



**TO:** RIDE Leadership Team

**FROM:** ESSA Committee of Practitioners

**DATE:** March 22, 2017

**SUBJECT:** Committee of Practitioners Input on Long Term Goals & Measures of Interim Progress under ESSA

The following is a summary of the Committee of Practitioners' input from a meeting on January 25, 2017. ESSA requires that states must establish long-term goals and measurements of interim progress for academic achievement, graduation rates, and English language proficiency. States may additionally 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. RIDE is recommending that the state's long-term goals be set for 2025. This timeline aligns with the strategic plan cycle and the governor's 3rd grade reading goal. Committee members, drawing on input from constituents across Rhode Island, discussed how goals should be set and which goals should be included. 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 following table represents committee members' recommended approach to long-term goals with accompanying rationale:

<b>Goal</b>	<b>Recommended Approach from Committee</b>	<b>Rationale</b>
<b>Academic Achievement</b>	Cut in half the percentage of students not meeting expectations by 2025	<ul style="list-style-type: none"><li>• Targets all populations and sets high goals for everyone</li><li>• Important to emphasize growth within all subgroups/populations</li></ul>
	Gap closure between the highest subgroup and other subgroups by half	<ul style="list-style-type: none"><li>• Encourages ownership of the goal</li><li>• Brings about greater equity</li><li>• Focusing here will raise overall rate</li><li>• Lends itself to more individualized attention</li><li>• Need to set a different gap closer for IEP/non-IEP than others</li></ul>
<b>English Language Proficiency</b>	By Grade or By Grade Span	<ul style="list-style-type: none"><li>• By grade span would depend upon ability to incorporate with individual targets</li><li>• Younger students tend to make more progress than older</li><li>• Need to set more ambitious targets for younger grades or to show progress targets by grade level so that it is clear where students are making progress</li></ul>
	Use Rhode Island and other states historical progress as basis	<ul style="list-style-type: none"><li>• Look at impact of additional ELL trends and practices used across schools and districts</li><li>• Recognizing that RI has had very poor ELL outcomes, compared to other states in New England and across the nation</li></ul>
<b>Graduation Rate</b>	Gap closure between the highest subgroup and	<ul style="list-style-type: none"><li>• Encourages ownership of the goal</li><li>• Brings about greater equity</li></ul>



	other subgroups by half (approximately 85%)	<ul style="list-style-type: none"><li>• Focusing here will raise overall rate</li><li>• Lends itself to more individualized attention</li></ul>
<b>What Other Goals Should Be Included?</b>		
<b>Recommended Goal</b>	<b>Rationale</b>	
<b><i>Attendance</i></b>	<ul style="list-style-type: none"><li>• Addressing chronic absenteeism and improved attendance correlate with graduation rates, academic performance, family/community engagement, and school culture</li><li>• Reductions in absenteeism so as not to penalize high-poverty schools and districts</li></ul>	
<b><i>Opportunities to Learn</i></b>	<ul style="list-style-type: none"><li>• Address School culture &amp; climate, e.g. from survey works</li><li>• Local financial support</li><li>• Access to advanced coursework</li><li>• Access to high-quality early learning opportunities</li><li>• Access to expanded learning opportunities (before and after school and summer learning)</li></ul>	