

The Every Student Succeeds Act: Rhode Island State Plan Initial Recommendations

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Today's Agenda

Goal:

Share initial recommendations and gather your feedback

- Introduction to the Every Student Succeeds Act
- Initial Recommendations & Group Discussions
- Next Steps

Every Student Succeeds Act

Every student should have access to a
quality public education,
regardless of where they live, how they learn,
or how much money their parents make.



- Replaces No Child Left Behind
- Long-term bi-partisan federal policy
- Emphasizes equal access to education for all children
- Encourages innovation to meet state goals
- Holds us collectively accountable for results for ALL students

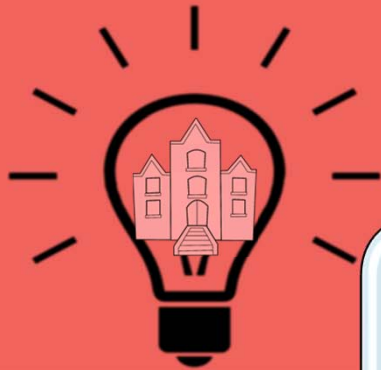
ESSA will support RI's Strategic Plan for PK-12 Education

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

Phase 1: Seeking Input on Key Questions (*Aug. – Jan.*)

- 5 public forums with 200+ participants
- Online input survey with 75+ participants
- 15+ stakeholder input meetings
- Monthly Committee of Practitioners meetings to give input on all topics

Phase 2: Gathering Feedback on Initial Recommendations (*Feb. – May*)

We are here!

- Public survey on initial recommendations
- 6 public forums
- 15+ Stakeholder group feedback meetings
- Monthly Committee of Practitioners meetings to discuss recommendations
- Meetings with General Assembly

Phase 3: Attaining Approval on Full State Plan Draft (*Jun. - Aug.*)

- Open public comment period
- Governors approval
- Committee of Practitioners suggest edits on full plan

Phase 4: Submit and Plan for Implementation (*Sep. – Nov.*)

- **Submit plan to US ED by 9/18/17**
- Work with field to implement
- Develop tools and guidance for implementation

Major Topics for Discussion

**Goals,
Accountability, &
Report Cards**

**Supports for
Educators &
Leaders**

**Supports for All
Students &
Schools**

**School
Improvement
Strategies**

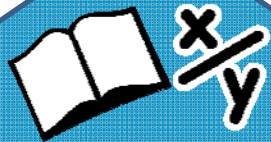


Goals, Accountability, & Report Cards

Initial Recommendations for RI ESSA Plan

Required State Education Goals

By 2025...



Increase
English
Language
Arts and
Math
Proficiency
For All



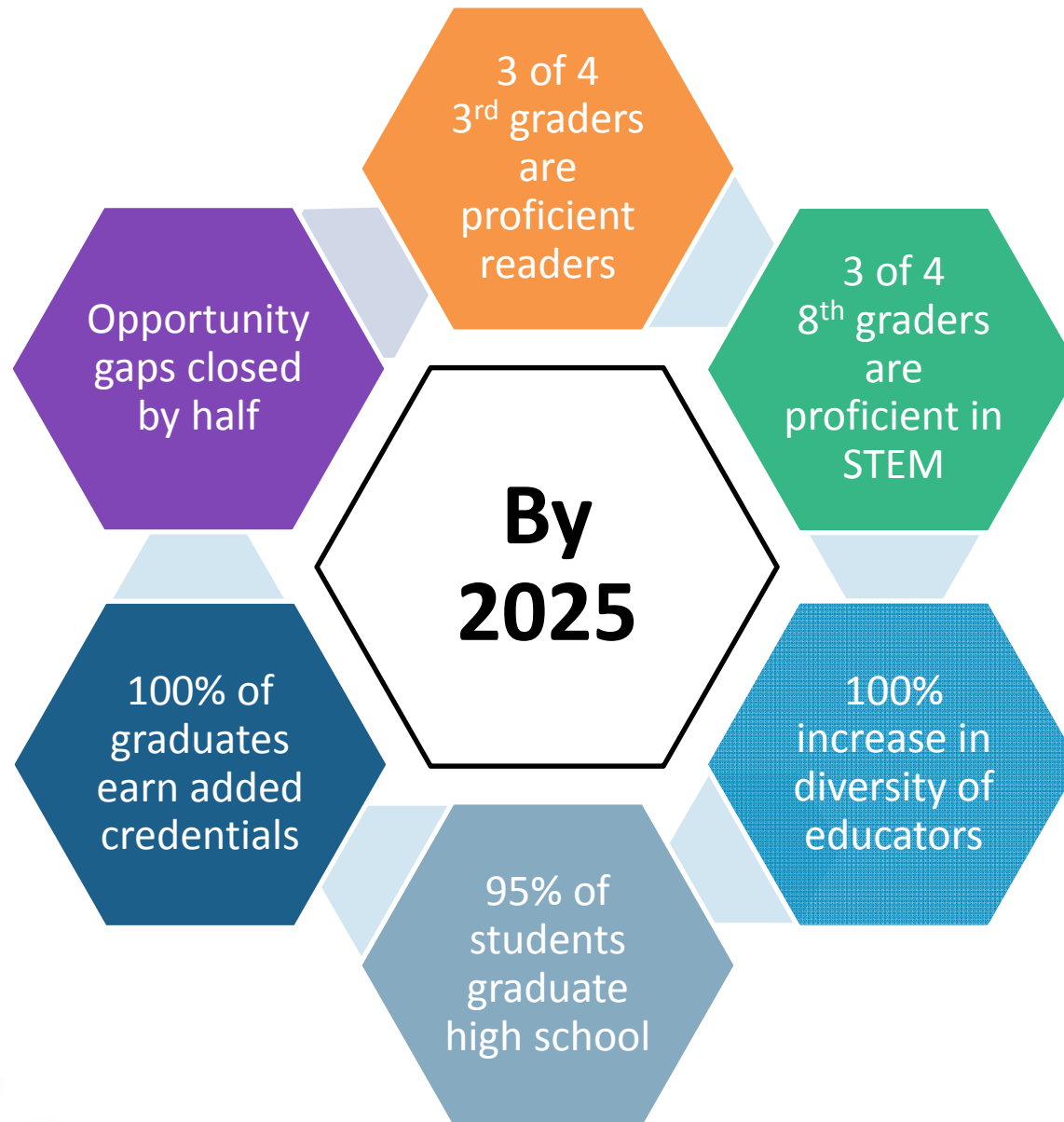
Increase
English
Proficiency
of English
Learners



Increase
Graduation
Rates



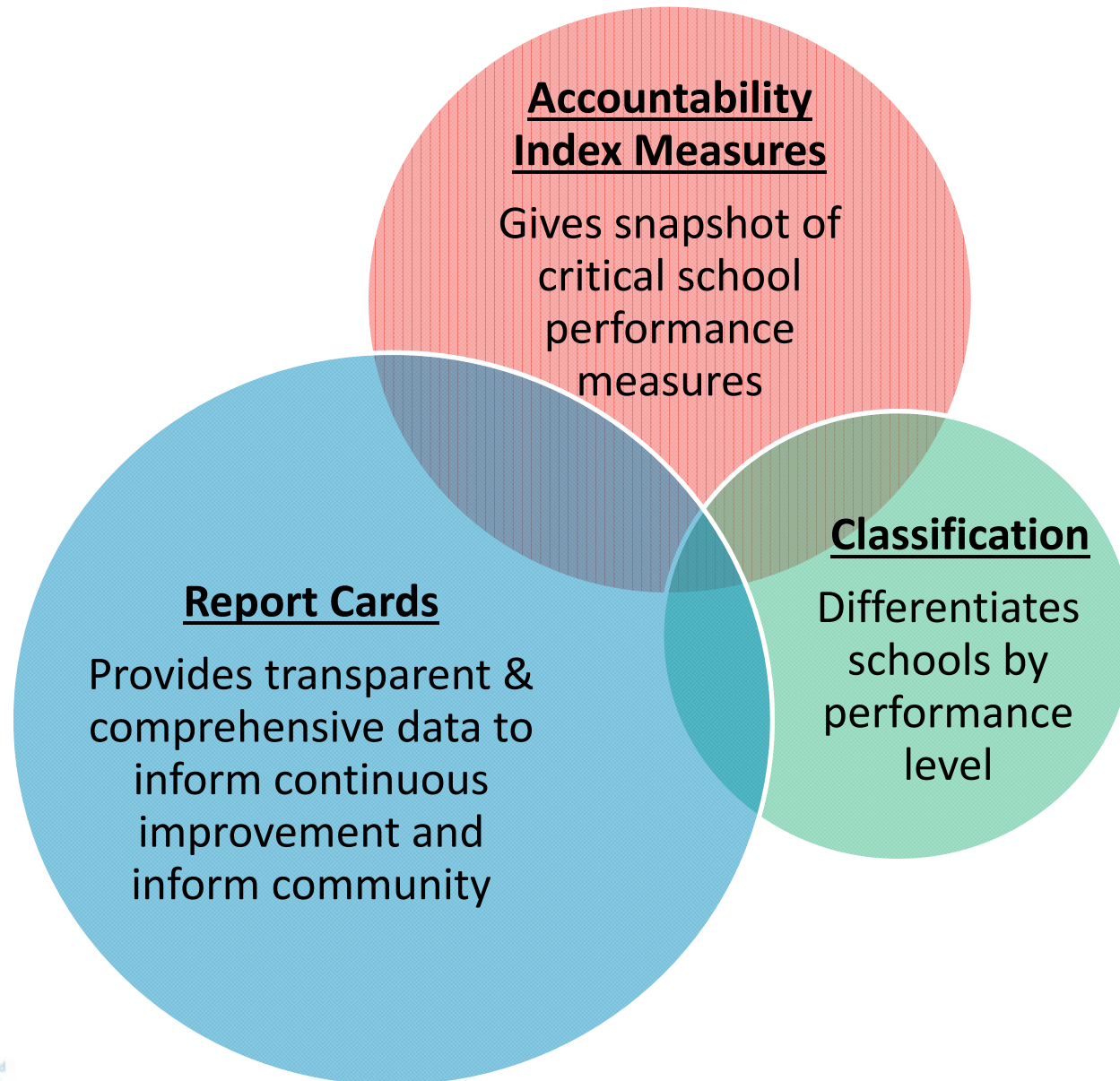
Rhode Island's Goals











Well-Rounded View of School Performance

Elements of a Well-Rounded Education	A high quality education provides ...	Tools
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.	Index & Report Cards
Student Centered Learning Experiences	Expanded opportunities for every student to shape their own learning both broadly and deeply.	Index & Report Cards
Safe and Supportive Learning Environment	Healthy and safe environments where students are supported in achieving their goals.	Index & 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

A System for Collective Responsibility



Accountability Index Measures and Classification

HIGH SCHOOL A		
Student Academic Proficiency	X %	
Student Growth	X %	n/a for HS
Exceeding Expectations	X %	
Proficiency/ Commissioner's Seal	X%	
English Language Proficiency Progress	X %	
Graduation Rate	X%	
Post-Secondary Readiness	X%	
Pathways to Success	X%	n/a until 2022
Chronic Absenteeism	X %	
Student Suspension	# per 100	
HIGH SCHOOL A CLASSIFICATION: LEVEL X (1-5)		



Accountability Index Measures- Detailed

Student Achievement	Student Academic Proficiency: What percentage of students are meeting and approaching expectations?	3-8, HS
	Student Growth: What percentage of students is demonstrating low growth as compared to similar performing peers?	4-8
	Exceeding Expectations: What percent of students are exceeding expectations on state assessments?	3-8, HS
	English Language Proficiency Progress: What percentage of English Learners are demonstrating adequate growth in attaining English Language Proficiency?	1-12
	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?	3-8 (cohort) , HS
	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 Commissioner's Seal?	3-8 (cohort) , 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	3-8 (cohort) , HS
Safe and Supportive Learning Environment	Chronic Absenteeism: What percentage of teachers and students are chronically absent?	K-12
	Suspension : What percentage of students are suspended from school at least one day during the year?	K-12



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

School Report Card Measures - Detailed

Recommended Metrics for School Level Report Cards

General Information	<ul style="list-style-type: none"> • Overall summative rating/ classification • Progress against State Goals • Demographic information, including subgroups
Ambitious Expectations for Student Achievement	<ul style="list-style-type: none"> • Student Academic Proficiency • Student Academic Growth • High Student Growth • Students Exceeding Academic Expectations • English Language Proficiency Progress of English Learners • 4-, 5-, and 6-year Graduation Rates • Students Earning Commissioner’s Seal
Student Centered Learning Experiences	<ul style="list-style-type: none"> • Graduates achieving post-secondary credit or credentials • Graduates earning a Pathway Endorsement • Graduates earning a Seal of Biliteracy
Safe and Supportive Learning Environments	<ul style="list-style-type: none"> • Chronic absenteeism • Suspension rates • Results of learning environment survey from parents and students
High Quality Educators	<ul style="list-style-type: none"> • Number of teachers are considered inexperienced, ineffective, or out of field • School leadership tenure
Strategic and Flexible Use of Resources	<ul style="list-style-type: none"> • School facilities rating • Per pupil spending of federal, state, and local funds

Let's Discuss

Given what you heard...

1. What is most exciting for Rhode Island's students?
2. What should be improved to be better for students?
3. What can be added to further support our students?
4. What further questions do you have?



Supports for Educators & Leaders

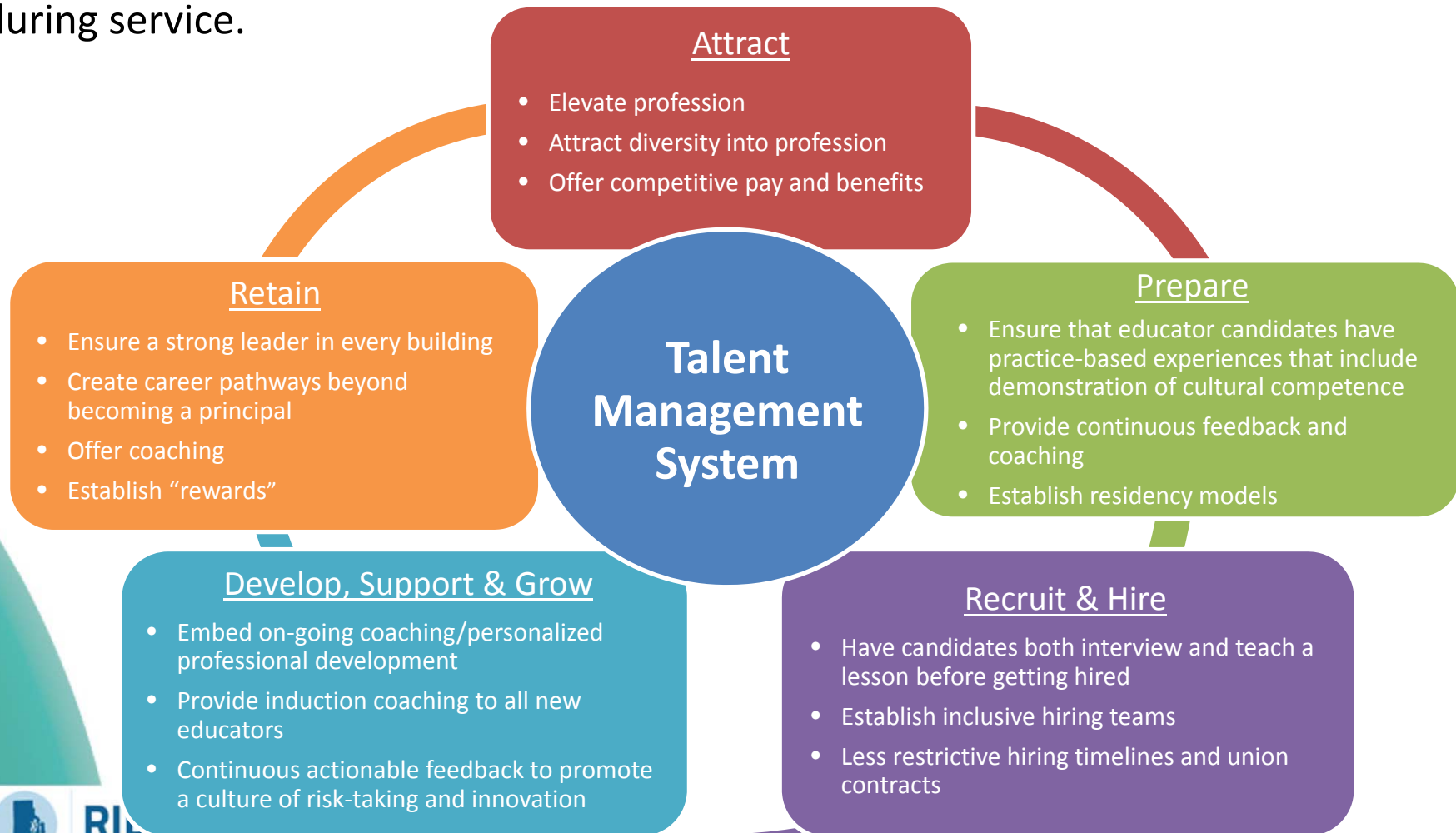
Initial Recommendations for RI ESSA Plan

Robust Talent Management System



Robust Talent Management System - Detailed

Support a robust and effective teacher and leader talent management system by investing in strategies in all five categories, revisit certification regulations, and continuing to promote relevant professional learning opportunities before and during service.



Supporting School Leaders



Supporting School Leaders - Detailed

Continue to build on the state-level support for developing high quality teacher, school, and district level leadership across the state

Strategies under consideration include:

- Leverage the three percent (3%) set-aside from Title II funds to supplement state initiatives
- Expand professional learning opportunities for aspiring and sitting school and teacher leaders
- Build public/private partnerships to support robust leadership development strategies
- Develop a leadership system that relies on distributed/shared leadership models
- Cultivate executive leadership opportunities for district leaders
- Maintain or expand the leadership fellow program to support this work



Equitable Access to Effective Educators

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

- **Inexperienced Teachers**
- **Out-of-Field Teachers**
- **Ineffective Teachers**



Equitable Access to Effective Educators - Detailed

Ensure equitable access to high quality teachers for low-income and minority children through reporting and supporting robust talent management practices in areas of high concentration

Provide state-level definitions:

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

*federally required definitions

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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.



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 Stakeholders

Include evidence-based strategies

Identify performance metrics

Identify roles and responsibilities

Identify and address resource inequities

Be approved by school & LEA

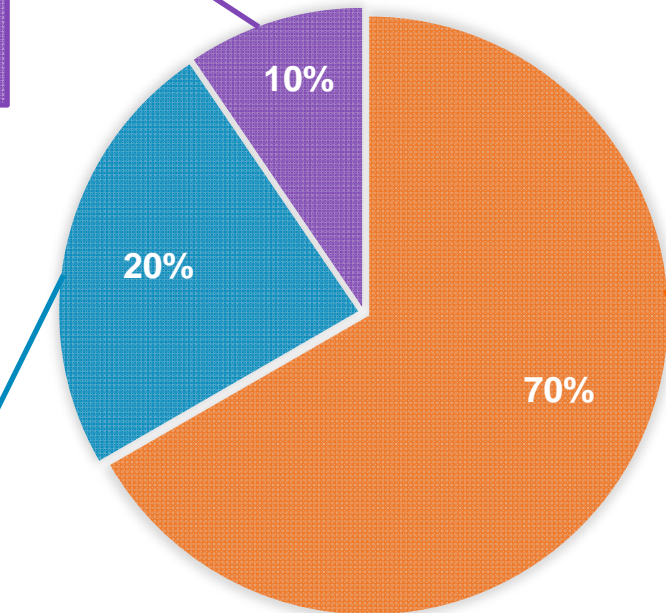
Informed by Needs Assessment

Describe the capacity to implement strategies

Be approved by RIDE

School Improvement Funding

~\$3.4 Million Annually
For School Improvement



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

Let's Discuss

Given what you heard...

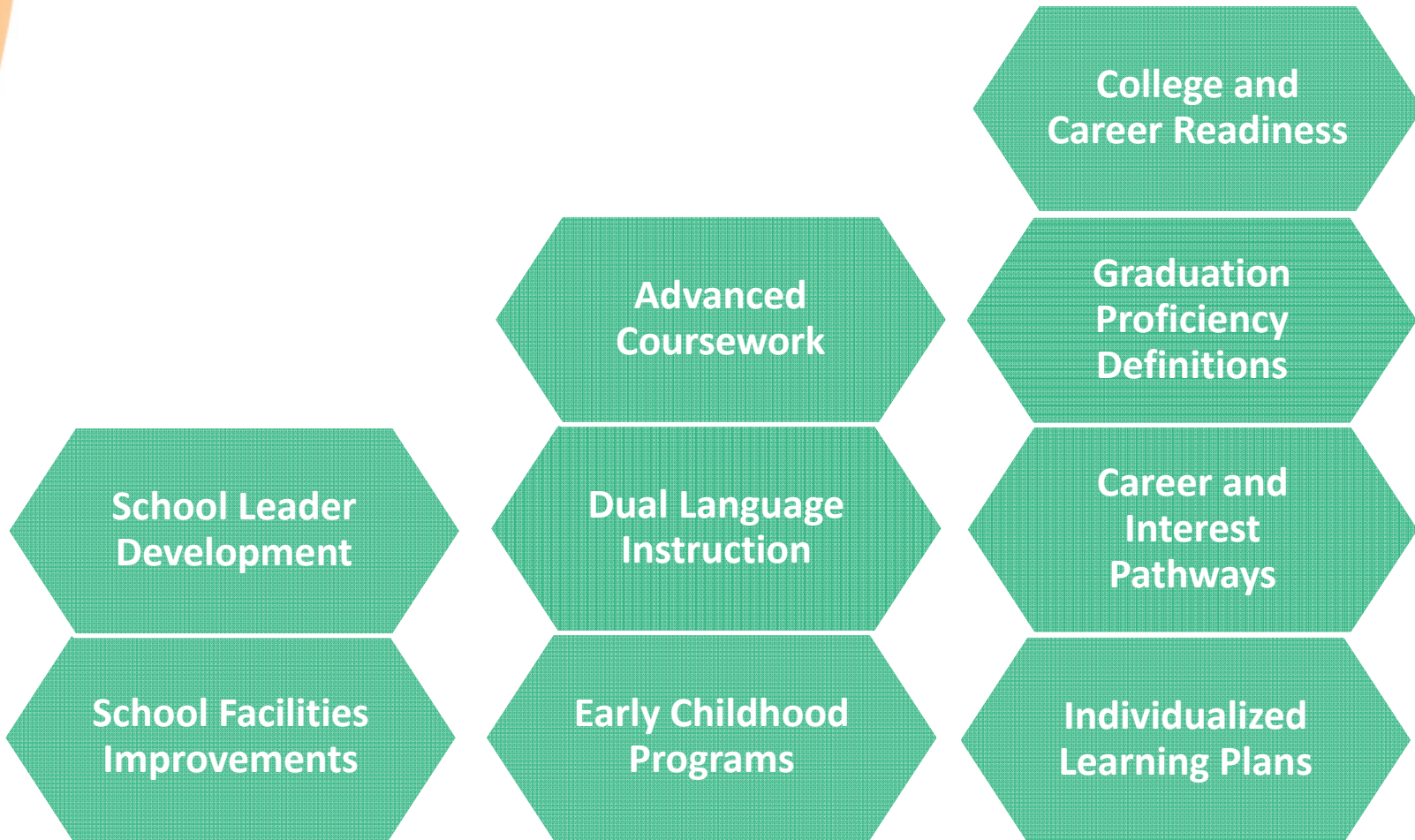
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Supports for All Students & Schools

Initial Recommendations for RI ESSA Plan

State Strategies



State Strategies - Detailed

Continue to build on strategies identified by the RI Strategic Plan for Education to support all students, with particular attention to those who are traditionally underserved.

RIDE and our state partners are currently promoting the following state level strategies:

- **College and career readiness** through personalized learning and proficiency based systems
- Increased access to **advanced coursework** and promoting student **career and interest pathways**
- **Early childhood** education expansion and quality program implementation
- **School leadership** development and support programs
- **Social and emotional learning** and wellness programs
- Expansion and support for **dual-language instruction** programs
- **School facilities** audits and improvements
- State-defined **graduation proficiencies** and promoting aligned curricular materials
- Enhanced use of the **Individualized Learning Plan** to support transitions and work toward goals

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
- Allow for more flexible use of Title I resources for high poverty schools
- 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

Supporting All Students to Meet High Expectations – Detailed – part 1

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.

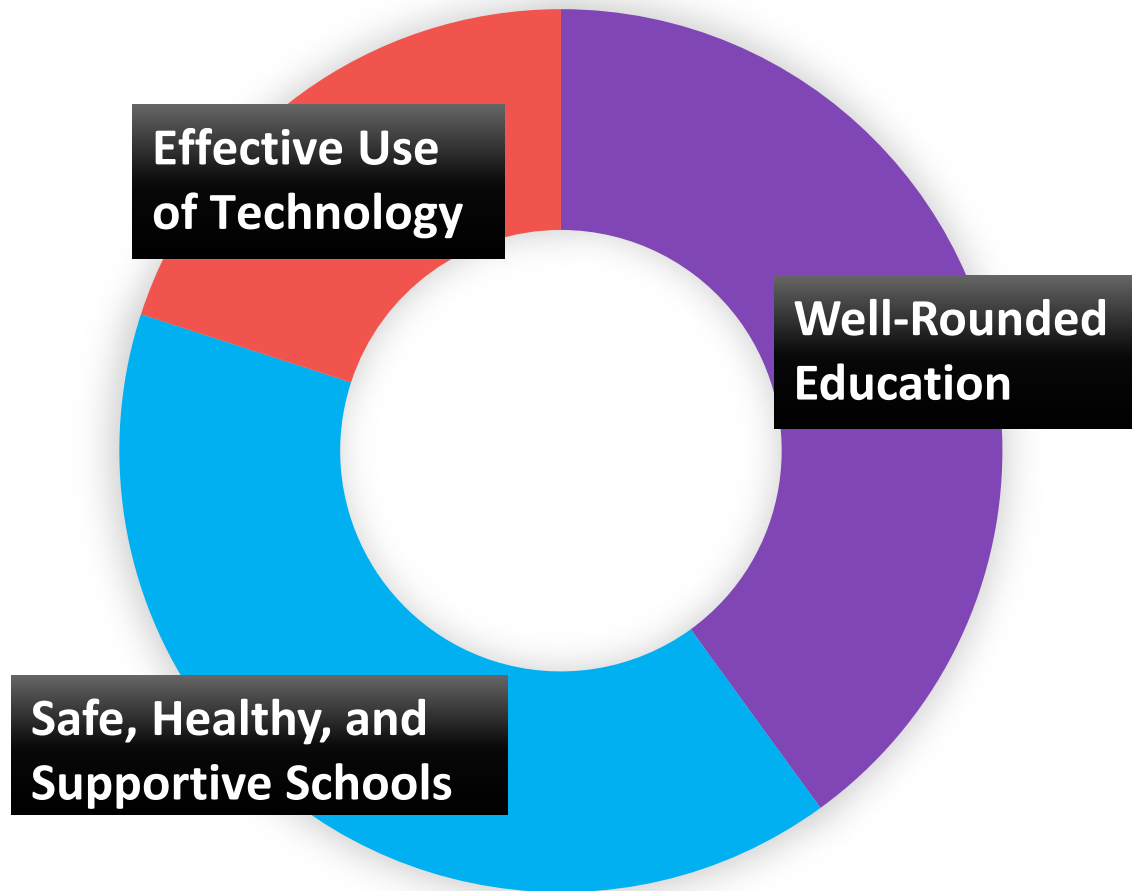
Students in Low-income Communities	<ul style="list-style-type: none"> • Provide LEAs with allowable Title I funds • Waive 40% poverty threshold so that more schools can apply Title I funds to school-wide programs • Allow high schools to receive Title I funds at a 50% poverty threshold
English Learners and Immigrant Students	<ul style="list-style-type: none"> • Use the established state wide entry and exit criteria for ELs based on the WIDA ACCESS test and other state criteria • Use the ACCESS test to annually assess English proficiency and the WIDA English Language Development Standards • Categorical funding for ELs and toolkits to support district use funds in research-based ways • Promote Seal of Biliteracy and dual language programs • Support more teachers to be dual-language and EL instruction certified • Offer the PARCC Math assessment in Spanish • Allow newcomers to be exempt from the state academic assessments in English in the first 12 months
Students With Disabilities	<ul style="list-style-type: none"> • All assessments will use principles of “universal design for learning” and provide students with appropriate accommodations • Provide alternate academic achievement standards and assessments for students with the most significant cognitive disabilities, for up to 1 percent of statewide student participation. • Provide flexibility for LEAs to choose to award diplomas to students qualifying for the alternate assessment based on alternate standards of academic achievement • Integrate State Systemic Improvement Plan (SSIP) goal into state goals – closing achievement gap in fourth grade math for students with disabilities • Working with prep programs to ensure we are training aspiring teachers in evidence-based practices such as MTSS and SEL

Supporting All Students to Meet High Expectations

– Detailed – part 2

Students in Foster Care	<ul style="list-style-type: none"> • Develop an MOU between RIDE and DCYF to solidify existing protocols and establish working agreements to ensure students can remain in their school of origin when it is determined to be in their best interest to do so. • Continue to abide by current state law that requires the immediate enrollment and transfer of records of students in the care of DCYF if they need to switch schools • Identify a point of contact at both the LEA and state levels to promptly attend to the needs of students in DCYF care
Students Experiencing Homelessness	<ul style="list-style-type: none"> • Heighten awareness of all school personnel about the unique and specific needs of homeless children, including runaways • Include public pre-school programs in the requirements to ensure students stay in the school of origin if they become homeless • State and district level liaison for homeless students will remain in place • Utilize the Individualized Learning Plan to ensure that all students, including homeless students, are able to discuss and work toward academic goals and high school graduation.
Students in the Juvenile Justice System	<ul style="list-style-type: none"> • Continue to involve families as much as possible in educational decision making for students in the juvenile justice system • Continue current transition services into and out of correctional facilities, through a partnership with the training school, the district, and RIDE • Utilize the Individualized Learning Plan to ensure that all students, including youth in the juvenile justice system, are able to discuss and work toward academic goals and high school graduation • Continue to allow students in the RI training school to access courses at CCRI

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, with no further state restrictions on fund use
- Offer the full list of allowable uses for each fund category that is available within the federal ESSA legislation, plus providing 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 Century 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

21st Century Community Learning Center Grants - Detailed

21st CCLC grants are awarded to community learning centers that help participating students meet challenging academic standards through engaging afterschool activities.

The grants may be open to programs serving students from any school with high percentages of students from low-income families. Priority is given to schools identified as in need of support and improvement.

Federal program requirements

- Providing opportunities for academic enrichment to help students achieve challenging state academic standards,
- Offering access to additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students, and
- Offering families of participating students an opportunities to meaningfully engage with their child(ren)'s education.

State program requirements

- Alignment with the **Rhode Island After-School Quality Standards and Indicators**,
- A variety of engaging academic and non-academic opportunities for students to explore possible interests, passions, and careers, and
- An articulated partnership between the local education agency (LEA)/district, school or schools of participating students, and the community partner organization.

Rhode Island's program priorities

- **Early Foundations:** innovative, well-designed strategies to help ensure students in pre-school (Pre-K) through grade 3 have secure educational foundations and are on appropriate educational and developmental trajectories, and
- **Advanced Learning:** innovative and well-designed strategies to help ensure middle and/or high school students have personalized learning opportunities during out-of-school hours that will prepare them for success in college and careers.

Let's Discuss

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Survey Questions

Please complete these surveys based on what you heard tonight.

Accountability & Report Cards Survey

English: <https://www.surveymonkey.com/r/HDRSBKZ>

Español: <https://www.surveymonkey.com/r/9QGV6VL>

Supporting Educators & Leaders Survey

English: <https://www.surveymonkey.com/r/HW68527>

Español: <https://www.surveymonkey.com/r/9W2X3Y9>

School Improvement Survey

English: <https://www.surveymonkey.com/r/HDF6HB2>

Español: <https://www.surveymonkey.com/r/9WLLC6L>

Supporting All Students Survey

English: <https://www.surveymonkey.com/r/HD9JPKT>

Español: <https://www.surveymonkey.com/r/9WMM2QD8>



What's Next?

Tell your
friends and
colleagues!

- ✓ Surveys open through May 15th
- ✓ Make sure we have your email address
- ✓ Twitter: @RIDeptEd, #ESSAinRI
- ✓ Facebook: facebook.com/RIDeptEd
- ✓ Website: www.ride.ri.gov/ESSA
- ✓ Email: ESSA@ride.ri.gov
- ✓ Public comment period begins June 1

Thank You!

Please email ESSA@ride.ri.gov with any additional questions or comments