



Rhode Island's ESSA State Plan Committee of Practitioners

February 22, 2017

4 pm – 6 pm

NEIT, Room S216

Welcome

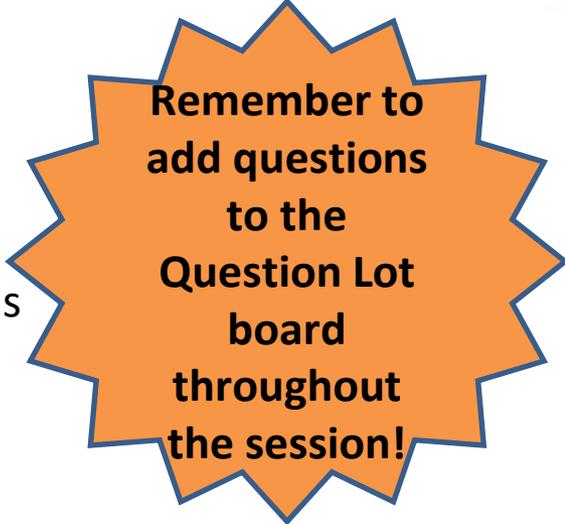
Today's Objectives:

As a result of this meeting, ESSA CoP members will:

- Give feedback on the accountability index recommendations
- Understand RIDE's current recommendations for supporting educators and supporting students
- Be prepared with feedback questions to consider with constituents and for discussion in March

Today's Agenda:

- Welcome, introductions, and business
- Feedback: Accountability index recommendations
- Review recommendations for supporting educators
- Review recommendations for supporting students and schools
- Closing and next steps



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

Updates

- Draft input memos on school improvement, educator quality, and funding – please review
- Requests for group engagement meetings to Felicia.Brown@ride.ri.gov and David.Allard@ride.ri.gov
- Make-up work for missed meetings
- Coming in February: recommendations posted, public survey opens, invitations to stakeholder input sessions sent out

Accountability Index

Review and Input Questions



RIDE Rhode Island
Department
of Education

Well Rounded Education Accountability & Responsibility System

Category	A high quality education provides ...	
Ambitious Expectations for Student Achievement	Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge to be career and college ready.	CIS Report Cards
Student Centered Learning Experiences	Expanded opportunities for every student to shape their own learning both broadly and deeply.	CIS Report Cards
Safe and Supportive Learning Environment	Healthy and safe environments where students are supported in achieving their goals.	CIS Report Cards
High Quality Educators	Diverse educators who are well prepare and qualified to meet student needs.	Report Cards
Strategic and Flexible Use of Resources	Sufficient, equitable and thoughtful use of fiscal resources.	Report Card

Draft Accountability Index Measures

Category	Draft Accountability Index Measures	
Student Achievement	Student Academic Proficiency: What percentage of students are meeting and approaching expectations?	3-8 and HS
Student Achievement	Student Growth: What percentage of students is demonstrating low growth as compared to similar performing peers?	4-8
Student Achievement	Exceeding Expectations: What percent of students are exceeding expectations on state assessments?	3-8, HS
Student Achievement	English Language Proficiency Progress: What percentage of English Learners are demonstrating adequate growth in attaining English Language Proficiency?	1-12
Student Achievement	Graduation Rates: Reported separately but combined to one composite metric. Composite weights (4year x%, 5 year x%, 6 year x%). What percentage of students graduated in 4 years, 5 years, and 6 years?	HS
Student Achievement	Graduate Proficiency (2018-2021) What percent of graduating students demonstrated proficiency on designated assessments? Commissioner's Seal (2022): What percent of graduating students achieved the Commissioners Seal?	HS
Student Centered Learning Experiences	Post-Secondary Readiness : (2018-2021): Percent of students with industry recognized credential, achieving 3 or higher on AP exam(s), and successful completion of 3 or more dual/current courses Pathways to Success (2022): Percent of graduating students receiving pathway endorsement	HS
Safe and Supportive Learning Environment	Chronic Absenteeism: What percentage of teachers and students are chronically absent?	K-12
Safe and Supportive Learning Environment	Suspension : What percentage of students are suspended from school at least one day during the year?	K-12

Input Questions

- What are strengths of these metrics?
- What concerns do you have about these metrics?
- If appropriate, should we align approaches for growth with progress measure for English Learners?
- Should we consider growth in high schools, if high school assessments allow?
- Should RIDE consider the percent of students achieving high growth in the metric as well?
- What other criteria should RIDE consider as it develops the metric for English Proficiency?
- What weights do you recommended for 4, 5, & 6 year rates within the composite graduation rate score?
- When calculating the percentage for the commissioner's seal and pathway endorsement metric, who should be included in the denominator? Students in 4 year cohort? Students receiving diploma in given year?
- Do you have recommendations for the number of dual/concurrent enrollment courses, number of AP courses/minimum scores, etc. to count in the student-centered learning metric?
- Should the Seal of Bi-Literacy be included in the student-centered learning experiences metric?
- Do you have feedback on the definitions of chronic absenteeism for students or teachers?
- Which types of suspension should be included in the metric (in/out of school?)
- Are their possible unintended consequences of incorporating suspension rates into accountability?
- Are there additional metrics RIDE should consider?

Vision for a High-Quality Talent Management System

Updates and Data



RIDE Rhode Island
Department
of Education

Where We've Been/Where We're Going

Date	Oct 31	Nov 30	Dec 4	Jan 11	Jan 12	Jan 18	Jan 24
Session	Ed Ex Staff Mtg	ESSA CoP	#ed-chatri	RIDE Brown Bag	District Ntwrk Mtng	RIASP	HR Mtng
# People	8	25	15	15	36	39	33



Continued...

Date	Jan 26	Feb 3	Feb 7	Feb 13	Online Survey
Session	RI ASCD Chapter	PRN	RITAC	TFA	Window: 1/20 - 2/3
# People	2	19	19	11	96

Total Participants: 300+



Top Trends in Practice – *ATTRACT*

1. ATTRACT

Offer competitive pay and benefits

Have a diverse talent pool to reflect the community it serves

Showcase the essential role of the teacher in society/ Elevate the status of the profession

Make clear how to enter the profession and offer multiple pathways for entry



Top Trends in Practice – *PREPARE*

2. PREPARE

Ensure that educator candidates have practice-based experiences

Establish/Use a residency model for educator training

Provide continuous feedback through mentoring and coaching

Require educator prep programs to include cultural competency



Top Trends in Practice – *RECRUIT/HIRE*

3. RECRUIT/HIRE

Have candidates both interview and teach a lesson before getting hired

Have a robust hiring team that includes educators, specialists, admins, parents, & students

Make efforts to create diverse applicant pools

Have less restrictive union contracts and hiring timelines



Top Trends in Practice – *DEVELOP/SUPPORT/GROW*

4. DEVELOP, SUPPORT, GROW

Embed on-going
coaching/ personalized
PD

Offer/Provide induction
coaching for all new
educators

Empower innovation
and provide resources
and
materials/supplies

Provide continuous,
ongoing actionable
feedback to develop a
culture of risk-taking



Top Trends in Practice – *RETAIN*

5. RETAIN

Ensure there is a strong leader in every building

Provide “rewards” (e.g., salary/ compensation, job security, strong pension, benefits, etc.)

Offer mentoring/ coaching/ professional learning that supports educators at every stage

Create career pathways for educators that go beyond becoming a principal



Top Trends in Strategies – *ATTRACT*

Change the conversation to highlight, respect, and show how teaching is prestigious

Engage in a public campaign to promote excellence in education and the value of education in lifelong learning

Redefine public education and its role in the community – show its impact on society and kids

Engage in a public campaign that focuses on the most needed areas of education (special education, EL learners, STEM)

Make necessary adjustments to teachers' compensation and benefits packages

Create a public advertising/video campaign about individual teachers talking about their roles and duties -- what they really do!



Top Trends in Strategies – *PREPARE*

***Create
residencies,
opportunities
for exposure,
mentoring, and
practicing
teaching***

Define a RI vision for what "residency" work/program looks like -- appropriate level of practice prior to teach

Build agreements and infrastructure among districts and providers to create systems allowing residency programs to flourish

Develop and implement continuous improvement monitoring strategy

Define a solid process for selecting student teacher placements

Provide mentor training for cooperating teachers



Top Trends in Strategies – *RECRUIT/HIRE*

Include students and parents on the interview team

Require candidate to teach a demo lesson with a lesson plan

Innovate and improve the hiring process

Utilize a rubric of high-quality expectations for the entire interview process including the demo lesson

LEA communicates its values and needs to the candidate (i.e., have complete transparency)

Have collaboration across LEAs: share, discuss, and develop strategies for best practices around screening and reviewing applicants.



Top Trends in Strategies – *DEVELOP/SUPPORT/GROW*

***Have a new
teacher
induction
program and
maintain
ongoing
coaching and
support***

Legislate mandatory induction programs and fund them

Create long-term communities of practice with differentiated PD in order to build lifelong learning

Ensure professional support and culture: support emotional and social learning; grow through master teachers to give back

Include support professionals and administrators in this induction program

Train and provide PD for coaches and mentors; develop a walkthrough tool that focuses on instructional core

Allow teachers to have ownership and voice in their own PD



Top Trends in Strategies – *RETAIN*

Allow micro-credentialing – have strong models, be flexible, and develop networks from which to learn

Offer leadership development at all levels

Create and instill a passion for ongoing professional growth

Develop the capacity for educators to engage in cycles of inquiry focused on improvement

Create frameworks for effective Professional Learning Communities (PLCs); offer training in protocols for PLCs; create a shared vision and purpose for PLC culture

Use open classrooms as a means to grow

Have communities of practice focused on identifying best practices for fast improvement cycles



Questions to Consider:

1. Are there other factors that we should consider as we finalize our vision for a high-quality talent management system?
2. Are there other practices and/or strategies that you believe RIDE should prioritize?
3. Are there certain practices and/or strategies that we should prioritize in order to ensure that our highest poverty and highest minority students have access to excellent educators?



Supporting Excellent Educators in Rhode Island under ESSA

*Lisa Foehr, Director of Educator Excellence and
Certification Services*

Lauren Matlach, Education Specialist



RIDE Rhode Island
Department
of Education

Supporting Excellent Educators: *Educator Equity*

299.18(c)(1) – “Each SEA must describe... whether low-income and minority students enrolled in schools that receive funds under title I, part A of the Act are taught at different rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under title I, Part A.”



Supporting Excellent Educators: *Educator Equity*

States must publically compare rates at which students are taught by *inexperienced*, *ineffective*, and *out-of-field* teachers.

States must identify likely causes of most significant differences and identify strategies to address differences.

The work builds upon the 2015 Equitable Access Plan.



Key Definitions

- Inexperienced Teacher (required)
- Out-of-Field Teacher (required)
- Ineffective Teacher (required)
- Chronically Absent Teacher
- Low Income Student (required)
- Minority Student (required)



Inexperienced Teacher (required)

A teacher who has fewer than three years of prior experience working in Rhode Island public schools

Why?

- A teacher typically improves his or her practice within the first 3-5 years of teaching.
- RIDE does not have data from non-public schools or other states.



Out-of-Field Teacher (required)

A teacher who does not hold a full certificate in his or her work assignment

Why?

- RI certification processes value both content and content pedagogy.



Ineffective Teacher (required)

A teacher who is not performing at a consistently high level as evidenced by a Final Effectiveness Rating of Ineffective within the last three years.

Why?

- Final Effectiveness Ratings are based on teacher performance working in K-12 settings.
- Ineffective is the lowest of four possible Final Effectiveness Ratings.
- Teachers are evaluated, at a minimum, once every three years.



Definitions

Key Questions:

1. For each definition, do your constituents...
 - Agree with the definition?
 - Have questions about the definition?
 - Have serious concerns about the definition?



Chronically Absent Teacher

A teacher who is absent more than 10 percent of the school year

Why?

- Research shows that educator absenteeism can negatively impact students.
- Educator absenteeism may indicate other potential issues, such as low morale, educator attitudes, or poor working conditions.
- Reporting this data could help dispel misconceptions and would enable districts to make data-based decisions related to teacher attendance.



Original Root Causes

Educator Preparation and Certification

- Lack of preparation to work in high poverty and high minority schools
- Confusing certificate requirements
- Lack of a diverse cohort of educators

Teacher and Leader Supports

- Insufficient professional learning, induction, and coaching

Recruitment, Hiring, Assignment, and Compensation

- Ineffective recruitment, hiring, and staff management practices
- Unfavorable perceptions of high poverty and high minority schools
- Limited career paths and opportunities
- Lack of competitive compensation

Teaching and Learning Conditions

- Poor teaching and learning conditions and insufficient resources



Root Causes and Strategies

Key Questions:

1. Do these root causes still ring true?
2. Are there certain practices and/or strategies within the talent management framework that we should prioritize in order to ensure that our highest poverty and highest minority students have access to excellent educators?
3. Are there other strategies that we should consider as we finalize our vision for educator equity?



Next Steps for Equitable Access

Feb-Mar

Develop Talent Management
portion of the consolidated
state plan

Apr-June:

Develop timelines and
interim targets

March

Finalize definitions and
calculate gaps

Work with COP to
prioritize strategies to
ensure equitable access





Supporting All Students

*Well-Rounded and Supportive
Education for Students*

*David Sienko, Director of the Office of
Student, Community and Academic
Supports*

State Strategies

State Strategies to Support *All* Students

ESSA Requires:

State strategies and uses of funds must be designed to support LEAs to:

- Ensure that all children have a significant opportunity to **meet challenging State academic standards** and career and technical standards, as applicable, and **attain**, at a minimum, a **regular high school diploma**.
- Support a **continuum of a student's education** from preschool through grade 12, including transitions from early childhood education to elementary school, elementary school to middle school, middle school to high school, and high school to post-secondary education and careers, in order to **support appropriate promotion practices and decrease the risk of students dropping out**.
- Provide **equitable access to a well-rounded education and rigorous coursework** in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Example State Strategies

College and Career Readiness

- RI Diploma System
 - Proficiency-based diploma
 - Pathway Endorsements
 - Commissioner’s Seal
 - Seal of Biliteracy
- Advanced Coursework Access
 - Dual- / Concurrent-enrollment
 - Advanced Coursework Network
 - Computer Science for RI
- Career & Technical Education
 - Program standards
 - Expansion

RI Early Childhood Education System

- High Expectations for Students
 - Early Learning Standards
- Governance Structure
 - Early Learning Council
- Quality Program Implementation
 - Bright Stars
 - Comprehensive Early Childhood Education Program Standards for Approval of Preschool and Kindergarten Programs
 - Pre-school Expansion
 - RIELDS training for educators

Additional State Strategies from Strategic Plan

- School Leadership Support
- Social and Emotional Learning and Wellness
- Dual-language Instruction
- School Facilities Audits and Improvements
- Empowerment Schools Initiatives
- Graduation Proficiencies and Aligned Curricular Materials

State Priorities Input Questions

- What state level priorities & initiatives are important to you and your constituents and should be included in our State Plan?
- What additional state level priorities & initiatives do you and your constituents feel we should include going forward?

Subgroups



Supporting *All* Students: Subgroups

Strategies must be considered to address academic and non-academic needs of the following **specific subgroups of students**:

- Low-income students
- Lowest-achieving students
- English learners
- Immigrant children and youth
- Children with disabilities
- Children and youth in foster care
- Migratory children, including preschool migratory children and migratory children who have dropped out of school*
- Homeless children and youths
- Neglected, delinquent, and at-risk students identified under Title I, Part D of the ESEA, including students in juvenile justice facilities
- Students in LEAs eligible for grants under the Rural and Low-Income School program under section 5221 of the ESEA[^]
- American Indian and Alaska Native students*

- * Denotes subgroups that are not significantly represented in RI and for which RI does not receive federal funds
- [^] These funds pass directly to the LEAs. They have no state program requirement

Supporting *All* Students: Subgroups

- All of the subgroups will be represented in the State's Plan under the Long Term Goals, the accountability system (as appropriate), and in the equitable access section as disaggregated groups for tracking and reporting purposes.
- The following summaries are additional Program Specific Requirements that are to be identified in the State Plan.

Supporting Low-achieving Students in Low-income Communities

ESSA Provisions	Rhode Island's Current Recommendation
<p>Provide LEAs with the allowable Title I funds to support evidence based programs and interventions that provide the size, scope, and quality to meet the needs of the lowest-achieving students.</p>	<p>To continue to manage the distribution of Title I funds and program approval process consistent with ESSA, the State Plan and LEA plans.</p>
<p>Optional: waive the 40 percent school wide poverty threshold and ensure that school wide programs best serve the needs of the lowest-achieving students in the school.</p>	<p>RIDE will develop a process to allow LEAs to apply for this waiver.</p>
<p>LEAs must rank and serve all schools above 75% poverty regardless of grade span, before serving remaining schools. Optional: ESSA allows LEAs to lower this threshold to 50% poverty for high schools.</p>	<p>Accept this allowability for LEAs and build it into the annual Consolidated Resource Plan application process.</p>

Supporting English Learners and Immigrant Students

ESSA Provisions	Rhode Island's Current Recommendation
Standardized entrance and exit procedures for English Learner programs	Continue the established state wide entry and exit criteria for ELs based on the WIDA ACCESS test and other state criteria
Annual assessment of English Proficiency	Continue to use the ACCESS test to annually assess English proficiency
Adoption and alignment with high expectations in English Proficiency standards	Continue with the relationship with the WIDA Consortium and use of the WIDA English Language Development Standards
Survey to understand most frequent home languages in the state	Continue the use of the home language survey and to collect this information through the EL census
Optional: offer state assessment in languages other than English	Continue to offer the PARCC Math assessment in Spanish
Optional: allow newcomers to be exempt from the state academic assessments in English in the first 12 months	Continue to allow this exemption

Supporting Students with Disabilities

ESSA Provisions	Rhode Island's Current Recommendation
Disaggregation of assessment results by student subgroups, including children with disabilities as defined under IDEA	Provide disaggregated data for students with disabilities in all state level goals and accountability systems and embed the most relevant State Performance Plan performance indicators into the ESSA LEA Report Card system.
All assessments must be developed, to the extent practicable, using principles of “universal design for learning” and provide students with appropriate assessment accommodations.	Continue to provide the accommodation designs in the PARCC assessment through universal and targeted accommodations and appropriate accommodation feature matching.
Provide alternate academic achievement standards for students with the most significant cognitive disabilities with an alternate assessment for students with the most significant cognitive disabilities, for up to 1 percent of statewide student participation.	Continue to provide the accommodation designs in the PARCC assessment through universal and targeted accommodations and appropriate accommodation feature matching.
Adjusted cohort graduation rate includes students awarded a state defined alternate diploma based on alternate standards.	This allowance does not apply under the current RI Diploma System.

Supporting Students in Foster Care

ESSA Provisions	Rhode Island's Current Recommendation
Students in foster care need to remain in their school of origin when it is determined to be in the best interest of the student to do so.	To develop an interagency Memorandum of Understanding (MOU) between RIDE and DCYF to solidify existing protocols for supporting students in foster care and establish working agreements for new areas identified in ESSA.
Students need to be immediately enrolled if they transfer to a new school and student records need to be promptly transferred.	Continue with current state law regarding the immediate enrollment and transfer of records of students in the care of DCYF.
LEAs need to identify a point of contact for children in foster care and develop a procedure to promptly provide transportation that allows students to remain in the school of origin.	Address these requirements through the interagency MOU.
The SEA needs to identify a point of contact (can not be homeless coordinator) to ensure collaboration with DCYF and work with DCYF on the sharing of critical performance data on students in foster care.	Address these requirements through the interagency MOU.

Supporting Students Experiencing Homelessness

ESSA Provisions/McKinney-Vento Act	Rhode Island's Current Recommendation
Identify homeless children and youth in the State and assess their needs	Continue with the current state procedures for the identification of homeless children
Heighten awareness of school personnel of the specific needs of homeless children, including runaway youth	Continue outreach efforts with the LEA Homeless Liaisons to heighten awareness of all school personnel
Ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.	Continue the current procedure for resolving disputes
Inclusion of public pre-school programs in the definition of the school of origin	Adopt this new requirement
Identification of state and district level liaison	Continue with current protocol
Equal access to credit for coursework completed toward graduation requirements, even if there is a change of school	Individual Learning Plan can be used to ensure that all students, including homeless students, are able to discuss and work toward academic goals

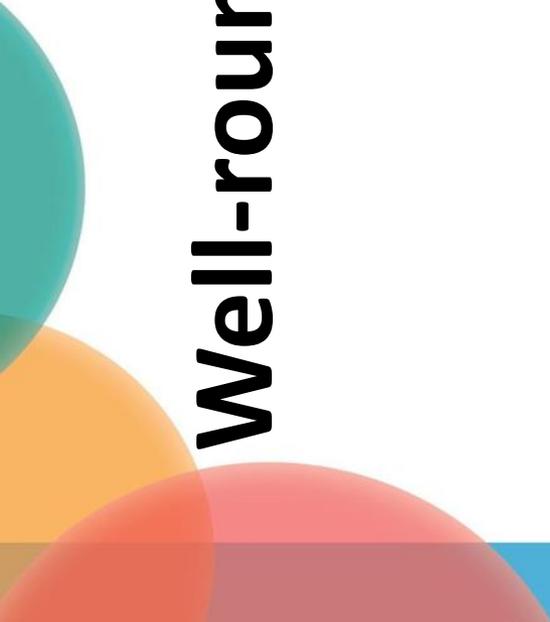
Supporting Students involved in the Juvenile Justice System

ESSA Provisions	Rhode Island's Current Recommendation
Involvement of families in educational decision making	Continue with the current practices for family engagement for youth in Juvenile Justice system addressed in Title I and other federal programs
Transition services into and out of correctional facilities, through a partnership of facility and state	Continue with current practices and address specific needs of youth in Juvenile Justice in RI through the MOU with DCYF described in the Foster Youth section
Equal access to credit for coursework completed toward graduation requirements, and support to earn diploma	Individual Learning Plan can be used to ensure that all students, including homeless students, are able to discuss and work toward academic goals
Optional: Partnerships with post-secondary education or job training programs	Continue the option to access courses from the CCRI in the RI Training School

State Priorities Input Questions

- What current work to support student subgroups should be emphasized or expanded through the ESSA state plan?
- What other things should we include or emphasize to support each student subgroup?

Well-rounded Education



Title IV, Part A

Student Support & Academic Enrichment Grants

- *Purpose*

- *Provide all students with access to a well-rounded education*
- *Improve school conditions for student learning*
- *Improve the use of technology in order to improve academic achievement and digital literacy*

- *The SEA must address how the Title IV funds will support the State-level strategies previously discussed.*

Title IV, Part A

Student Support & Academic Enrichment Grants

- LEAs that receive \$30,000 or more must use:
 - At least 20% of their allocation on activities to support well-rounded educational opportunities such as (but not limited to):
 - College and career guidance and counseling programs
 - music and arts programs
 - STEM subjects
 - accelerated learning
 - History
 - foreign language
 - environmental education
 - promoting volunteerism, and other activities to support a well-rounded education.

Title IV, Part A

Student Support & Academic Enrichment Grants

- LEAs that receive \$30,000 or more must use:
 - At least 20% of their allocation on activities to support safe and healthy students such as (but not limited to):
 - drug and violence prevention
 - school-based mental health services
 - supporting a healthy, active lifestyle
 - preventing bullying and harassment
 - mentoring and school counseling
 - school dropout and reentry programs, and
 - school-wide positive behavioral interventions and supports.

Title IV, Part A

Student Support & Academic Enrichment Grants

- LEAs that receive \$30,000 or more must use:
 - Some of their allocation on activities to support the effective use of technology such as:
 - providing school personnel with professional learning tools
 - building technological capacity and infrastructure
 - innovative strategies for delivering specialized or rigorous academic courses through the use of technology
 - blended learning projects
 - professional development in the use of technology in STEM subjects, and
 - providing students in rural, remote, and underserved areas with resources to take advantage of high-quality digital learning experiences.
- Spending on purchasing technology infrastructure is limited to 15% of the funds spent on technology

Title IV, Part B: 21st Century Community Learning Centers

- Describe how the SEA will use its Title IV, Part B, and other Federal funds to support State-level strategies.
- Describe the SEA's processes, procedures, and priorities used to award sub-grants consistent with the State-level strategies.

State Priorities Input Questions

- Of the priority areas for the Title IV Part A grants, what state priorities should be emphasized in the state plan and for the directional use of the funds?
- For the Title IV Part B grants (21st CCLC), are there priorities that should be emphasized?
- Should RIDE direct the priorities for the use of the funds in these two programs and, if so, what would you suggest particular priorities should be?

Closing and Next Steps

Thank you!

- **What's next?**

Follow up email will contain:

- Link to materials from this meeting
- Request for approval of the input memos
- Write up of each of these recommendations
- A survey to input constituent feedback

- **Next meeting: March 22, 2017**

4-6 pm at New England Tech

One New England Tech Boulevard, East Greenwich, RI

Input Topic: Feedback on Supporting Educators *or* Supporting Students
Recommendations

- **Questions or concerns?**

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