

# The Every Student Succeeds Act: Rhode Island State Plan Overview

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# ESSA will support RI's Strategic Plan for PK-12 Education

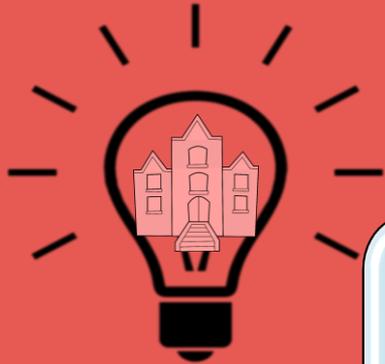
## Our Vision

Rhode Island schools prepare every graduate to pursue a fulfilling career, and be a critical and creative thinker, a collaborative and self-motivated learner, and a culturally competent active citizen.



# ESSA State Plan Guiding Principles

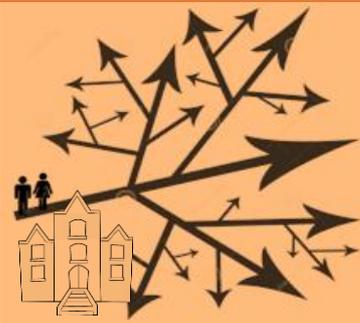
Re-imagined Schooling



High Expectations



**Every Student.  
Every Voice.**



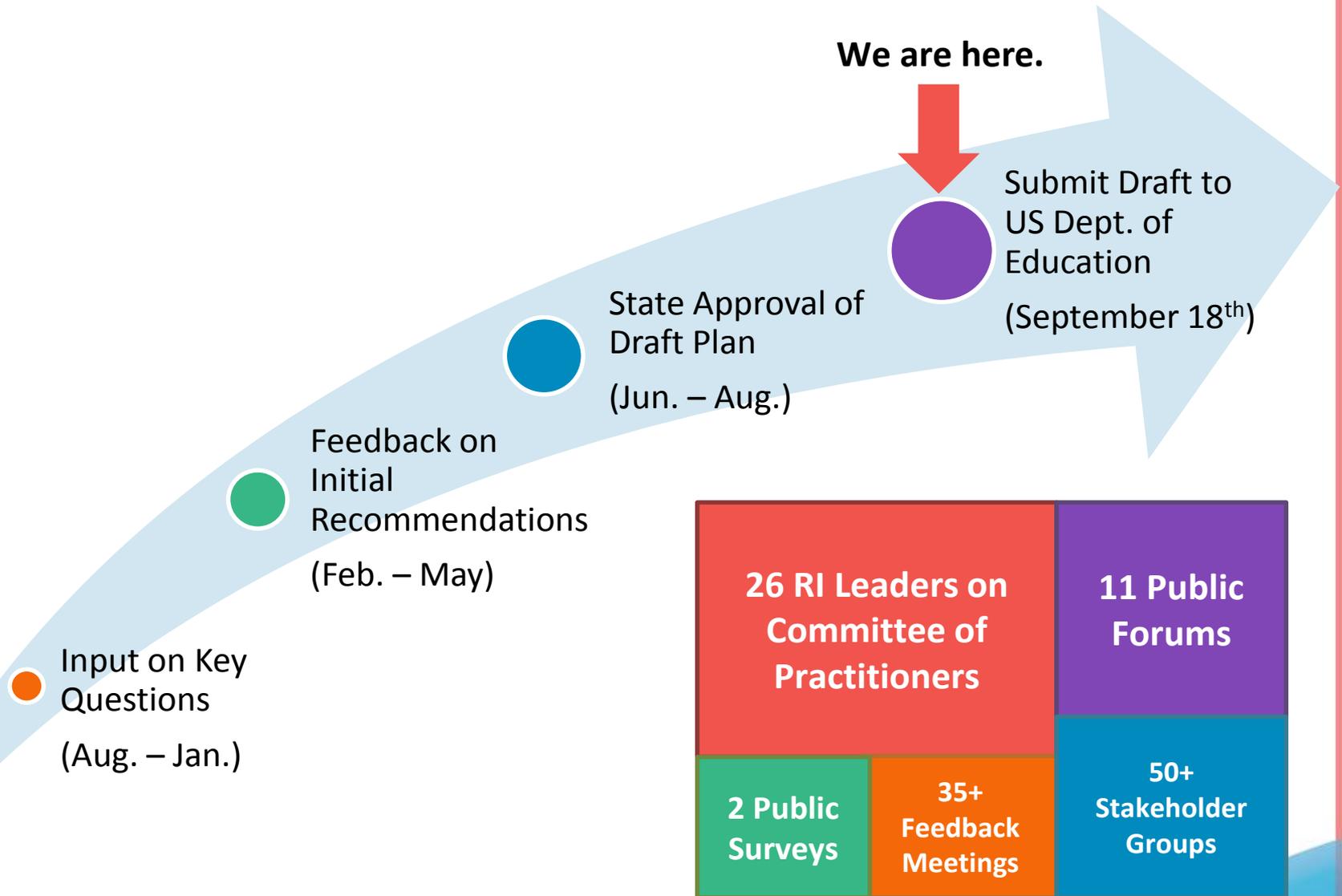
Empowerment



Collective Responsibility



# ESSA State Planning Process



# Major Topics for Discussion

**Goals,  
Accountability, &  
Report Cards**

**Supports for  
Educators &  
Leaders**

**Supports for All  
Students &  
Schools**

**School  
Improvement  
Strategies**



# Goals, Accountability, & Report Cards

*Initial Recommendations for RI ESSA Plan*

# Required State Education Goals

## By 2025...



75%  
of RI  
Students  
are  
Proficient in  
English  
Language  
Arts and  
Math



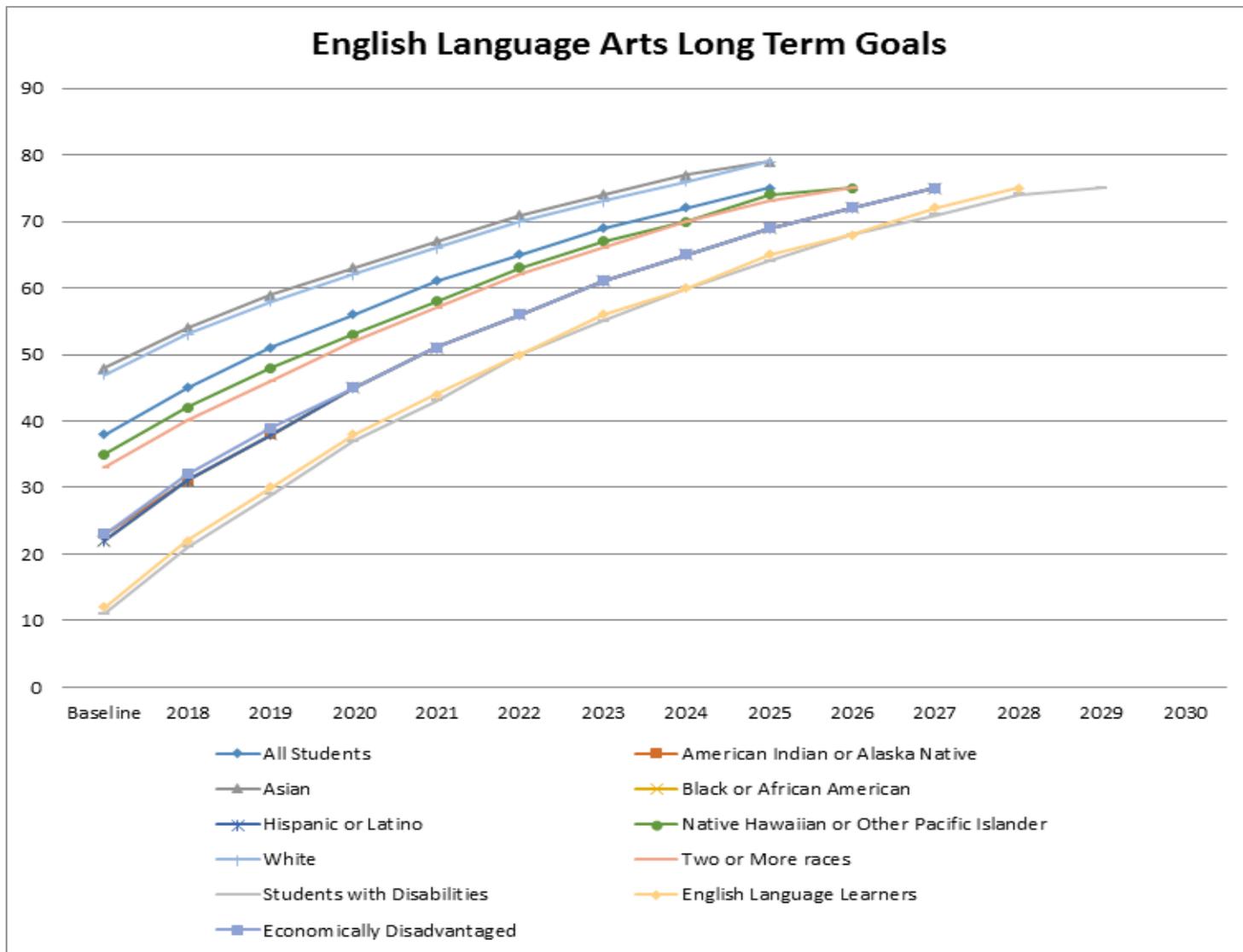
67% of  
English  
Learners  
Improve  
English  
Proficiency



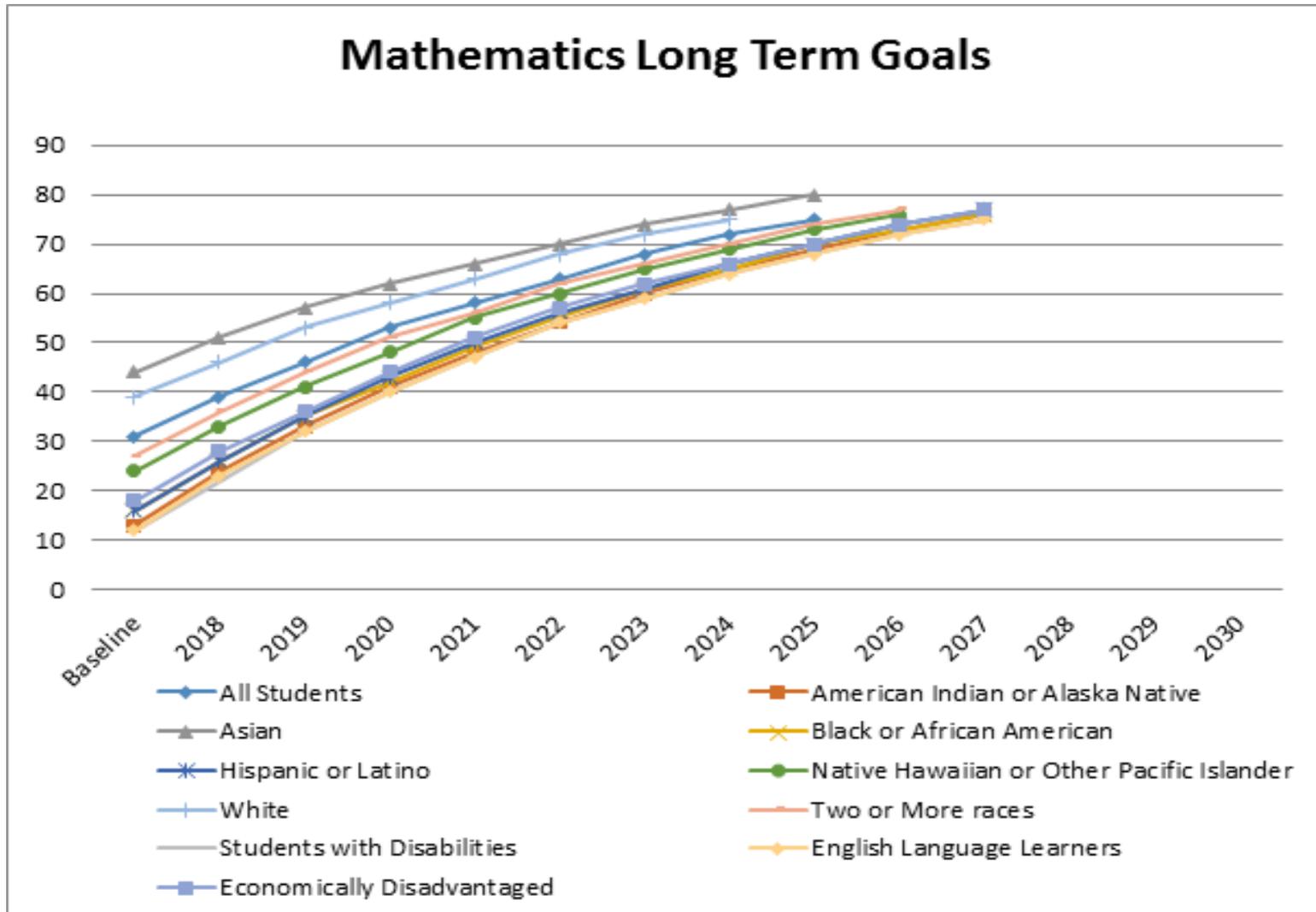
95%  
Graduation  
Rate



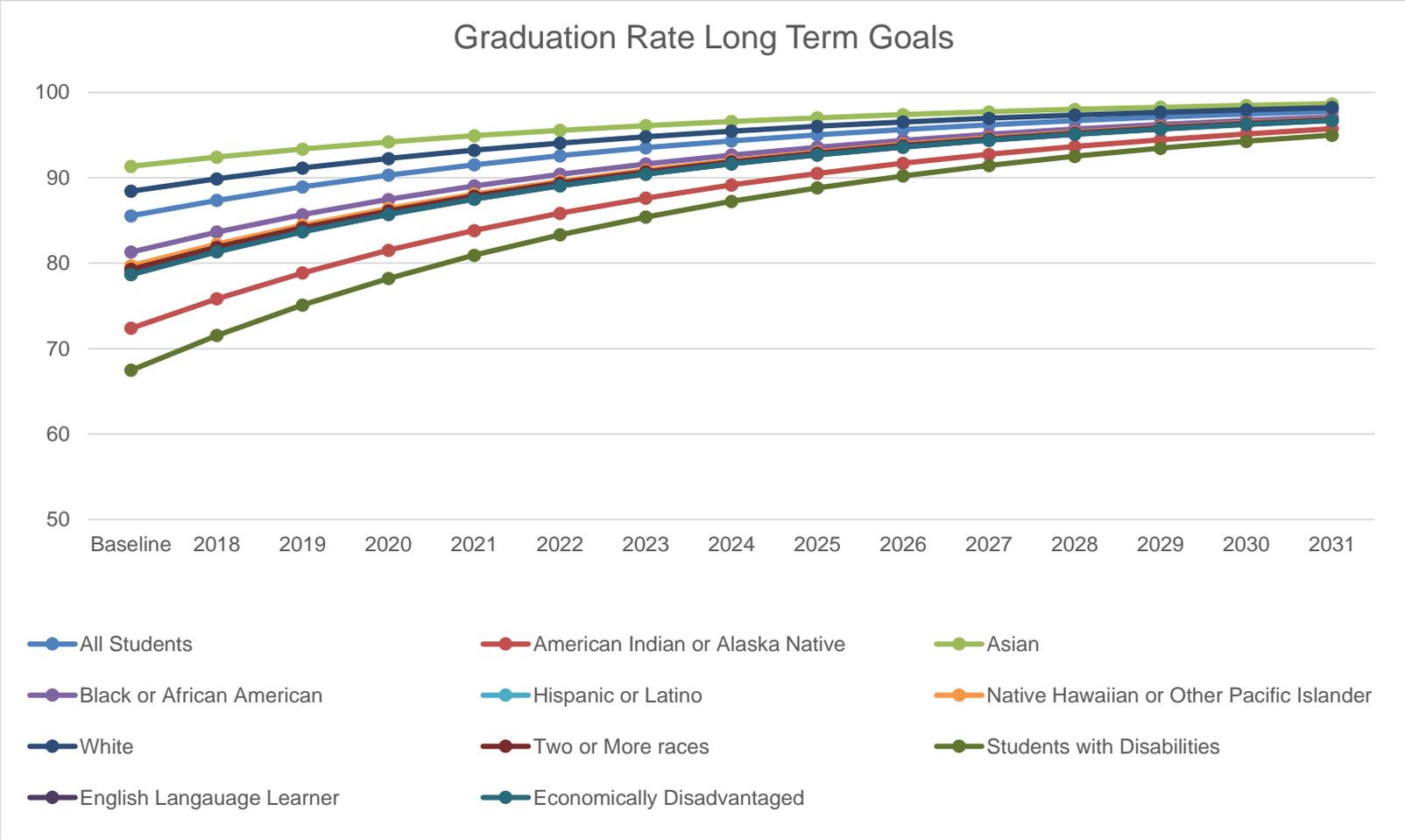
# ELA Goal



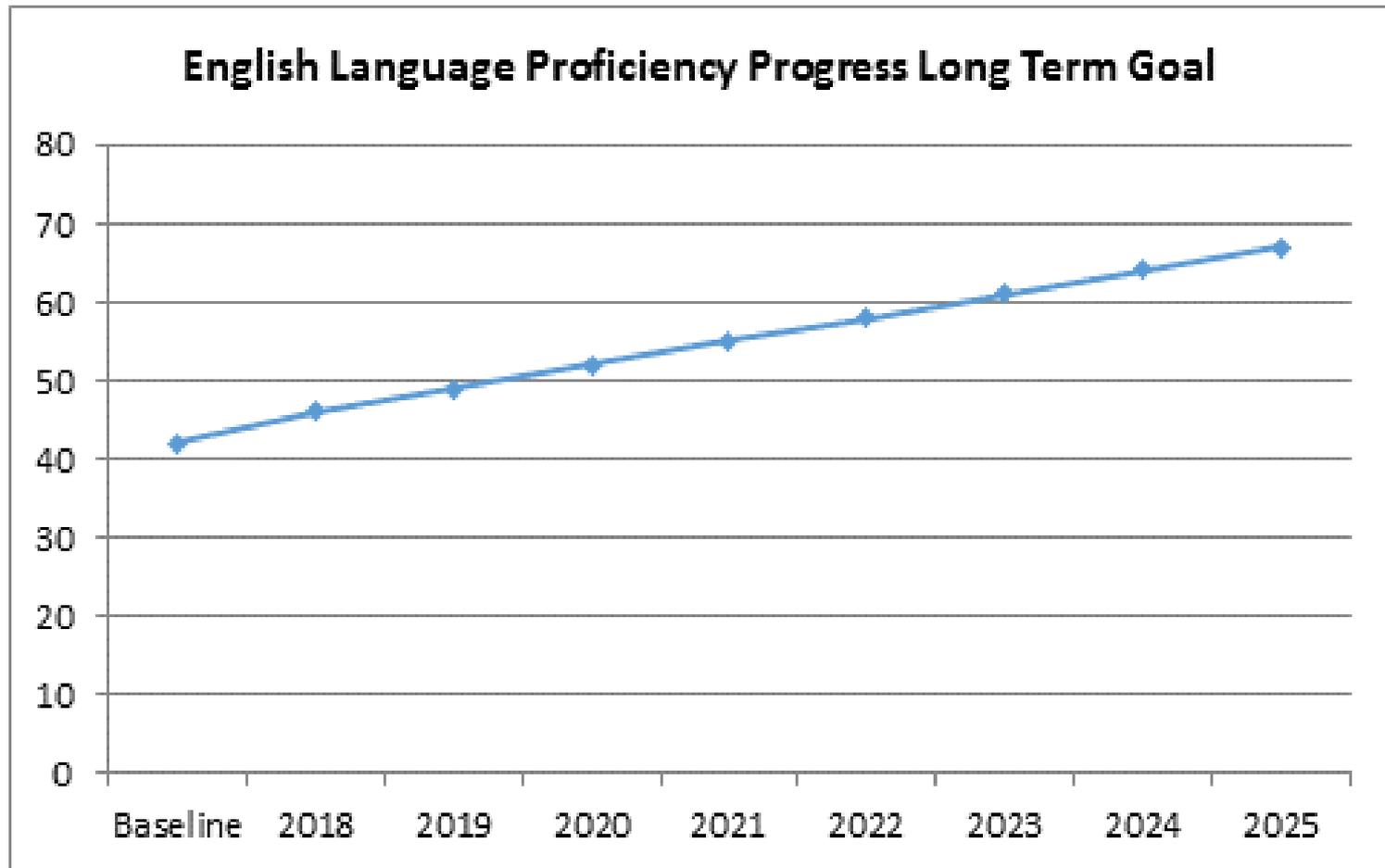
# Math Goal



# Graduation Rate Goal



# English Proficiency Goal



# Rhode Island's Goals

3 of 4  
third graders  
are proficient  
readers

3 of 4  
eighth graders  
are proficient in  
STEM

20% of students  
score at the  
highest level of  
proficiency

95% of students  
graduate high  
school in four,  
five, or six years

**By  
2025**

100% of  
graduates earn  
added  
credentials

Significant  
increase in  
diversity of  
educators

Opportunity  
gaps closed by  
half

75% of students  
earn the  
Commissioner's  
Seal



# Well-Rounded View of School Performance

## 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

## Safe and Supportive Learning Environment

Healthy and safe environments where students are supported in achieving their goals

## Strategic and Flexible Use of Resources

Sufficient, equitable, and thoughtful use of fiscal resources

## Student Centered Learning Experiences

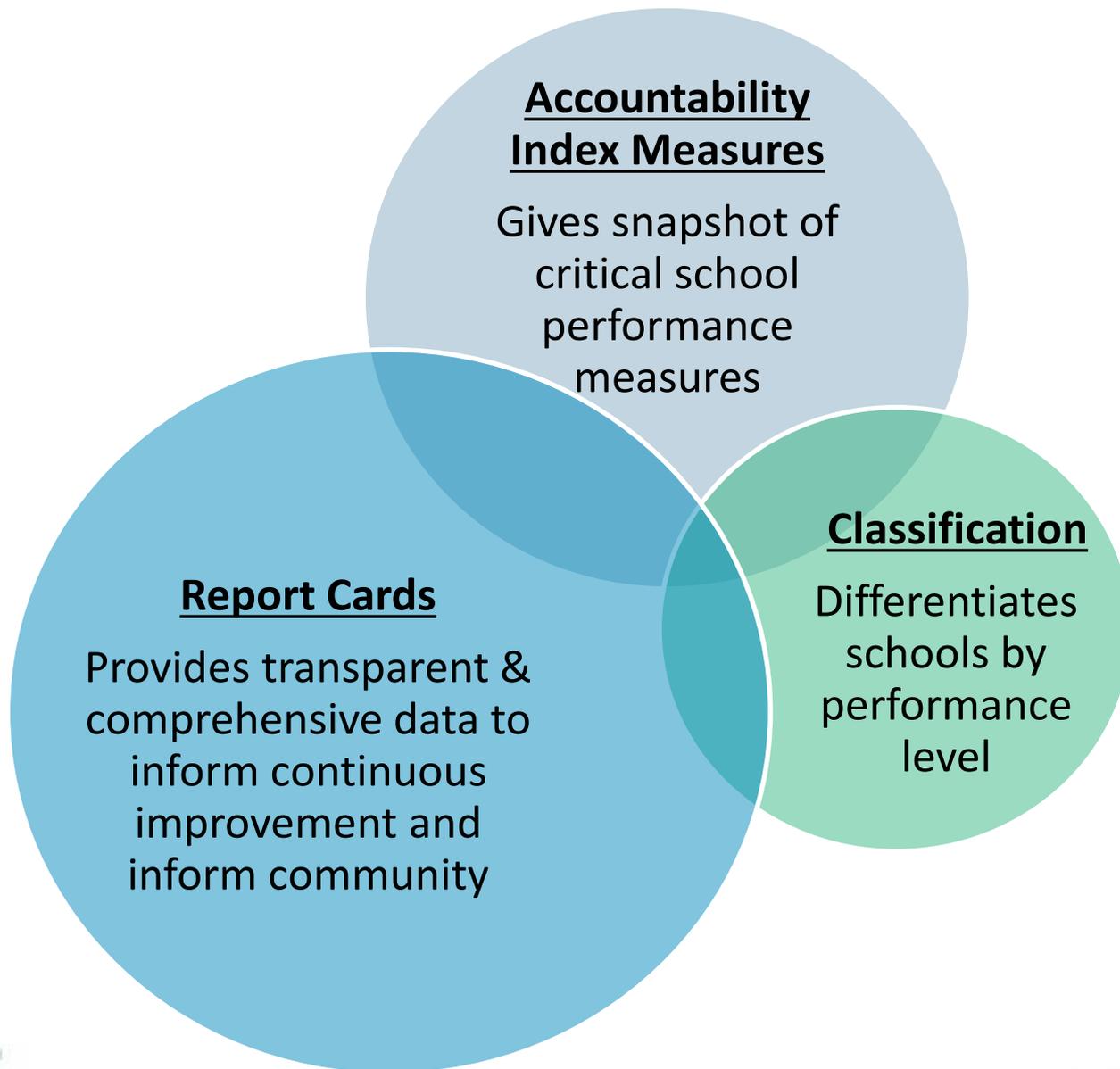
Expanded opportunities for every student to shape their own learning both broadly and deeply

## High Quality Educators

Diverse educators who are well prepare and qualified to meet student needs



# A System for Collective Responsibility



# Accountability Measures

<b>HIGH SCHOOL A</b>		
<b>Student Academic Proficiency</b>	X %	
<b>Student Growth</b>	X %	
<b>Exceeding Expectations</b>	X %	
<b>Proficiency/ Commissioner's Seal</b>	X%	
<b>English Language Proficiency Progress</b>	X %	
<b>Graduation Rate</b>	X%	
<b>Post-Secondary Readiness</b>	X%	
<b>Chronic Absenteeism</b>	X %	
<b>Student Suspension</b>	# per 100	

*For illustration purposes only.*

# Classification

	School Performance Descriptors
<b>5 Stars</b> 	Schools with 5 stars have strong overall performance on all indicators in the school accountability system. Overall achievement and growth in math and English language arts and the performance of subgroups of students is among the highest in the state. In addition, these schools have the highest percentage of English learners making sufficient progress towards attaining English language proficiency. High Schools with this classification are graduating 90% or more of their students. Finally, these schools also demonstrate little or no chronic absenteeism among students and teachers and low suspension rates.
<b>4 Stars</b> 	Schools with 4 stars generally perform consistently well on all indicators in the accountability system. Overall achievement and growth in math and English language arts and the performance is moderately high in comparison to all Rhode Island schools. In addition, these schools have a moderate to high percentage of English learners making sufficient progress towards attaining English language proficiency. High schools with this classification are graduating 90% or more of their students. Finally, these schools may have some weaknesses in chronic absenteeism among students and teachers and/or suspension rates.
<b>3 Stars</b> 	Schools with 3 stars have some areas of weakness in school performance indicators in the school accountability system. Overall achievement and growth in math and English language arts as well as English language proficiency is average, but generally have at least one area of low performance in comparison to all Rhode Island schools. These schools may have one or more subgroups of students identified for targeted support and assistance. High schools with this classification are graduating 80% or more of their students. Finally, these schools often have some weaknesses in chronic absenteeism among students and teachers and/or suspension rates.
<b>2 Stars</b> 	Schools with 2 stars have weaknesses at the overall school level in several of the indicators included in the accountability system. Overall achievement and growth in math and English language arts as well as English language proficiency is low, but generally have at least one area of strength. Schools with 2 stars often have subgroups of students identified for targeted support and assistance. High schools with this classification may graduate less than 80% of their students. Finally, these schools often have weaknesses in chronic absenteeism among students and teachers and/or suspension rates.
<b>1 Star</b> 	Schools with 1 star are the lowest performing schools in Rhode Island in terms of academic achievement growth in achievement in mathematics and English language arts. Schools with one star often have multiple subgroups of students identified for targeted support and assistance. High schools with this classification may graduate less than 80% of their students. Finally, these schools often have weaknesses in chronic absenteeism among students and teachers and/or suspension rates.

# School Report Card Measures

Parent Survey

Safe and Supportive Learning Environments

Teacher Diversity

High Quality Educators

Per pupil spending

Strategic and Flexible Use of Resources

Ambitious Expectations for Student Achievement

Seal of Biliteracy

Student Centered Learning Experiences

Science Assessments

General Information

Demographics



# Supports for Educators & Leaders

*Initial Recommendations for RI ESSA Plan*

# Robust Talent Management System

Investing in strategies in all five categories, revisit certification regulations, and continuing to promote relevant professional learning opportunities before and during service.

## Retain

- Ensure a strong leader in every building
- Create career pathways beyond becoming a principal
- Offer coaching
- Establish “rewards”

## Attract

- Elevate profession
- Attract diversity into profession
- Offer competitive pay and benefits

## Prepare

- Ensure that educator candidates have practice-based experiences that include demonstration of cultural competence
- Provide continuous feedback and coaching
- Establish residency models

## Talent Management System

## Develop, Support & Grow

- Embed on-going coaching/ personalized professional development
- Provide induction coaching to all new educators
- Continuous actionable feedback to promote a culture of risk-taking and innovation

## Recruit & Hire

- Have candidates both interview and teach a lesson before getting hired
- Establish inclusive hiring teams
- Less restrictive hiring timelines and union contracts

# Supporting School Leaders



# Equitable Access to Effective Educators

RI will ensure low-income and minority children are not served at disproportionate rates by:

- **Inexperienced Teachers:** A teacher who has fewer than three years of prior experience working in Rhode Island public schools
- **Out-of-Field Teachers:** A teacher who does not hold a full certificate in his or her work assignment
- **Ineffective Teachers:** 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.



# School Improvement Strategies

*Initial Recommendations for RI ESSA Plan*

# School Improvement Theory of Change



**Every student** will be served in a high quality school.



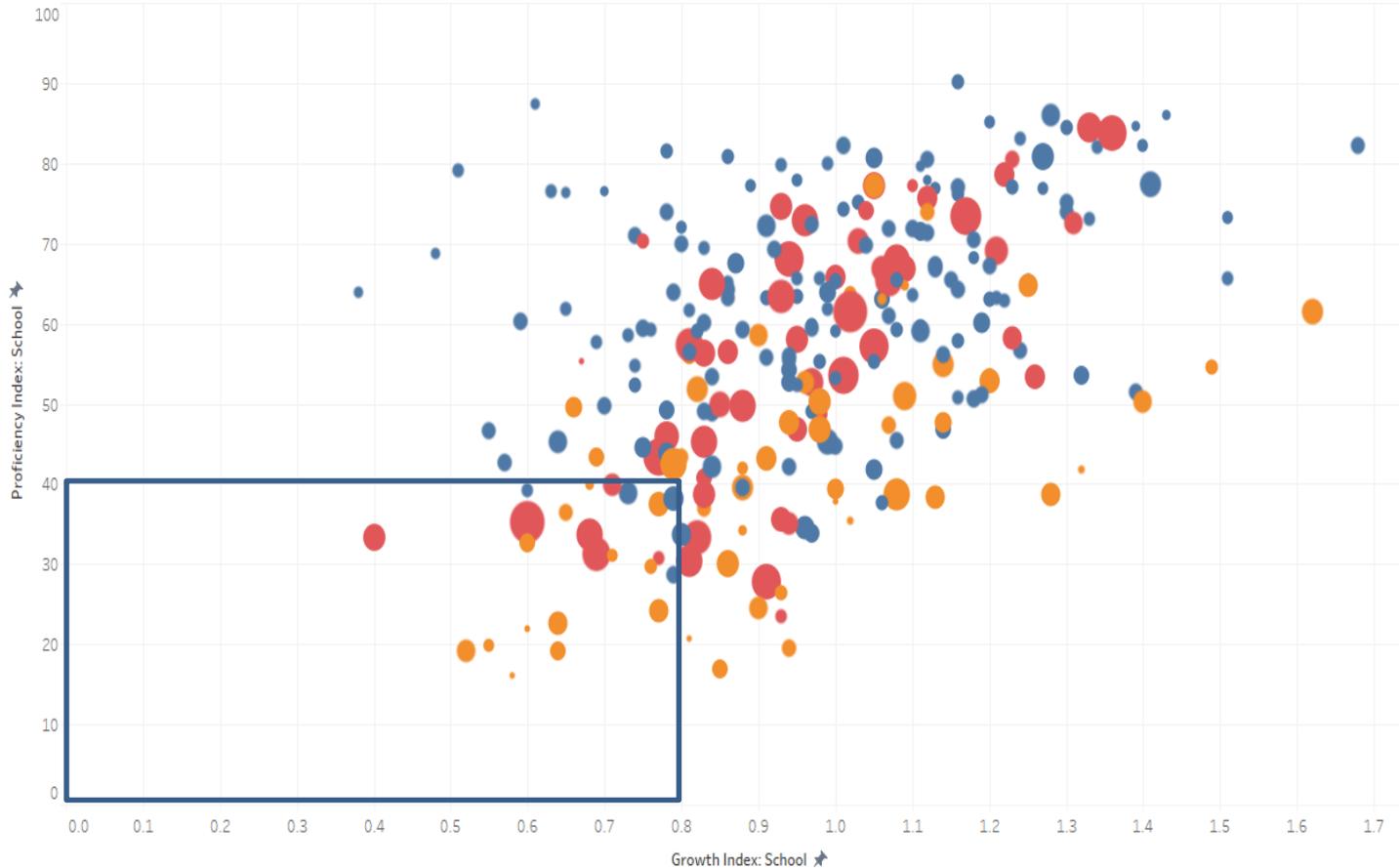
Communities, RIDE, districts, and schools are **collectively responsible** for **continuous improvement** of all schools.



**Those closest to the students** make the most informed decisions about how to serve them best.

# School Improvement Identification

MATH: School



District  
(All)

School  
Highlight Sname1

Number Tested

- 44
- 500
- 1,000
- 1,500
- 2,000
- 2,290

School Level

- ELEM
- HIGH
- MID

- Comprehensive Support and Improvement Schools
- Targeted Support and Improvement Schools

# RIDE Supports for Identified Schools



**School Improvement Hub**  
of proven strategies,  
tools, and resources for  
districts and schools



**Technical Assistance**  
focused on building  
the capacity of the  
district to improve  
schools



**Federal Funds**  
distributed by formula  
and competitively to  
support evidence-based  
strategies



**Public Transparency**  
through published  
school improvement  
plans and progress  
reports

# School Improvement Plans

Schools Identified for Comprehensive Support

Schools Identified for Targeted Support

Developed with Community Advisory Board

Include evidence-based strategies

Identify performance metrics

Identify roles and responsibilities

Identify and address resource inequities

Be approved by school & LEA

Informed by Needs Assessment

Describe the capacity to implement strategies

Be approved by RIDE

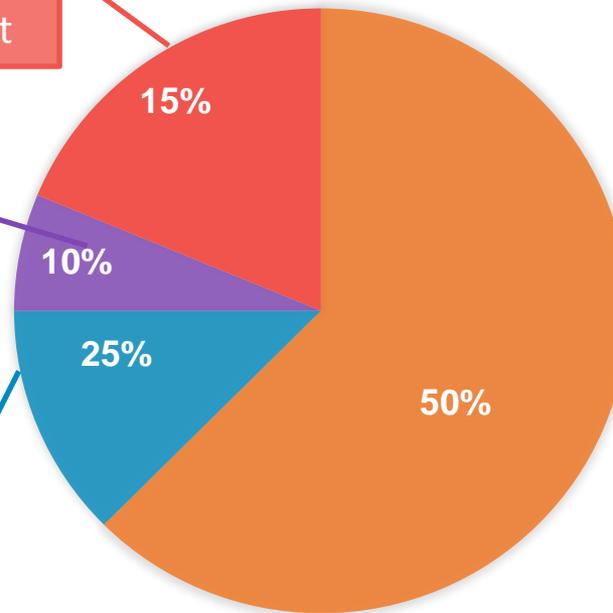
# School Improvement Funding

~\$3.4 Million Annually  
For School Improvement

School Redesign Grants  
Competitive grants to LEAs who would like to initiate a School Redesign effort for a school identified for Comprehensive Support

Dissemination Grants  
Competitive grants to *any* LEA to share best-practices with low-performing schools

Innovation Grants  
Competitive grants to identified LEAs support innovative transformation strategies

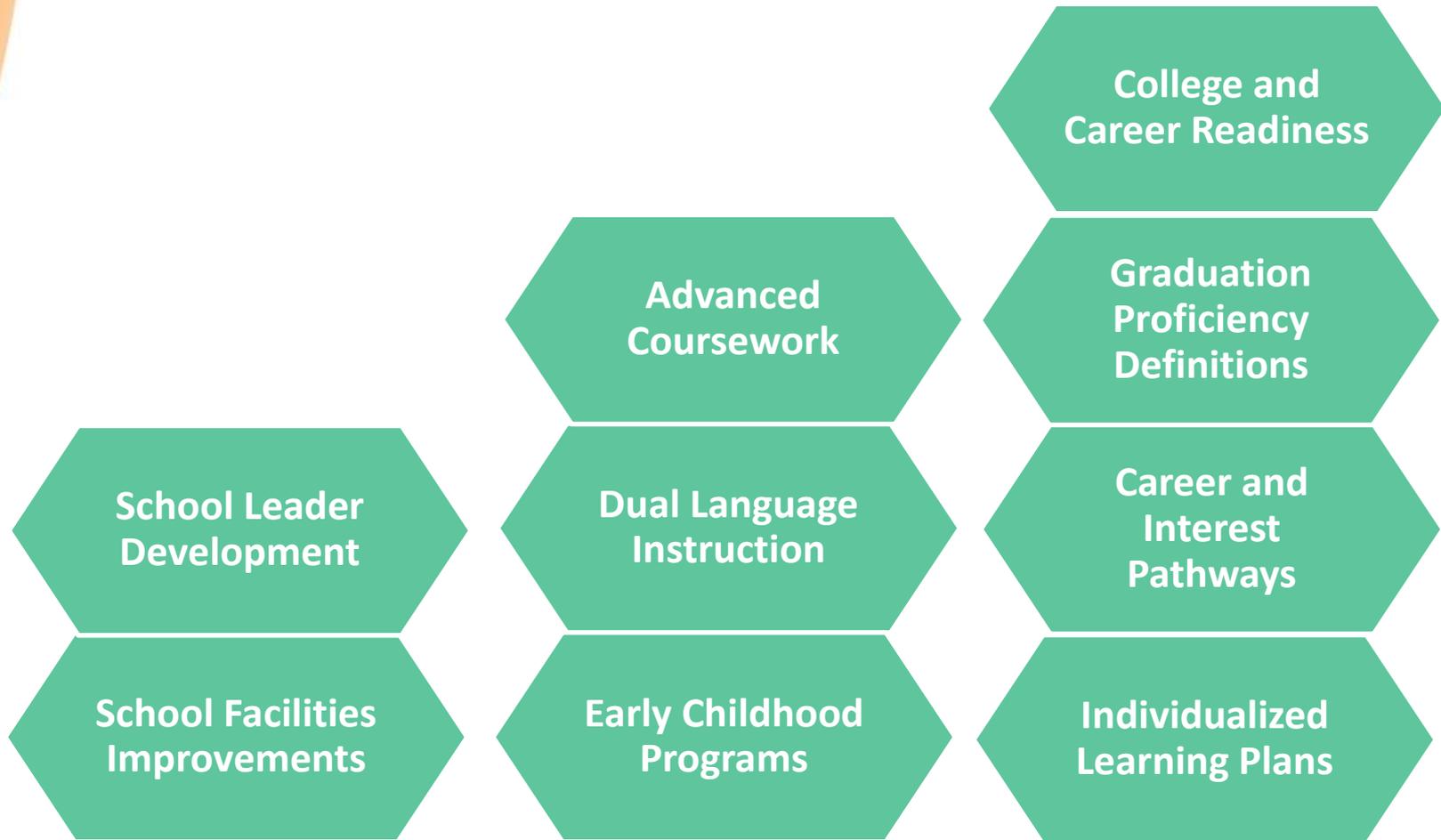


Transformation Support Grants  
Formula grants to identified LEAs to implement improvement plans

# Supports for All Students & Schools

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# State Strategies



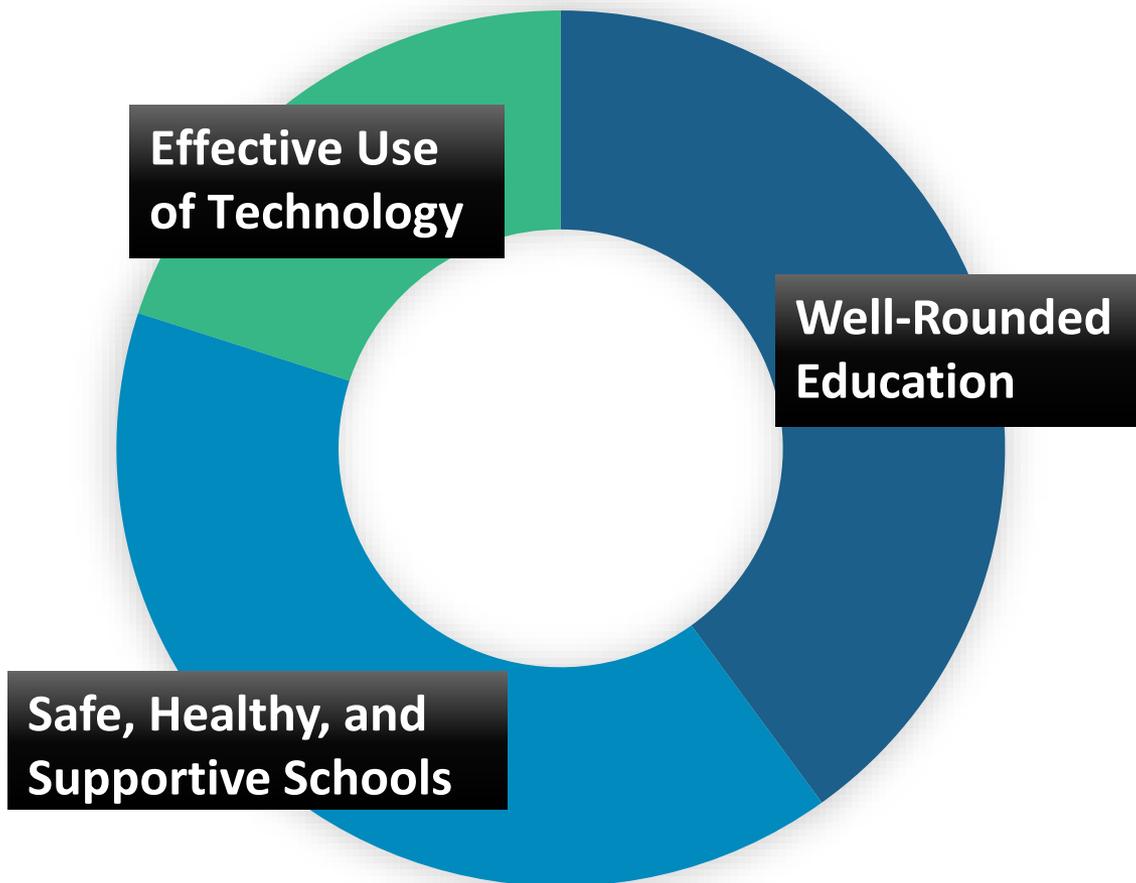
# Supporting All Students to Meet High Expectations

- Report on each measure disaggregated by student subgroup
- Set goals to close opportunity gaps
- Provide toolkits to support best practice instruction in schools
- Increase number of teachers with the professional skills to support vulnerable students
- Agreement with other state agencies to stabilize transient students
- Improve alignment of federal funds to school and district strategic priorities
- Utilize Individual Learning Plans to support students to meet their goals

## Federal Student Subgroups

- English Learners and Immigrants
- Foster Care Students
- Military Affiliated Students
- Minority Students
- Students Experiencing Homelessness
- Students in Poverty
- Students in the Juvenile Justice System
- Students With Disabilities

# Support for Schools – Title IV(a)



# Support for Schools – Title IV(a) - Detailed

- Allow LEAs/districts the opportunity for maximum flexibility and innovation in the use of Title IV(a) funds to support strategic and innovative initiatives
- LEAs/districts would be able to determine the use of the funds in accordance with the federal requirements, aligned to state priorities
- Offer the full list of allowable uses for each fund category that is available within the federal ESSA legislation, plus provide additional suggestions based on state strategies already in place in Rhode Island

## Well-Rounded Education (>20%)

- College and career guidance and counseling programs
- Music and arts programs
- STEM subjects
- Accelerated learning opportunities - including dual-enrollment and AP exam fees
- History, civics, or economics education
- World languages
- Environmental education
- Cross-curricular programs
- Early learning opportunities

## Safe, Healthy, and Supportive Schools (>20%)

- Drug abuse and violence prevention programs
- School-based mental health services
- Programs supporting health and active lifestyles
- Programs preventing bullying and harassment
- Social emotional learning and skill building programs
- Mentoring and school counseling
- School drop-out and re-entry programs
- School-wide positive behavioral interventions and supports
- Training for school personnel around student mental health and trauma
- Programs to reduce exclusionary discipline practices (e.g. suspensions)

## Effective Use of Technology

- Building the capacity of school personnel to use data to support instruction
- Technological capacity and infrastructure
- Innovative strategies to deliver specialized or rigorous coursework through technology
- Blended learning programs
- Professional development for educators in the use of technology in the classroom
- Supporting school-based media specialists

# 21<sup>st</sup> Community Learning Center Grants



## Program Requirements

- Partnerships with schools
- Academic enrichment
- Reinforce academic standards
- Family engagement
- Aligned to after-school quality standards
- Opportunity to explore interests

## Program Priorities

- Early foundations
- Advanced learning
- Serving schools identified for improvement

# Thank you!

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