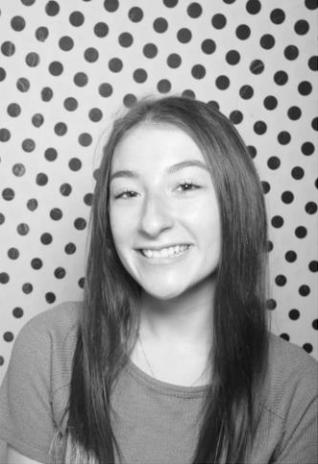




Reimagining Readiness: Improving the RI High School Experience

**Presentation to the
Reimagining High School
Working Group**

November 30, 2021



**Reimagining
Readiness:
Improving the
RI High School
Experience**

Reimagining High School Working Group Session – 11/30/21

Objective	Speaker
Welcome & Opening Remarks	Stephen Osborn, RIDE
Structure of Meeting, Norm Setting & Poll	Olivia Smith, RIDE
Commissioner's Remarks	Commissioner Infante-Green
Presentation: <i>Rhode Island's Path to Readiness</i>	Stephen Osborn, RIDE
Thoughts and Reactions	Whole Group
Q&A	Whole Group
Closing Remarks	Stephen Osborn, RIDE

Norms for Discussion



1. Please keep microphones muted when you are not speaking
2. Please keep questions topic specific
3. Personal anecdotes are welcome, but refrain from naming specific individuals, schools, or communities
4. Be present; listen actively and respectfully, without interrupting.
5. Honor equity of voice; help make sure all perspectives are heard
6. Trust the process; be solutions oriented.
7. Type in the chat if you have any difficulties or email Olivia Smith at olivia.smith@ride.ri.gov



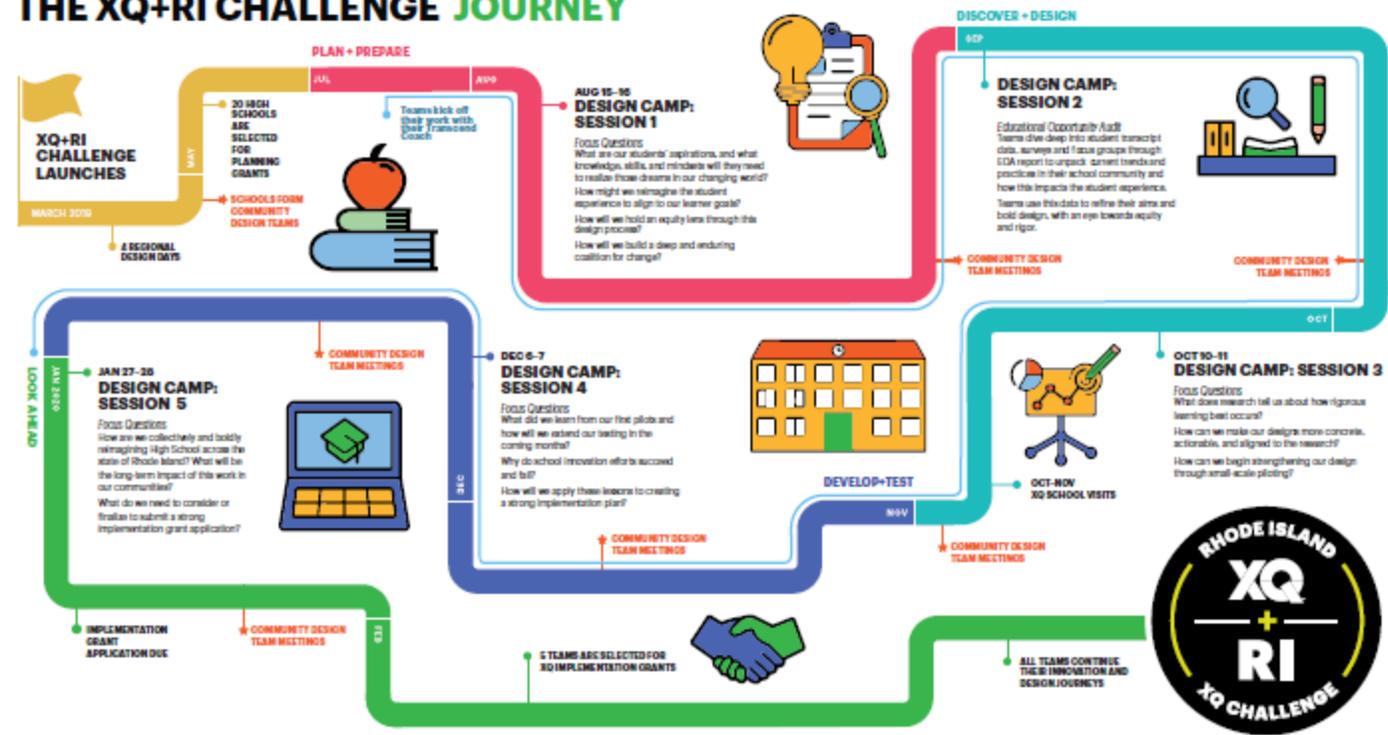
Commissioner's Remarks



Rhode Island Commissioner of Education

Angélica Infante-Green

THE XQ+RI CHALLENGE JOURNEY



the challenge authentically engaged educators, school in Rhode Island.

The Challenge taught us how to create a high school experience that our children believe in.

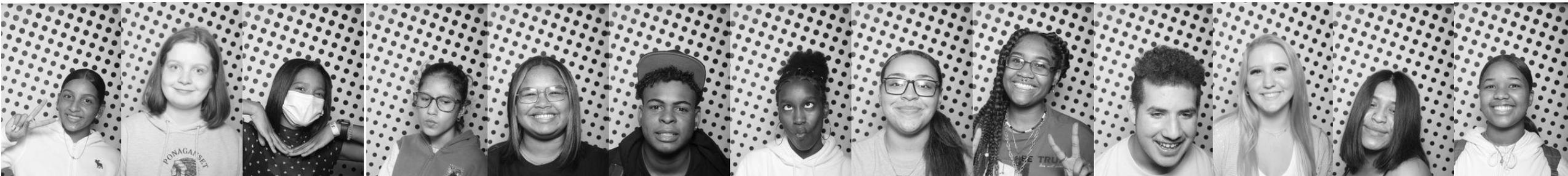
- We shined a spotlight on longstanding inequities in school practices and education outcomes.
- We learned about the student journey and the story of their high school experience through reviews of student transcripts, student, parent and teacher surveys, and student focus groups.
- We created plans to help their children reach their full potential.
- We were called to action to develop a system that better supports the readiness for all of our kids.



We were called to action to develop a system that better supports the readiness of our kids.



A lot has changed since the challenge ended.





June 2021

In June 2021, RIDE created the Reimagining High School Working Group to identify solutions to what we learned through the XQ+RI Design Challenge, Education Opportunity Audit, and pandemic.



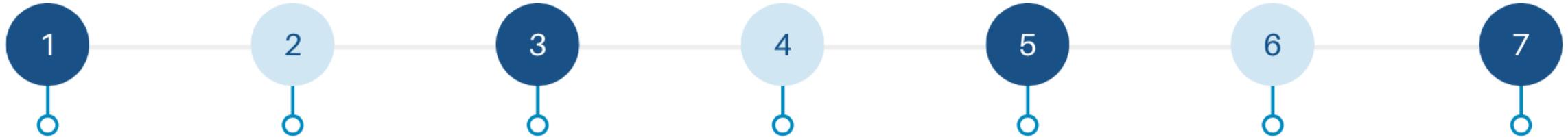


More than 270 unique attendees participated in the Reimagining High School working group.



We grounded ourselves in the student experience.

Reimagining High School Working Group



JUNE 23

The Need to Reimagine High School

2

JUNE 30

How do we reimagine high school?

3

JULY 13

Aligning High School Graduation Requirements with Postsecondary Admissions requirements

4

JULY 22

Bringing Real World Relevant Learning Experiences to High School

5

AUGUST 4

Creating High School Experiences that Support Real World Relevant Learning

6

AUGUST 17

High school has changed. We need to change how we support our students and their families.

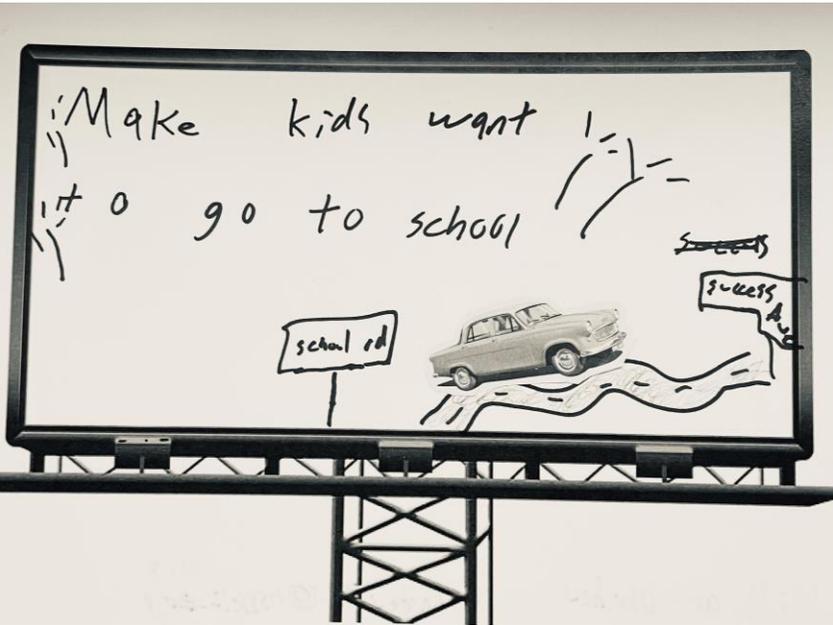
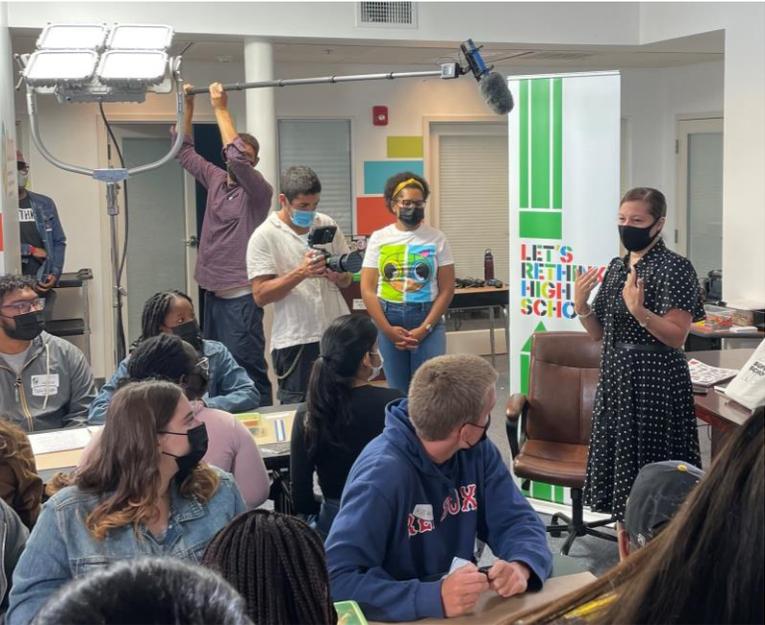
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AUGUST 26

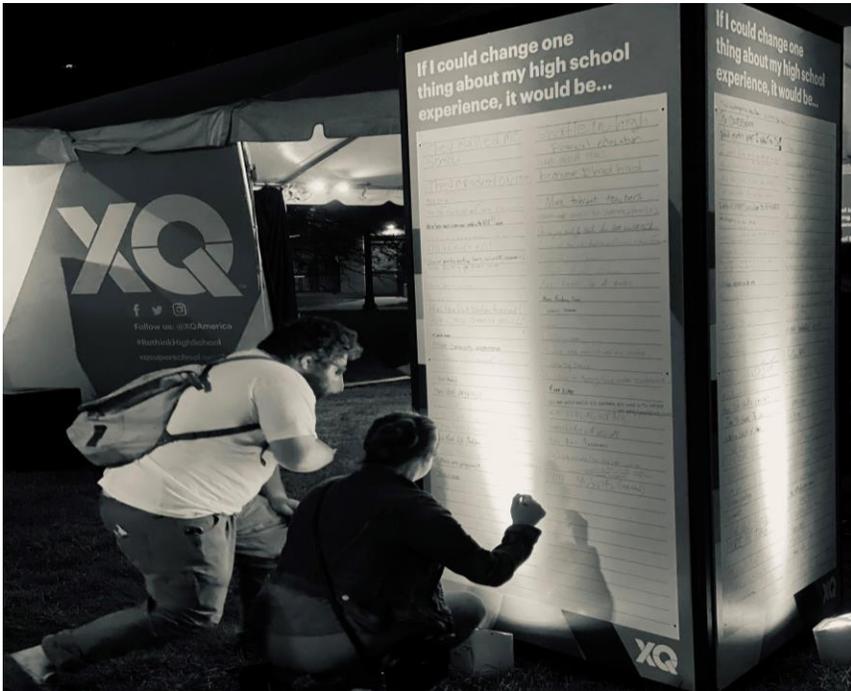
This Is what we have heard from the Reimagining High School Working Group.

It's been a while since our last session...

Since we last met on August 26th, we have continued to engage the community in the development of this proposal.



September 17, 2021 - XQ+RI Statewide Student Roundtable Discussion

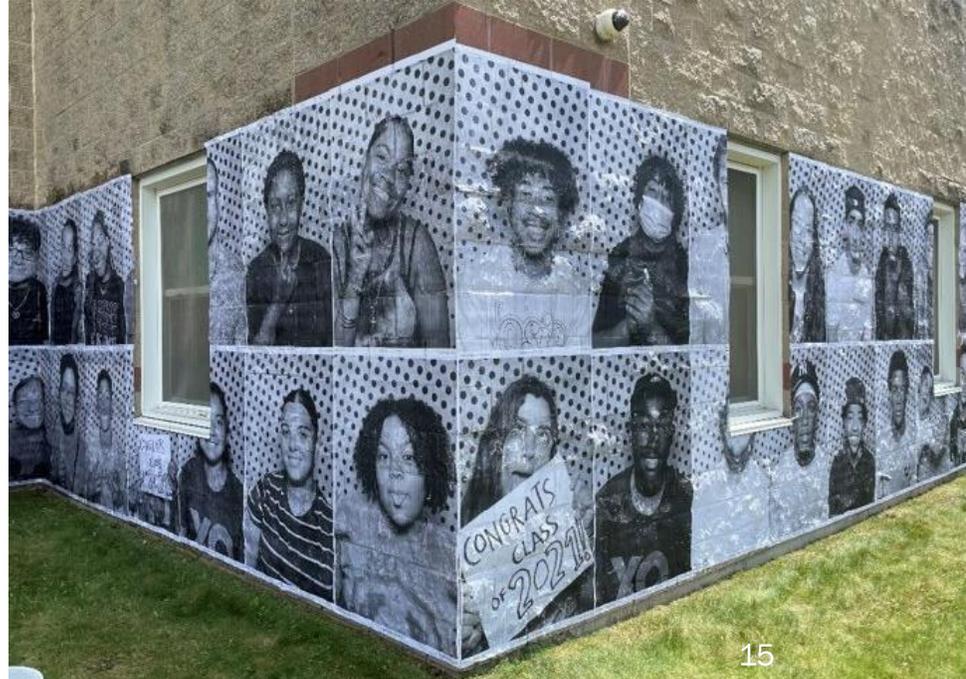


September 18, 2021

Reimagining High School and Celebration of Educational Excellence WaterFire

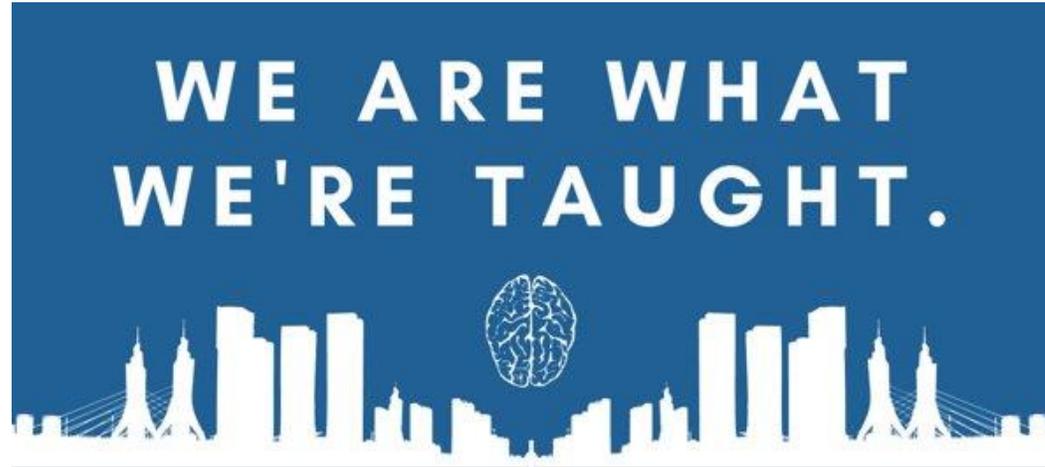
September 20-24, 2021

Inside Out Project visited seven PPSD High Schools



The XQ + For Freedoms Billboard Challenge launched.

We received 178 submissions from R.I. students!

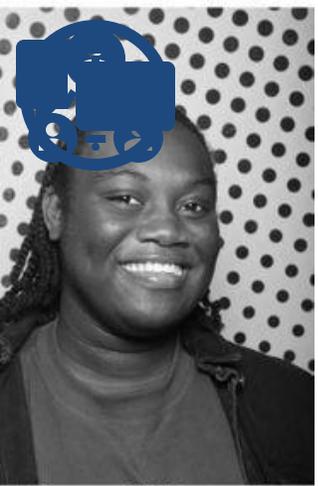




We have been drafting the redlined version of the secondary regulations, *which is no easy task!*

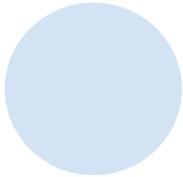


On December 7, 2021, we will propose to the K-12 Council on Education that Rhode Island adopt readiness-based graduation requirements.



This afternoon.

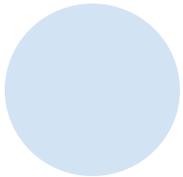
We are going to review RIDE's proposal to reimagine the high school experience.



Review the proposal to reimagine readiness and the high school experience.



Hear your thoughts and reactions.



Detail next steps for continued engagement.





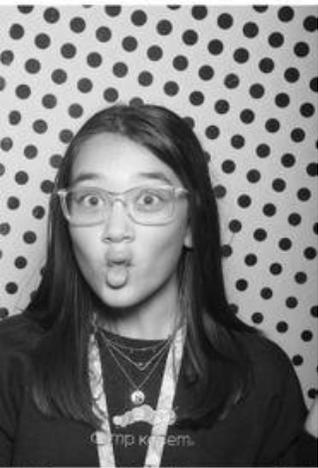
Why focus on readiness?



Readiness is open doors.



Open doors for our kids to create their own future.



This needs to be the experience.



For all of our kids.



What do we want for our kids?

Three Key Priorities of Our Proposal

1

We will prepare our graduates to create their own future.

2

We will increase engagement through real world relevant learning experiences.

3

We will change how we support our children and families.



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



What we heard.

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.

WE MUST ALSO align our colleges.

aligning coursework and meeting minimum reqs. does not make you ready

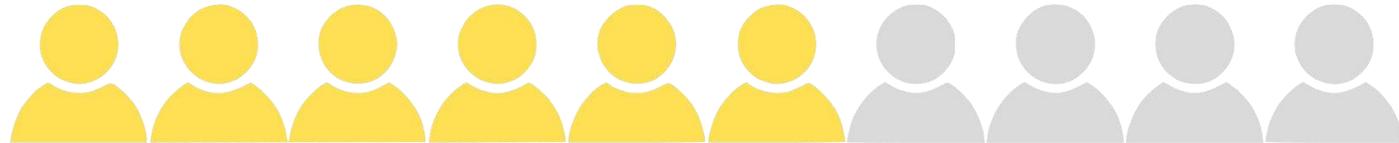
Our kids want to attend college, but many are not taking the courses to attend and even fewer are passing these courses.



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

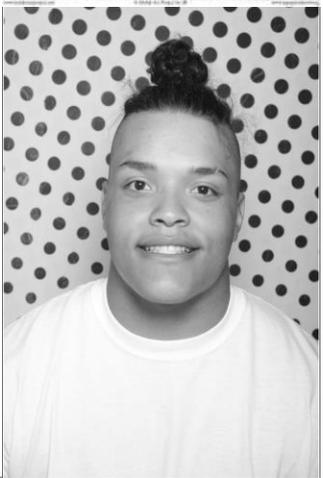


Only 6 out of 10 enrolled in the courses they need to be considered college eligible.



Only 5 out of 10 passed these courses.





We will align high school graduation requirements to college admission requirements.

RI High School to College Pipeline: Requirements for High School Graduation URI/RIC Admissions Requirements



	Current RI Secondary Diploma Requirements	Proposed RI Secondary Diploma Requirements	RIC Undergraduate Freshman Applicants	URI First-Year Student Admission Requirements
English	4	4	4	4
Math	4	4 Including Algebra I and II, and Geometry	3 Including Algebra I and II, and Geometry	3 Including Algebra I and II, and Geometry
Physical/Natural Sciences	3	3 Including 2 lab sciences	2 lab science	2 >1 lab science
History/Social Sciences	3	3	2	2
World Languages	None	2 in same world language	2 in same world language	2 in same world language
Additional College Prep	None	1 Additional college preparatory unit	5 Additional college preparatory units	5 Additional college preparatory units
Additional Units	6 courses to include, but not limited to, world languages, the arts, technology, P.E. and health	3 to include, but not limited to the arts, computer science, physical education, and health.	Not required for college admissions	Not required for college admissions
Minimum Total	20	20	18	18
Additional	The 20 courses must include demonstration of proficiency, as defined by the LEA and aligned with high school content standards in 6 core content areas: English language arts, math, science, social studies, the arts, and technology	The 20 courses must include demonstration of proficiency, as defined by the LEA and aligned with high school content standards in 6 core content areas: English language arts, math, science, social studies, the arts, and computer science	Additional coursework in any of the above referenced subjects, or other college preparatory elective courses offered by your high school.	Additional college preparatory units include: English, world language, mathematics, social science, or laboratory science

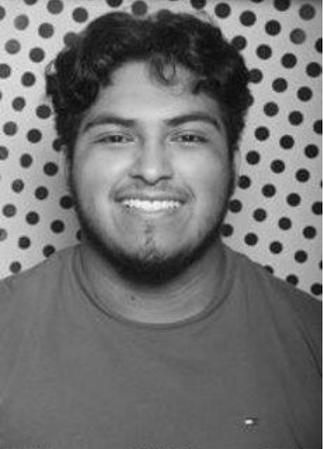
*CCRI is not represented on this chart because it is an open enrollment school and there are no academic requirements for general admission.

**Math and World Language have been marked with a red star to illustrate that these are the two content areas that are most likely to impact students.

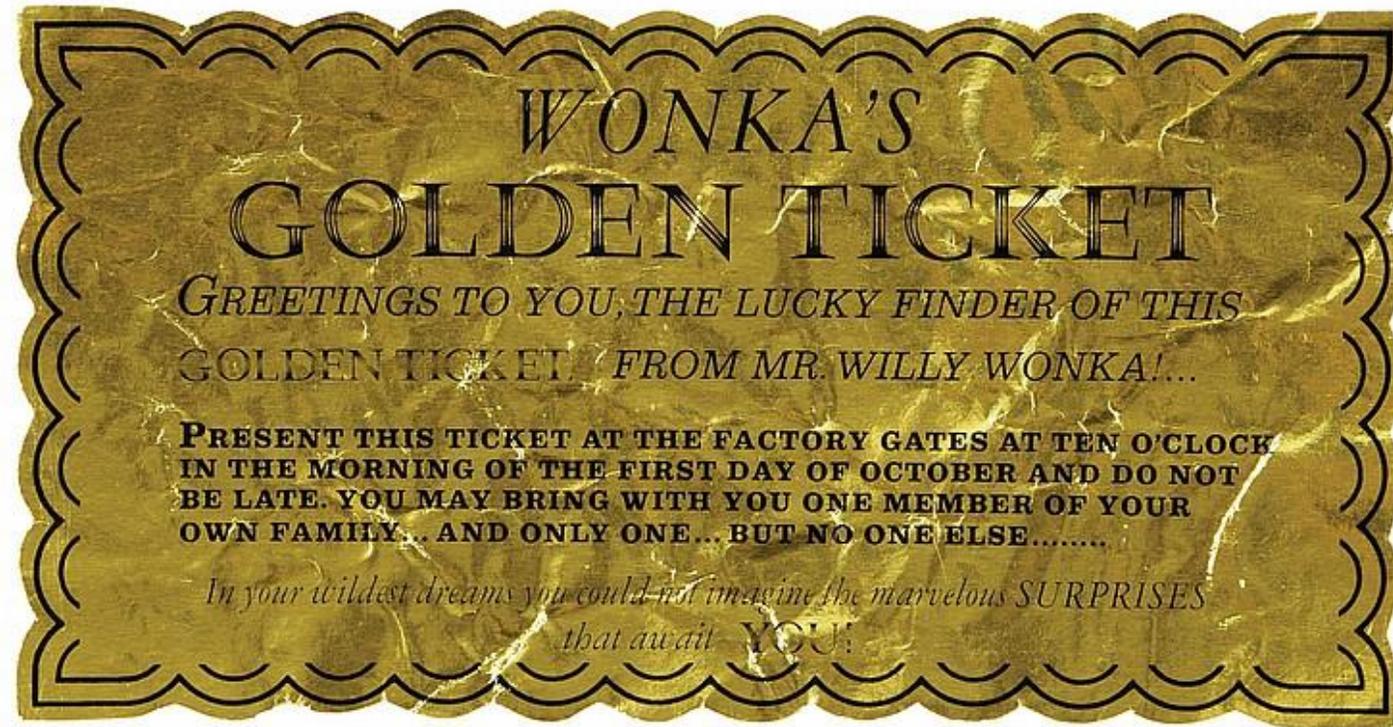
***English, Math, Physical/Natural Sciences and History/Social Studies have been marked with a green star to note that additional college prep units are included in these subject requirements

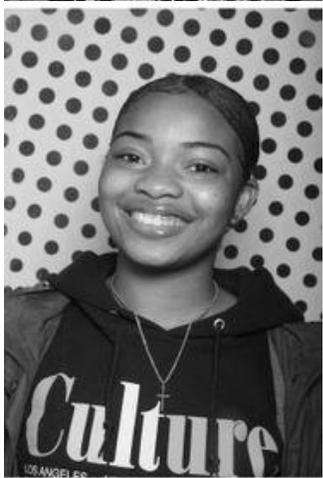
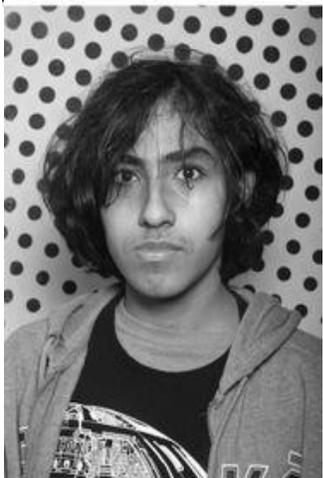


Our kids will complete college and career ready coursework to graduate from high school.



We have the opportunity to graduate every single one of our kids with a golden ticket to earn a tuition-free associate's degree.





Our kids will complete the FAFSA or state financial aid paperwork to graduate from high school.



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

We have the opportunity to provide every student the tools to gain meaningful employment after graduation.



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

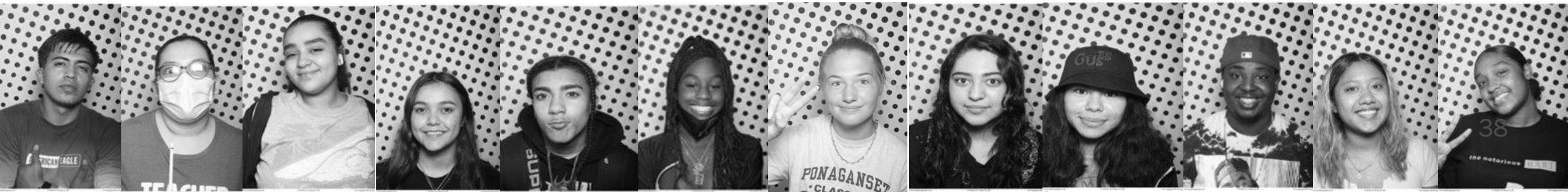


Priority One: We will prepare our graduates to create their own future.

- Our kids will take the academic coursework to graduate high school with the opportunity to enroll at URI, and RIC after high school graduation.
- Our kids will graduate high school having completed the financial aid paperwork that will reduce the cost of postsecondary education and with the opportunity to earn an associate's degree at CCRI tuition free.
- Our kids will graduate high school with a resume to help gain employment.



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



What we heard.

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

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.

Financial Literacy is a pillar from youth to adulthood.

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

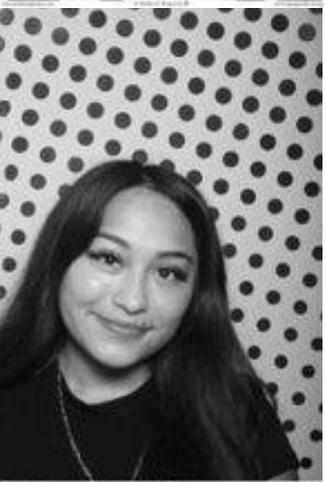


Students are not receiving experiences that connect learning to their passions and goals.



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.

Our students are not feeling engaged.

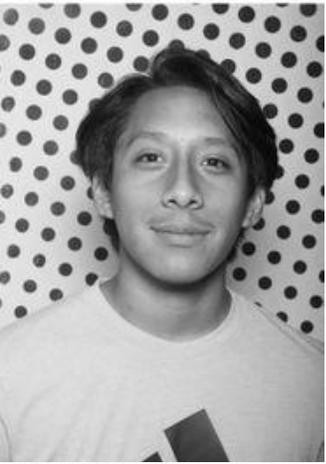
More opportunities to pick what we learn.

More student "voice & choice" !!!

let us be more creative!

make learning fun!!

let me learn about things I care about



more practical classes for real world!

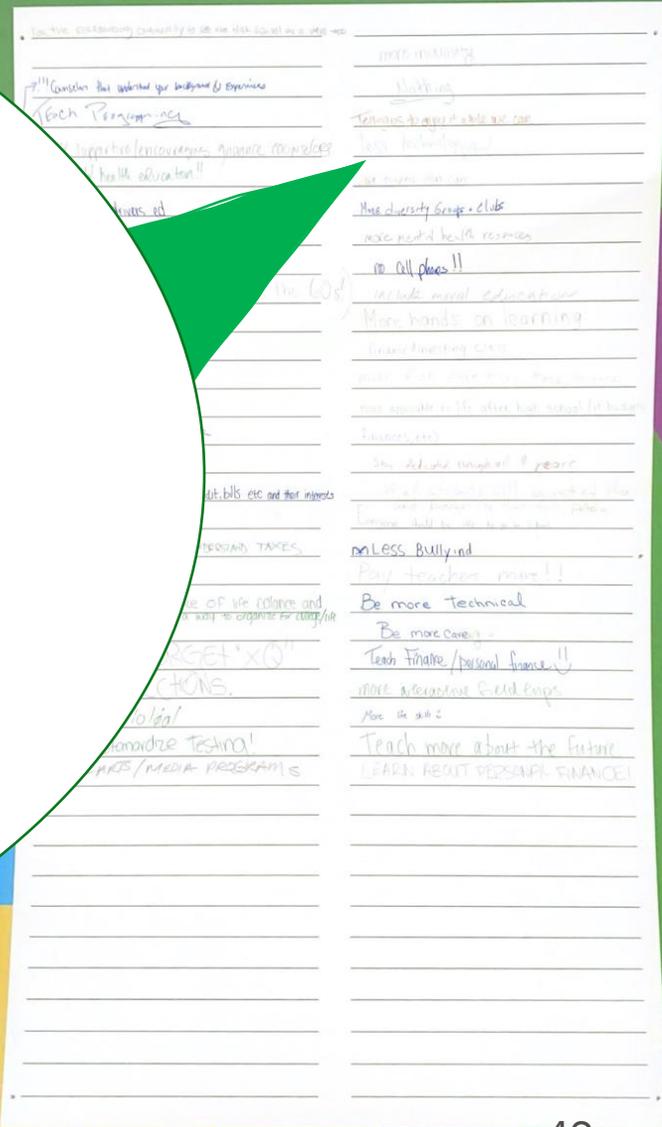
More real-life preparation

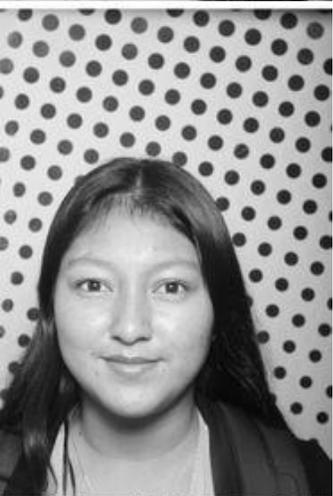
Totally REVAMP CURRICULUM TO REAL WORLD

More Courses that support student's interests.

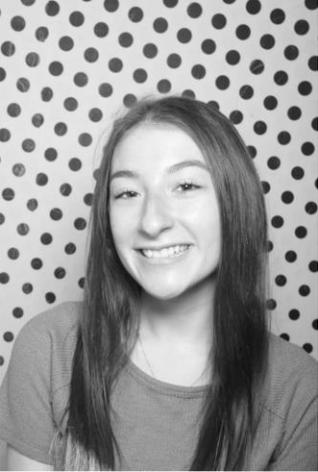
Classes relevant to work force/jobs

If I could change one thing about my high school experience, it would be...

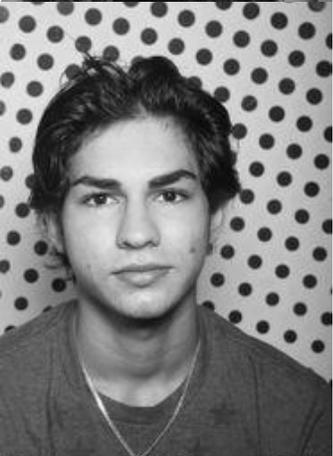




Our kids will demonstrate proficiency in civics to graduate from high school.



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 participating in RIDE approved 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 and goals of our kids.

Endorsements will showcase advanced levels of readiness to RI's colleges, universities, and employers.



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 high schools will develop policy to support **work-based learning**.
- RIDE will support the development of **flex credits** that our teachers the opportunity to design rigorous and meaningful interdisciplinary learning experiences that align with our kids' passions.





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



What we heard.

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

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

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



Our kids are spending more time on schoolwork than at any point in the history of our country.

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

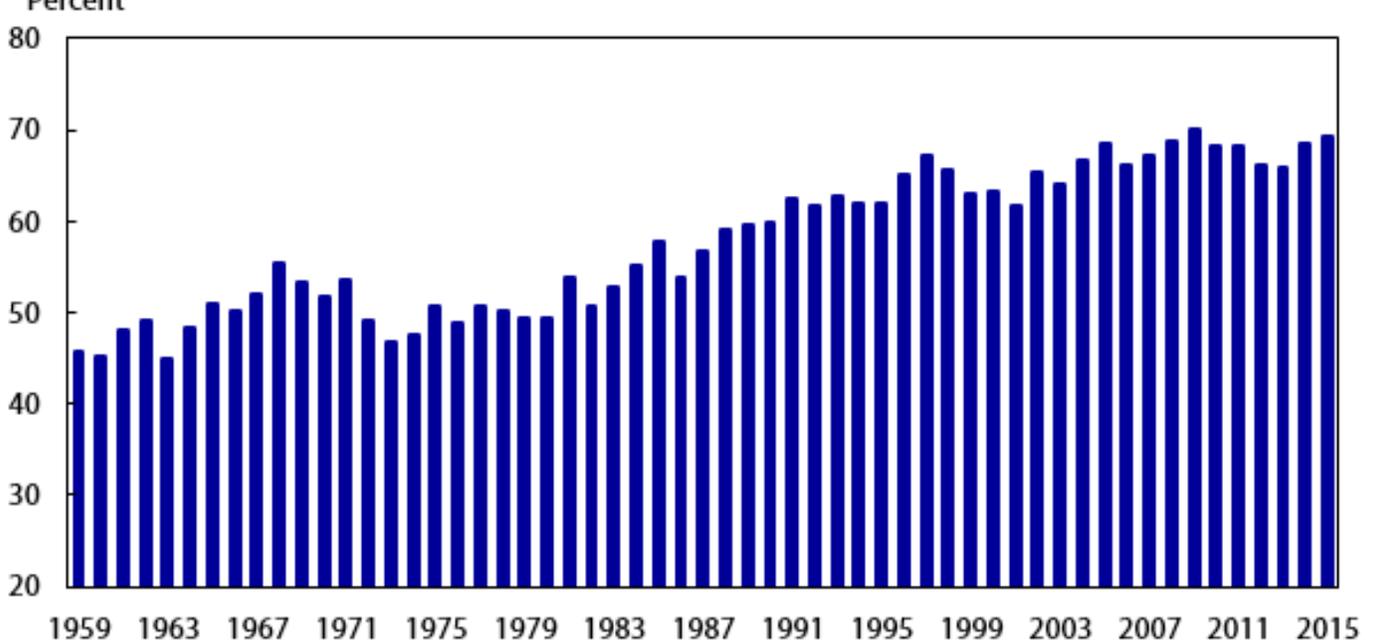
Year	Percent
1982	9.5
1987	18.1
1990	29.9
1994	39.0
1998	44.2
2000	47.8
2005	54.7
2009	61.8

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.



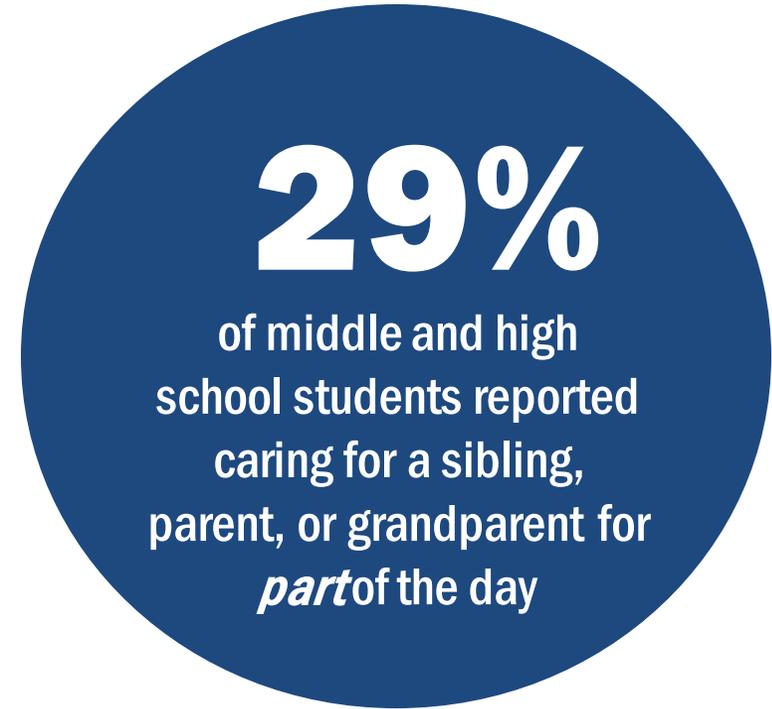
Children shouldn't have to choose between academics and economics, but many do.

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 children are supporting working parents and are caring for family members.

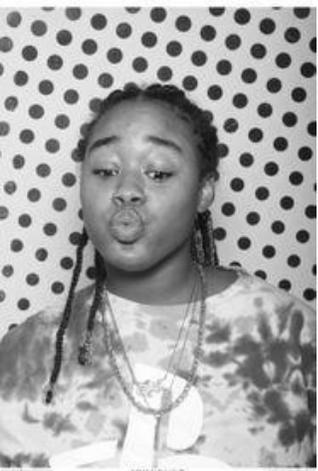


None of our kids should have to choose between academics and economics.



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.



Our parents should have the opportunity to be an active and informed participant in the education of their kids.



Our schools will establish and publish college and career readiness goals to measure the academic progress of our kids.



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



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 need to commit ourselves to reimagining
the high school experience.**



But much of the high school experience falls outside of the secondary regulations.



More School Spirit ♡

The Damn Bullies!

No bullying

Social DISCORD - Bullying



BULLIES ♡

Stop the bullying



more inclusivity

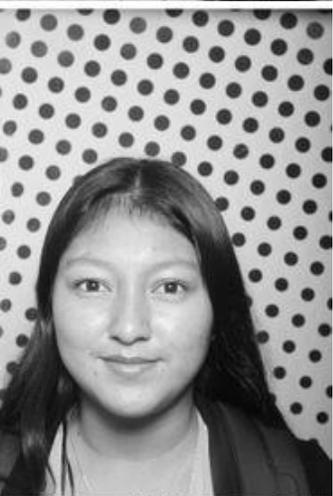
more mental health resources

Care & Credability to ALL forms of Bullying

(In Person, Social media, text)



**We must commit ourselves to improve the entire
high school experience for all of our kids.**



There is a lot of work to be done.



**Our proposal is the next step in our journey
that we will take together.**



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 take the academic coursework to graduate high school with the opportunity to enroll at URI, and RIC after high school graduation.
- Our kids will graduate high school having completed the financial aid paperwork that will reduce the cost of postsecondary education and with the opportunity to earn an associate's degree at CCRI tuition free.
- Our students graduate high school with a resume to help gain employment.

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- 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.

What's next (in the process)?

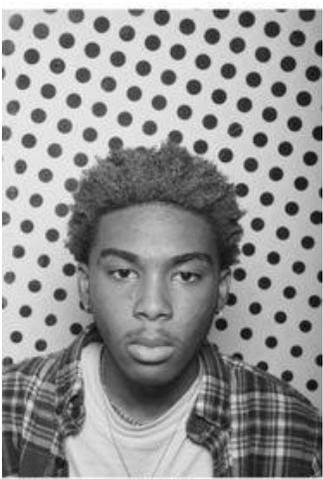


December 7, 2021	The K-12 Council will vote to put the redlined regulations out for public comment.
January through Mid-February	Public Comment Period – (Minimum of 30-days) during which RIDE must hold a minimum of two public hearings.
March/April	RIDE will bring the redlined regulations and a summary of public comment to the K-12 Council for a final vote of approval.

We will have additional information to support student involvement in the public comment process in early-January.



What is next (this afternoon)?



We want to hear from you!