



Rhode Island's ESSA State Plan Committee of Practitioners

December 14, 2016

4 pm – 6 pm

United Way

Welcome

Today's Objectives:

- As a result of this meeting, ESSA CoP members will:
 - Provide input on how financial resources can be used to promote equitable access to a well-rounded education
 - Explore the possibilities for state-level goals

Today's Agenda:

- Welcome & introductions
- Updates and business
- Input session on federal funding
- Introduction to long-term goals
- Closing and next steps



**Remember to
add questions
to the
Question Lot
board
throughout
the session!**

Updates

- Moving to new location in January – NEIT S216
- Draft accountability and educator quality memos – please review
- Requests for group engagement meetings to Felicia Brown and David Allard



Federal Education Funding in ESSA

Federal Funding Streams in ESSA: Introduction

Title I

Improving the Academic
Achievement of the
Disadvantaged

Title II

Preparing, Training and
Recruiting High-Quality
Teachers, Principals or
Other School Leaders

Title III

Language Instruction for
English Learners and
Immigrant Students

Title IV (A)

Student Support and
Academic Enrichment
Grants

Title IV (B)

21 Century Community
Learning Centers

Input Questions on Funding

1. Give an anecdote of how you know that students are being supported well with the resources available in a school.
2. What information would you want to have about financial resources in a school?
3. What are some pros and cons of the funding choices inherent in ESSA :
 - a) 3% set-aside for direct student services (Title I)**
 - b) 3% set-aside for leadership development (Title II)**
 - c) 2% set-aside for in-district academies (Title II)**

(**noted within the presentation)

Input Task #1:

Anecdotal evidence of equitable funding

Task Intended Outcomes:

- Gather input from members about how they would know that different groups or services are being well supported by financial resources.

Task Directions:

- Individually, write possible anecdotal evidence that you might see in a school or school system to indicate the following:

How would you know that financial resources are being used well to.....

1. Serve historically underserved populations in schools?
2. Ensure equitable access to high quality educators and leaders?
3. Support English learners to acquire English and achieve academic proficiency?
4. Provide every student access to a well-rounded education, safe and healthy school environments, and personalized learning supported by technology?
5. Promote equitable access to high quality afterschool experiences?

Input Task #2:

Information available to the public

Task Intended Outcomes:

- Brainstorm the kinds of financial information that members would like to see available to the public

Task Directions:

- In groups, examine the anecdotes listed for a particular category and discuss:
 1. What are the key themes and trends in these ideas?
 2. What financial information could be provided to the public to share information about how these ideas connect with financial resources?
- Write your answers to each of the questions on the flipchart paper provided
- Each group will have 1-2 minutes to share out.

Input Task #3:

Funding Set-asides

Task Intended Outcomes:

- Gather initial thoughts on pros and cons of set-aside options

Task Directions:

- In groups of three, choose one of the set-aside options that you feel most compelled to give your opinion on.
- List the pros, cons, and questions you may have about allowing the set-aside on the worksheet.
- Move on to another topic if you have time.
- Hand one sheet per topic from every group into RIDE staff

Long Term Goals and Interim Benchmarks

Phyllis Lynch

Director, Curriculum, Assessment and Instruction



RIDE Rhode Island
Department
of Education

Long-Term Goals in ESSA

§200.13 Long-term goals and measurements of interim progress

- Must establish long-term goals and measurements of interim progress for *academic achievement, graduation rates, and English language proficiency*
- May establish long-term goals and measurements of interim progress for other areas beyond those required
- Goals must be set for all students and for each subgroup

Establishing Long-Term Goals - Recommendation

RIDE is recommending that state's long-term goals be set for 2025.

- Timeline aligns with strategic plan cycle
- Timeline aligns with the Governor's 3rd grade reading goal.

Graduation Rate Goal Requirements

- Establish ambitious *state-designed* long-term goals and interim measures of progress for improved graduation rates for all students and for each student subgroup
- Must be measured by the four-year adjusted cohort graduation rate
- May include an extended-year adjusted cohort graduation rate measure—if state chooses to include, it must set more rigorous long-term goals as compared to long-term goals of four-year rate
- Must set the same multi-year timeline to achieve the long-term goals for all students and for each subgroup
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide graduation gaps

Graduation Rate Goals – Current Practice

In 2010 RIDE set graduation rate targets for schools and districts from 2011-2016.

Goals were set based on the expectation that schools and districts were expected to cut in half the percentage of students not graduating by 2016.

Academic Achievement Goal Requirements

- Establish ambitious state-designed long-term goals and interim measures of progress for improved academic achievement for all students and for each student subgroup
- Must be measured by the percentage of students attaining grade-level proficiency on the annual language arts and math assessments respectively
- Must apply the same high standards of academic achievement to all public school students in the state, except for those with the most significant cognitive disabilities
- Must set the same multi-year timeline to achieve the long-term goals for all students and for each subgroup
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide achievement gaps

Academic Achievement Goals – Current Practice

Under NCLB goals were set to 100%

In 2010, under the ESEA Waiver, RIDE set academic achievement targets for schools and districts from 2011-2016.

Goals were set based on the expectation that schools and districts were expected to cut in half the percentage of students not graduating by 2016.

English Language Proficiency Goal Requirements

- Establish ambitious state-designed long-term goals and interim measures of progress for improved English language proficiency for all English Learners
- Must be measured for increases in the percentage of English Learners making annual progress towards attaining English Language Proficiency.
- Must apply the same high standards of academic achievement to all English Learners in the state
- Student level targets on which the goals are based must take into consideration, at the time of a student's identification as an English Learner
- The students English Language proficiency level and may take into consideration time in language instruction educational programs, grade level, age, native language proficiency, limited or interrupted formal education
- Must take into account the improvement necessary for lower-achieving subgroups to make significant progress in closing statewide achievement gaps

Other Goals?

Should it be recommended that Rhode Island set goals for other indicators in the accountability system beyond what is required under ESSA?

..for the state?

...for LEAs?

...for schools?

Calibration Task: Goals of past, present and future

Task Intended Outcome:

- Begin to understand what features make for a strong goal

Task Directions:

In groups of 3-4, discuss and record your answers to the following questions.

- 1. Goals Past:** Give an example of a goal that you accomplished in the past, personal or professional – individual or organizational. What are some qualities of this goal that made it achievable?
- 2. Goals Present:** Give an example of a goal that you are currently working toward. What are some qualities of this goal that keep you motivated to reach it?
- 3. Goals Future:** Give an example of a goal that you would like to see for our schools and school system. What are some qualities of this goal that would make it feel aspirational and inspiring?

Closing and Next Steps

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Thank you!

- **What's next?**

Follow up email will contain:

- Link to survey
- Link to materials from this meeting
- Request for approval of the recommendation memos
- Call for additional questions and input on topics missed

- **Next meeting: January 25, 2017**

4-6 pm at

New England Tech: One New England Tech Boulevard, East Greenwich, RI

Input Topic: Setting goals for RI's education system

- **Questions or concerns?**

Please contact Felicia Brown at felicia.brown@ride.ri.gov



*Happy
Holidays*



See you in 2017!