



TO: RIDE Leadership Team

FROM: ESSA Committee of Practitioners

DATE: March 22, 2017

SUBJECT: Committee of Practitioners Input on Federal Funding for Equitable Student Supports

The following is a summary of the Committee of Practitioners' input from a meeting on December 14, 2016. Committee members, drawing on input from constituents across Rhode Island, discussed how best to use federal financial resources to promote equitable access to a well-rounded education and how to present information on resource use to promote collective responsibility. The notes here do not represent consensus but rather a high level overview of the most frequent comments. More information on the input activities can be found [here](#).

The committee discussed four federal funding streams:

- 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

Themes in this conversation included:

- Transparency of budgets and accounting:
 - Data should be presented to show multiple years of investment to allow the public to compare funding use over time.
 - Data should be presented to allow for school-to-school and district-to-district comparison
- The public would benefit from evidence of return on investment, linking student outcomes with funding
- Data should be available on how LEAs are allocating funds to specific needs, including
 - English language learner services
 - Special education staff
 - Evidence-based programs and strategies

The following Tables details committee discussion input for using financial resources:

Discussion question: What would indicate to you that funding is being used to support a well-rounded education for all students?

Table 1: Funds to Support Educational Equity

Focus Idea: *Serve historically underserved populations in schools*

Indicator	Input and Examples
Technology	<ul style="list-style-type: none"> • Technology is being well-utilized to support 1:1 personalization and access to online resources, <i>e.g. Khan Academy for mathematics; Duolingo for language learning</i>
Curriculum	<ul style="list-style-type: none"> • Diversity of curricula • Access to high level courses from students of diverse backgrounds
Data	<ul style="list-style-type: none"> • Data indicators show positive change, <i>e.g. improvement in attendance, graduation rate, parent involvement</i> • Increased proficiency and growth, including progress for students with intervention



	<ul style="list-style-type: none"> Evidence of narrowed achievement gap
Supports for Subgroups	<ul style="list-style-type: none"> Additional educational opportunities for special populations, including special education and ELL Smaller special education case loads Clarity on impact for students with significant cognitive disabilities, <i>e.g. How is the 4-year cohort rate impacted by RI special education law?</i>

Table 2: Funds to Support Educators and Leaders

Focus Idea: *Ensure equitable access to high quality educators and leaders*

Indicator	Input and Examples
Teacher Training / Professional Development	<ul style="list-style-type: none"> Induction Expenditures for teacher professional development are spent on high quality programs Experienced teachers support novice teachers, ensuring students have access to educators with range of experience in higher level courses or introductory courses
Staffing	<ul style="list-style-type: none"> Teacher tenure throughout the state is approximately the same across districts Content specialists work with students in flexible groups High retention Equitable staffing from school to school
Data	<ul style="list-style-type: none"> Evidence of correlation between student achievement and intervention Transparency on metrics such as: years of service, type of teacher, levels of degree

Table 3: Funds to Support English Learners

Focus Idea: *Support English learners to acquire English and achieve academic proficiency*

Indicator	Input and Examples
Assessments	<ul style="list-style-type: none"> ACCESS/WIDA scores Standards and assessments allow for ELs to demonstrate proficiency Time-bound path for growth and proficiency on standardized assessments and other internal measurements
Inclusion	<ul style="list-style-type: none"> Inclusion with other students vs. peer isolation
Parent Engagement	<ul style="list-style-type: none"> Evidence of parent involvement
Data	<ul style="list-style-type: none"> Graduation rates for ELs Entrance/exit data
Curriculum & Instruction	<ul style="list-style-type: none"> EL enrollment in challenging courses Dual language instruction
Training	<ul style="list-style-type: none"> EL-focused professional development for all district staff

Table 4: Funds to Support a Well-Rounded Education

Focus Idea: *Provide every student access to a well-rounded education, safe and healthy school environments, and personalized learning supported by technology*

Indicator	Input and Examples
Direct Access to Learning	<ul style="list-style-type: none"> Provide students with education opportunities outside the classroom, <i>e.g. curricula based around outside resources</i>



	<ul style="list-style-type: none"> • Technology for personalization
Budget Allocation	<ul style="list-style-type: none"> • Annual dedicated funding for: <ul style="list-style-type: none"> ○ Technology ○ Infrastructure ○ Professional development ○ Capital investments
Curriculum & Instruction	<ul style="list-style-type: none"> • Course offerings • Personalized paths • Students' needs addressed based on learning and level
School Climate & Supports	<ul style="list-style-type: none"> • Alignment of school policies with RIDE model policies, <i>e.g. Health Education</i> • Equip students with skills for post-high school, careers

Table 5: Funds to Support Quality Afterschool Opportunities

Focus Idea: *Promote equitable access to high quality afterschool experiences*

Indicator	Input & Examples
Program Offerings	<ul style="list-style-type: none"> • Availability of afterschool programs and summer programs • Standards exist for "high quality" programs, <i>e.g. Rhode Island Program Quality Assessment</i> • Evidence of how programming supports school mission
Availability in High Need Schools	<ul style="list-style-type: none"> • Before and after school opportunities engage students in extending learning or as intervention to address gaps
Data	<ul style="list-style-type: none"> • Participation rates • Staffing • Transportation