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SUMMARY OF RECOMMENDATIONS

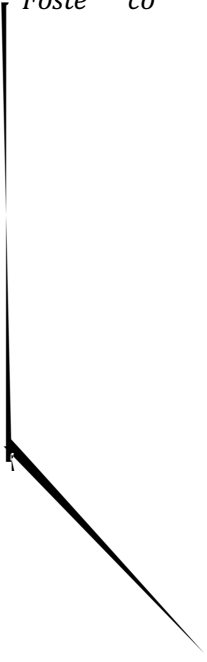! " # $ %&%&' () * ! (+) , – .) – , ! (#&⁄(0– , 01+! (12(, %+! (

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Finding 1. Evidenced opportunities and consequences of tying student support directly to a partially integrated special education program structure.

Finding 2. Varied perspectives on the purpose and aims of RISE.

Finding 3. Mixed results reported for students' academic skills and achievement in RISE.

Finding 4. A trend analysis shows that participation in RISE is highly correlated to elementary and secondary program pathways, which can shape access to postsecondary education.

Finding 5. Approximately one-fifth of students entering RISE left and returned to the regular class before the end of Grade .

Finding 6: Secondary school pathways are fairly distinct, particularly for Mathematics.

Finding ▮▮▮▮▮ Students in RISE ▮▮▮▮▮ far more likely to pursue courses and programs that have more lim▮▮▮▮▮▮▮▮▮▮▮mplete an OSSD as well as access to postsecondary education.

Finding . Even when controlling for achievement, participation in RISE is related to greater barriers for students' secondary and postsecondary options.

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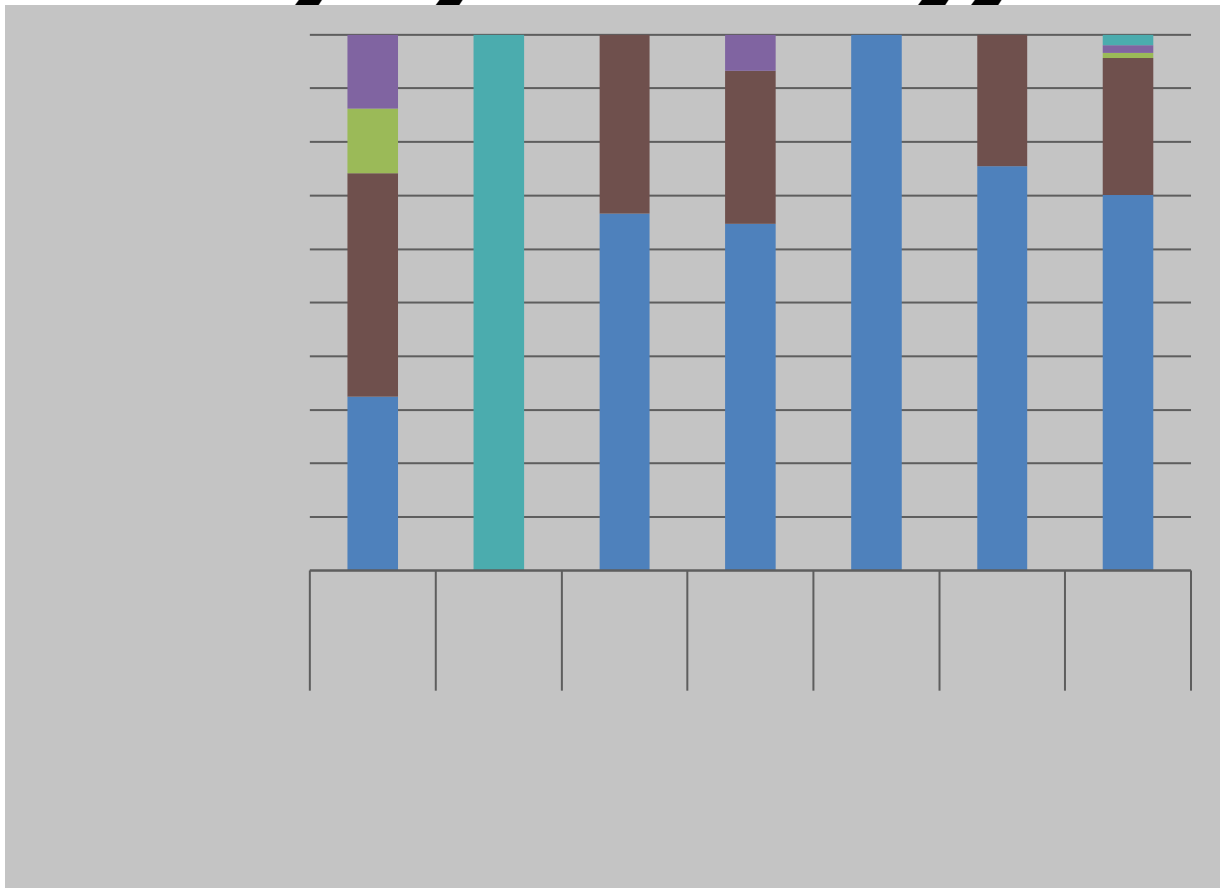AVN() B9Fa(9; <(@>9B=(HB?JB9I (9; <(H9:>E9Y(D; U?BI 9:D?; (ED:>(U9I DWD=@T(

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