

NCLB & Rhode Island High School Reform

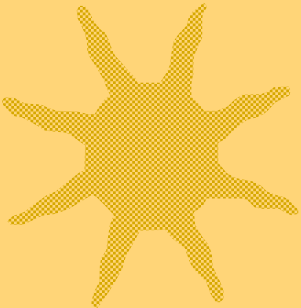
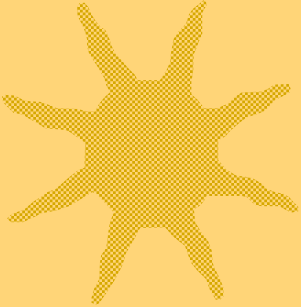
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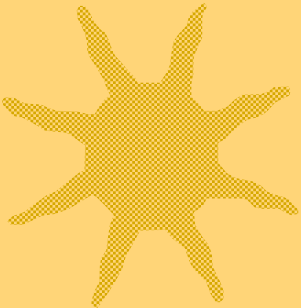
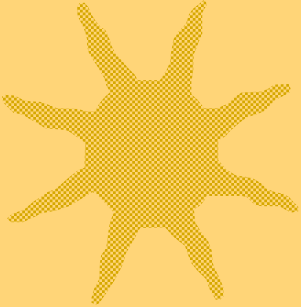
Rhode Island High School Reform



- ★ In response to NCLB
- ★ RI High School Regulations
(www.ride.ri.gov)
 - Literacy
 - Graduation by Proficiency
 - Personalization



Literacy

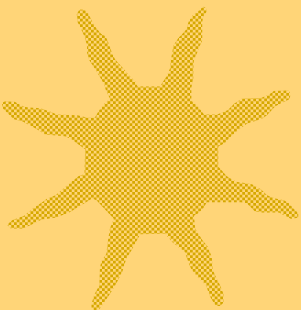
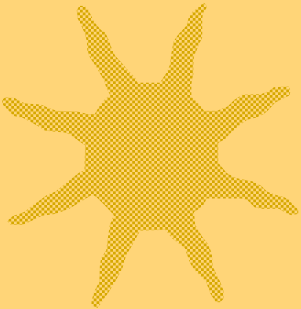
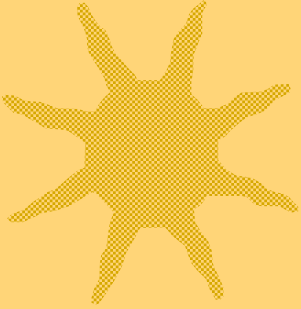


★ Three Types of Literacy Intervention

- School-wide Discipline-Specific Literacy Instruction
 - For all students
 - Embedded in Content Areas
- Targeted Literacy Instruction
 - For some students
 - Strategy-based Literacy (ex. “Ramp-Up”)
- Intensive Literacy Instruction
 - For fewer students
 - Need substantial enough to require direct intervention from a reading specialist
 - Requires a Personal Literacy Plan



Literacy

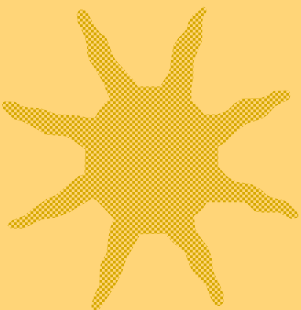
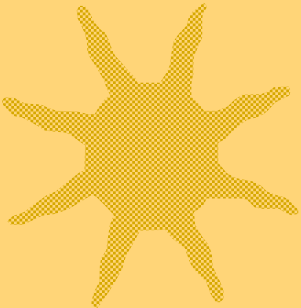


Three major components to literacy at the middle and secondary level

- ★ **Assessment** – used to determine student needs and to design interventions as necessary
- ★ **Intervention** – targeted instruction based on student needs determined by the assessments. The intervention component of offers the widest range of options as a child progresses from elementary to middle to high school.
- ★ **Progress monitoring** – a record that evaluates success of intervention to date and determines future course of action



Graduation by Proficiency

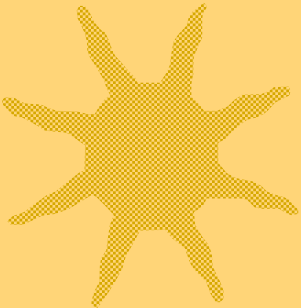
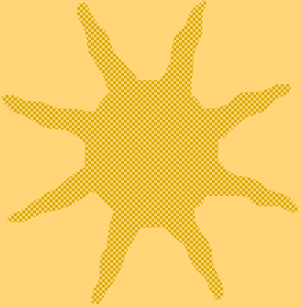


★ The Rhode Island Diploma System

- 20 Credits
- Up to 10% based on State Assessment
- Performance Based Demonstration(s) of Proficiency



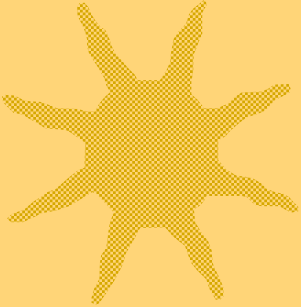
20 Credits



- ★ Locally Determined
- ★ Acknowledges Carnegie System while building Proficiency Based System
- ★ Focus on improving achievement
- ★ Ensuring all students have the opportunities to reach proficiency
- ★ Guided by the Grade Span Expectations (State Standards)



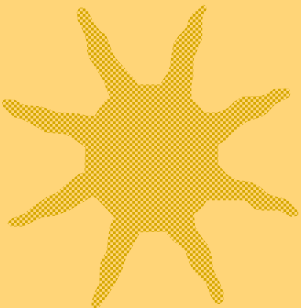
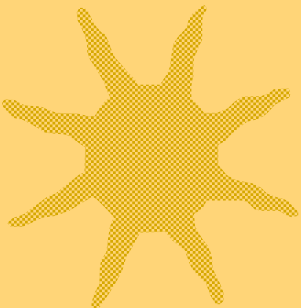
Up to 10% based on State Assessment



- ★ Percentage Determined Locally

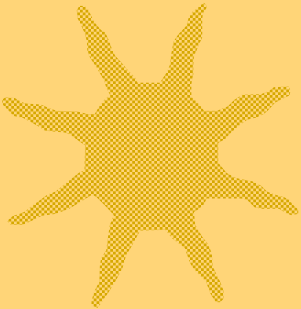
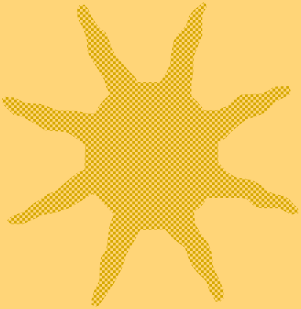
- ★ Utilize State NECAP Assessment

 - Proficiency level is meeting the grade 9-10 GSE's





Demonstration of Proficiency



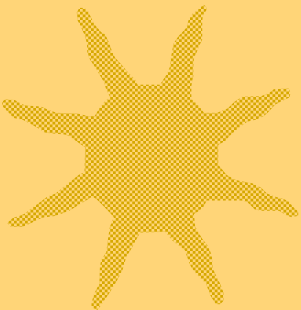
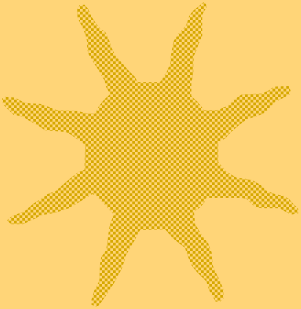
★ Methods

- Senior Project
- Exhibitions (CIM)
- Digital Portfolios
- End of Course Exams (w/ 50% being demonstration/applied based)

★ Graduation determined by districts



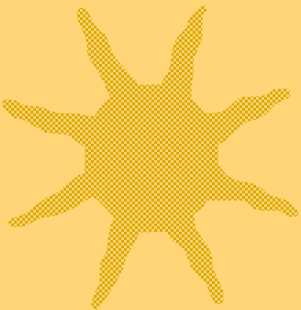
Personalization



- ★ School districts must address improving personalization in strategic plans
 - Restructuring at the high school level for greater personalization
 - Develop an advisory structure
 - Utilize data informed decisions



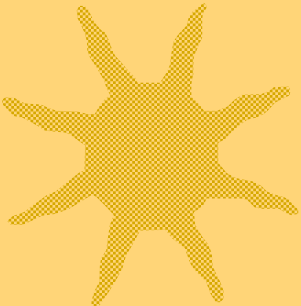
In Addition...



-
- ★ The RI High School Regulations Require
 - 15 hours of professional development
 - Provide common planning time
 - Peer review process



How Special Education Fits

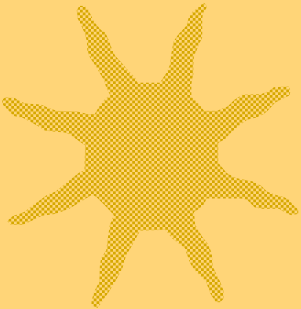
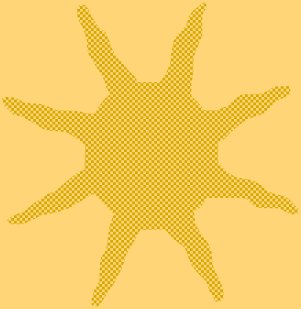


★ RI State Improvement Plan

- Improve Graduation Rate
- Reduce Dropout Rate
- Access to General Education Curriculum
- Improved Student Performance
- Improved Post Graduation Outcome



Emerging Strategies



★ Literacy & Improved Academic Performance

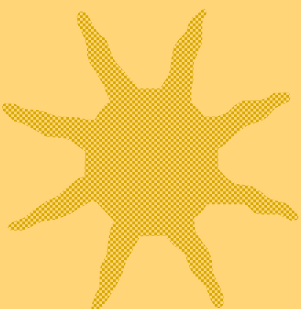
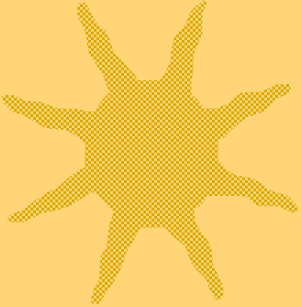
- Special Ed Staff assisting/advising in curriculum for universal design
- Collaborative teaching – modeling diversification of instruction
- Common Planning of Instruction – modifying before delivery



Emerging Strategies

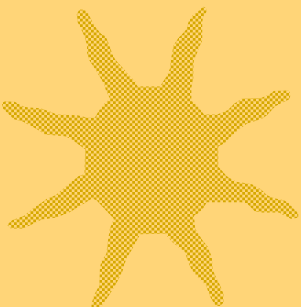
★ Graduation by Proficiency

- Students provided other means to demonstrate proficiency – not a single test
 - Portfolio
 - Senior Project
 - Exhibitions (CIM)
- Applied Learning Opportunities
 - Work Based Learning/Vocational Assessment
 - Comprehensive School Counseling
 - Transition Planning





Emerging Strategies

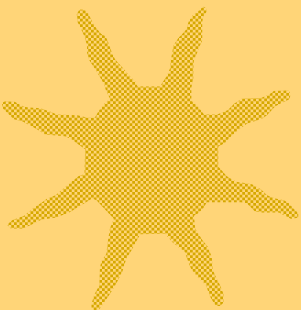
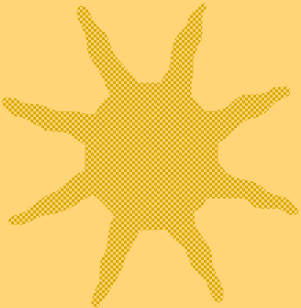
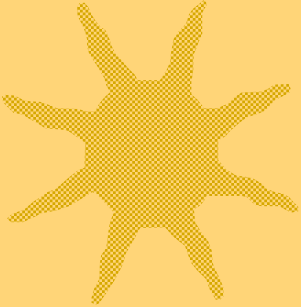


★ Personalization

- Strategically Addressing Social & Emotional Learning
- Strategies for Progressive Levels of Intervention
- Utilization of Clinical Expertise
- Functional Behavior Analysis
- Utilization for Transition Planning



Opportunities & Threats Academic Performance



★ Opportunity

- NCLB helping improve access to opportunities to learn
- Literacy intervention
- Inclusion
 - Collaborative teaching
 - Common planning time

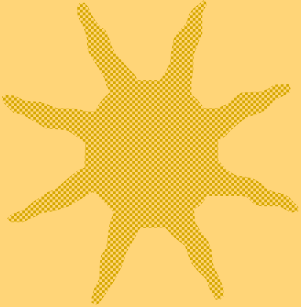
★ Threats

- Ensure structures support effective practice



Opportunities & Threats

Personalization



★ Opportunities

- Looking at data to improve school connectedness for all students
- Designing interventions generically to benefit all students



★ Threats

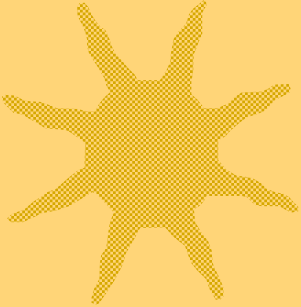
- Increasing number of alternative schools/programs & accountability for quality





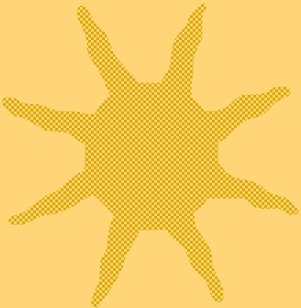
Opportunities & Threats

RI Diploma System



★ Opportunities

- Access to the general curriculum
- Proficiency for all students – all meet the bar
- Schools accountable if students do not



★ Threats

- Differentiated or watered-down diploma
- What to do with the students who do not meet the RI diploma requirements

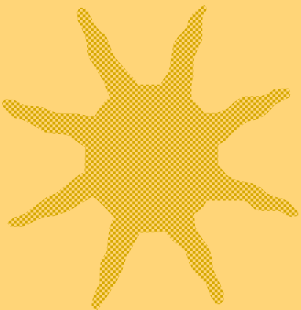




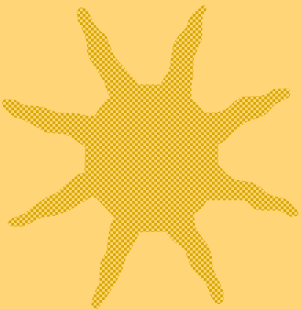
Special Education Results



★ Graduation with Regular Diploma (%)

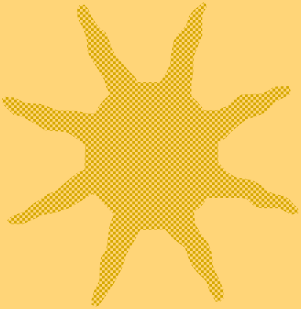


	2001-2002	2002-2003	02-03 Trend	2003-2004	03-04 Trend	02-04 Trend
General Education	83.72	82.71	-1.01	84.88	+2.17	+1.16
Special Education	69.28	73.30	+4.02	71.79	-1.51	+2.51

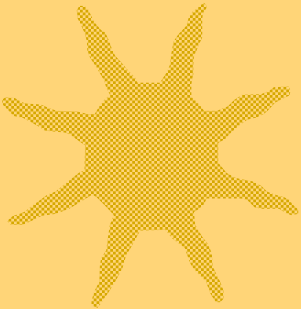




Special Education Results



★ Dropout Rate (%)

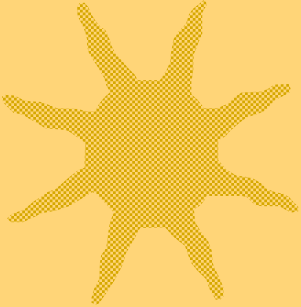


	2001-2002	2002-2003	02-03 Trend	2003-2004	03-04 Trend	02-04 Trend
General Education	16.28	17.29	+1.01	15.12	-2.17	-1.16
Special Education	30.72	26.70	-4.02	28.21	+1.51	-2.51





What's Next



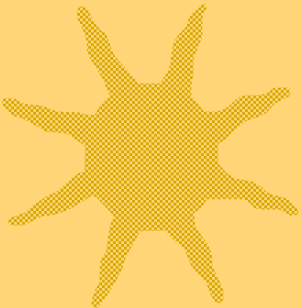
★ Roll-out of the RI Diploma System

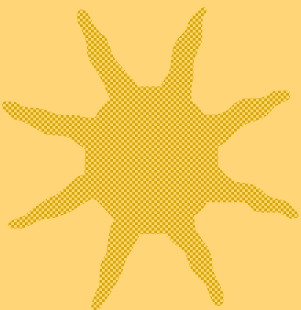
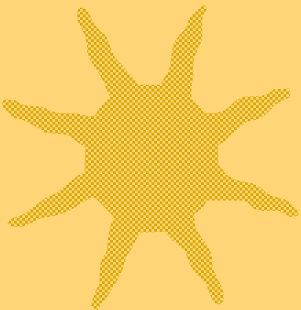
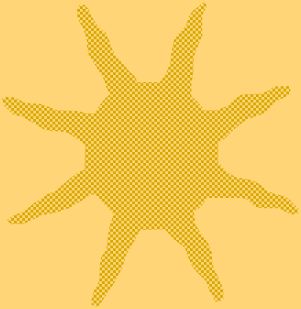
★ Impact of NECAP Assessment

★ Re-Authorization of IDEA

★ Peer review process

★ Opportunities for universal design





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