

**PROPOSED AMENDMENTS TO
SECONDARY SCHOOL REGULATIONS: K-12 LITERACY, RESTRUCTURING OF
THE LEARNING ENVIRONMENT AT THE MIDDLE AND HIGH SCHOOL
LEVELS, AND PROFICIENCY BASED GRADUATION REQUIREMENTS (PBGR)
AT HIGH SCHOOLS**

**SUBMITTED TO THE COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION,
PURSUANT TO R.I.G.L. §42-35-6, BY**

**AMERICIAL CIVIL LIBERTIES UNION OF RHODE ISLAND
COALITION TO DEFEND PUBLIC EDUCATION
GEORGE WILEY CENTER
NAACP, PROVIDENCE BRANCH
NATIONAL ASSOCIATION OF SOCIAL WORKERS, R.I. CHAPTER
PARENT SUPPORT NETWORK OF RHODE ISLAND
PARENTS ACROSS RHODE ISLAND
PROVIDENCE STUDENT UNION
RHODE ISLAND DISABILITY LAW CENTER
RHODE ISLAND TEACHERS OF ENGLISH LANGUAGE LEARNERS
TIDES FAMILY SERVICES
YOUNG VOICES**

June 1, 2015

Proposed Additions: Underlined

Proposed Deletions: ~~Strikethrough~~

REGULATIONS
of the
COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION
K-12 Literacy, Restructuring of the Learning environment at the middle and high
school levels, and proficiency based graduation requirements (PBGR) at High
Schools
TITLE L – SECONDARY DESIGN
CHAPTER 6

1. Amend Section L-6-3.0 as follows:

L-6-3.0 RHODE ISLAND GRADUATION REQUIREMENTS.

Commencing with the graduating class of 2020, each LEA shall create a composite measure of each student's overall proficiency in the six core academic areas: English language arts, math, science, social studies, the arts, and technology. These six core content areas shall be aligned to state adopted standards and locally adopted national standards in those content areas for which there are no state standards. This composite measure shall be derived from a conjunctive review of three sources of evidence: (1) individual student results on the state assessment in content areas designated by the Council on Elementary and Secondary Education; and (2) successful course completion; and (3) successful completion of two performance-based diploma assessments. These requirements are set forth in sections L-6-3.1, L-6-3.2 and L-6-3.3 of these regulations. In order to be eligible for a diploma, students must meet state and local requirements in all three areas. Prior to 2020 ~~but no earlier than 2017~~, LEAs may not choose to include the state assessment or other standardized assessment as a graduation requirement in addition to (2) and (3) above, nor may they use state assessment scores as a component of student grades.

LEAs shall provide students with multiple opportunities and appropriate supports to meet these graduation requirements and prepare for post-secondary academic and career goals.

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

2. Amend Section L-6-3.3(a) as follows:

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.~~