The Every Student Succeeds Act:
Rhode Island's Approach to a Cohesive State Plan

ESSA will be leveraged as a catalyst for the vision laid out in the strategic plan.

The Every Student Succeeds Act (ESSA) gives an opportunity for Rhode Island to further develop and resource Rhode Island's **Strategic Plan for PK-12 Education**, completed in 2015. As a part of our state plan, we will build upon the strategic plan to carefully consider our state's long- and short-term goals, the metrics by which we will hold schools and districts accountable, and the means by which we will assess our progress toward these goals for all students and subgroups of students. We will also determine how we can best utilize federal funding to support students, educators and schools in reaching these goals. In the end, Rhode Island's **state plan for ESSA will outline critical steps to realizing the vision** set forth in our state's strategic plan and ensure that **every Rhode Island graduate is prepared** to take on life and career as a critical and creative thinker, collaborative and self-motivated learner, and culturally competent active citizen.

Key Considerations within Rhode Island's ESSA State Plan

Academic Assessments

➢ Should Rhode Island continue to use the PARCC assessment in English Language Arts and Mathematics as its state standardized assessment tool for grades 3 through 8?

➢ What assessment(s) should Rhode Island use to test Science proficiency?

➢ What assessment(s) should Rhode Island use to test English Language Arts/Literacy and Mathematics proficiency in high school?

➢ Will Rhode Island offer academic assessments in languages other than English?

➢ How will Rhode Island ensure that all schools meet the required 95% participation rate for the state assessment program?

➢ Will Rhode Island exclude some English Learners from the state assessment requirements?

➢ How will Rhode Island assess the English Proficiency of English Learners?

Each decision in the ESSA state plan will be made with the following guiding principles in mind:

Re-imagined Schooling — High Expectations — Every Student. Every Voice. — Empowerment — Responsibility
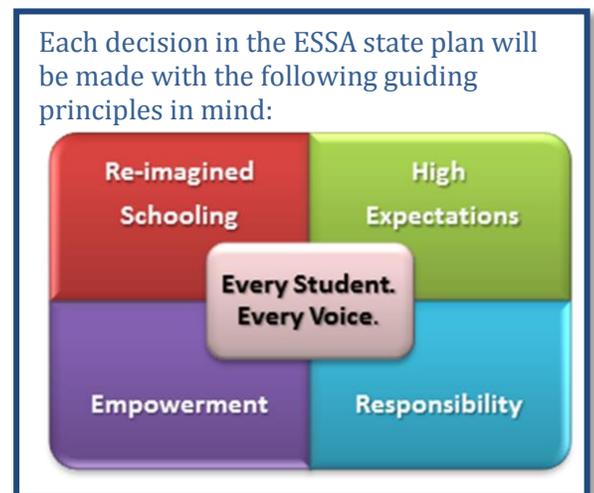
Academic Standards

➢ Should Rhode Island continue to support the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) as statewide learning standards?

➢ Should Rhode Island continue to use its existing proficiency standards for students qualifying as English Language Learners?

➢ Should Rhode Island continue to use its existing proficiency standards for students with the most significant cognitive disabilities?

Educator Quality

➢ How will Rhode Island ensure and measure that low-income and minority children are not served by ineffective, out-of-field, and/or inexperienced teachers?

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➢ What can Rhode Island do to support a robust educator talent management system, including preparation, recruitment, evaluation, support, professional growth, and advancement to ensure high quality teachers are available for all students?

➢ What can Rhode Island do to support a robust human capital strategy, including preparation, recruitment, evaluation, support, professional growth, and advancement to ensure high quality leaders are placed in every school?

➢ Should Rhode Island utilize a small portion of LEA funds to support state-wide effort to prepare and develop effective school leaders?

➢ Should RIDE allow LEAs to utilize their educator quality funding (Title II) to run "academies" to train teachers and leaders within the LEA?

School and District Accountability

➢ What additional measures should Rhode Island include in the school accountability index, beyond those that are required?

➢ Will Rhode Island include multiple measures of high school graduation in the school accountability index?

➢ How will Rhode Island include a measure of English Proficiency in its accountability index?

➢ What should our minimum number of students be in a federal accountability subgroup?

➢ How will accountability data be used to sort and categorize public schools? How will the index be used to identify schools in need of support and improvement?

➢ What academic and graduation rate goals and benchmarks should the state establish for all Rhode Island students and schools?

School Improvement Strategies

➢ How should RIDE support LEAs with schools identified for improvement?

➢ What should be required of LEAs within their improvement plans for schools identified in need of comprehensive or targeted support?

➢ How will RI allocate available federal funds to support LEAs with schools in need of targeted or comprehensive support? Will grants be competitive or formula?

➢ How can schools exit identification as needing improvement, and what are the consequences for schools that don't?

School Report Cards

➢ What should be included in school-level report cards?

➢ What should be included in LEA (district)-level report cards?

➢ What should be included in the state-level report cards?

➢ How and in what format should report cards be published?

Student Support Strategies

➢ How will Rhode Island support students in typically transient sub-groups?

➢ How will Rhode Island support students affiliated with the juvenile justice system?

➢ What will Rhode Island's criteria be for community-based programs receiving funding under the Title IV Part B 21st Century Community Learning Center grants?

➢ How can per-pupil expenditure data be used to ensure equitable access to educational opportunity?

➢ Should Rhode Island reserve the optional 3% of the State's Title I allocation for "direct student services"?

➢ How will the state use the Title IV Part A Student Support and Academic Enrichment grants to support equitable student achievement?

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