork that will reduce the cost of postsecondary education. FAFSA and state aid completion data will be reported in ESSA school report cards and will be included in school accountability.
- Our students will graduate high school having completed a resume to help gain employment.

Priority Two: We will increase engagement through real world relevant learning experiences.

- Our kids will graduate proficient in **civics**.
- Our kids will graduate proficient in **financial literacy**.
- Our kids will graduate proficient in **computer science**.
- Our kids will graduate proficient in **the arts**.
- Our high schools will develop a policy to award academic credit for **work-based learning**.
- RIDE will support the development of **flex credits** so teachers have the opportunity to design rigorous and meaningful interdisciplinary learning experiences to support the passions of our kids.

Priority Three: We will change how we support our children and families.

- Our kids who are caregiving youth, and students who work will have new flexibilities that support them to pursue their academics while supporting their families.
- Our high schools will publicly establish criteria to measure the academic progress of students, and the supports being provided to our kids.
- Our parents will receive annual notification from our high schools on the progress their children are making towards college and career readiness outcomes.
- Our kids will receive flexibility in their schedules to participate in advanced learning experiences.



We have set the goal of having this be the most commented-on set of regulations in the history of K-12 education in Rhode Island.

This is the most commented-on set of regulations in the history of K-12 education in Rhode Island.



With the passage of these regulations, all of our kids will have the opportunity to create their future.



Thank you.