The Every Student Succeeds Act: Rhode Island State Plan Overview

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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.

Empowerment

Every Voice.

Collective Responsibility
ESSA State Planning Process

- Input on Key Questions (Aug. – Jan.)
- Feedback on Initial Recommendations (Feb. – May)
- State Approval of Draft Plan (Jun. – Aug.)
- We are here.
- Submit Draft to US Dept. of Education (September 18th)

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26 RI Leaders on Committee of Practitioners
11 Public Forums
2 Public Surveys
35+ Feedback Meetings
50+ Stakeholder Groups

4
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

English Language Arts Long Term Goals

- All Students
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Student with Disabilities
- Economically Disadvantaged
- Two or More races
- English Language Learners
Math Goal

Mathematics Long Term Goals

- All Students
- Asian
- Hispanic or Latino
- White
- Students with Disabilities
- Economically Disadvantaged
- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Two or More races
- English Language Learners
Graduation Rate Goal

Graduation Rate Long Term Goals

- All Students
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or More races
- Economically Disadvantaged
- Students with Disabilities
- English Language Learner
English Proficiency Goal

English Language Proficiency Progress Long Term Goal

Baseline 2018 2019 2020 2021 2022 2023 2024 2025
Rhode Island’s Goals

By 2025

- 3 of 4 third graders are proficient readers
- 3 of 4 eighth graders are proficient in STEM
- 100% of graduates earn added credentials
- 75% of students earn the Commissioner’s Seal
- Opportunity gaps closed by half
- Significant increase in diversity of educators
- 95% of students graduate high school in four, five, or six years
- 20% of students score at the highest level of proficiency
- 75% of students earn the Commissioner’s Seal
## Well-Rounded View of School Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious Expectations for Student Achievement</td>
<td>Equitable access to high quality learning experiences that result in the achievement of academic skills and knowledge to be career and college ready</td>
</tr>
<tr>
<td>Safe and Supportive Learning Environment</td>
<td>Healthy and safe environments where students are supported in achieving their goals</td>
</tr>
<tr>
<td>Strategic and Flexible Use of Resources</td>
<td>Sufficient, equitable, and thoughtful use of fiscal resources</td>
</tr>
<tr>
<td>Student Centered Learning Experiences</td>
<td>Expanded opportunities for every student to shape their own learning both broadly and deeply</td>
</tr>
<tr>
<td>High Quality Educators</td>
<td>Diverse educators who are well prepare and qualified to meet student needs</td>
</tr>
</tbody>
</table>
A System for Collective Responsibility

**Accountability Index Measures**
Gives snapshot of critical school performance measures

**Classification**
Differentiates schools by performance level

**Report Cards**
Provides transparent & comprehensive data to inform continuous improvement and inform community
# Accountability Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Academic Proficiency</td>
<td>X %</td>
</tr>
<tr>
<td>Student Growth</td>
<td>X %</td>
</tr>
<tr>
<td>Exceeding Expectations</td>
<td>X %</td>
</tr>
<tr>
<td>Proficiency/ Commissioner’s Seal</td>
<td>X%</td>
</tr>
<tr>
<td>English Language Proficiency Progress</td>
<td>X %</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>X%</td>
</tr>
<tr>
<td>Post-Secondary Readiness</td>
<td>X%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>X %</td>
</tr>
<tr>
<td>Student Suspension</td>
<td># per 100</td>
</tr>
</tbody>
</table>

*For illustration purposes only.*
### Classification

<table>
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<tr>
<th>School Performance Descriptors</th>
</tr>
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<tbody>
<tr>
<td><strong>5 Stars</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>4 Stars</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>3 Stars</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>2 Stars</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>1 Star</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
School Report Card Measures

- Safe and Supportive Learning Environments
- High Quality Educators
- Strategic and Flexible Use of Resources
- Ambitious Expectations for Student Achievement
- Student Centered Learning Experiences
- Parent Survey
- Teacher Diversity
- Per pupil spending
- Science Assessments
- Seal of Biliteracy
- Demographics

General Information
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

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

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

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

- Leadership Fellows
- Shared Leadership Opportunities
- Professional Development
- Partnerships
- Funding
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

- 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

- 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

Initial Recommendations for RI ESSA Plan
State Strategies

- School Leader Development
- School Facilities Improvements
- Advanced Coursework
- Dual Language Instruction
- Early Childhood Programs
- Individualized Learning Plans
- College and Career Readiness
- Graduation Proficiency Definitions
- Career and Interest Pathways

RIDE Rhode Island Department of Education
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)

- Effective Use of Technology
- Well-Rounded Education
- Safe, Healthy, and Supportive Schools
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
21st 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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