

Enclosure 5a
March 26, 2024



RHODE
ISLAND

Rhode Island's Strategy for Improving Outcomes for Multilingual Learners: Introductory Discussion

Council on Elementary and Secondary Education

March 26, 2024

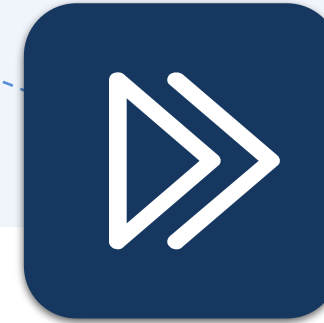
Presentation Overview



**Review Current
State of MLLs
in Rhode Island**



**Preview Strategy to
Improve Outcomes
for MLL Students**



**Identify
Timeline
&
Next Steps**



MLL Growth In Rhode Island - Looking at the Data

Three key numbers to remember:

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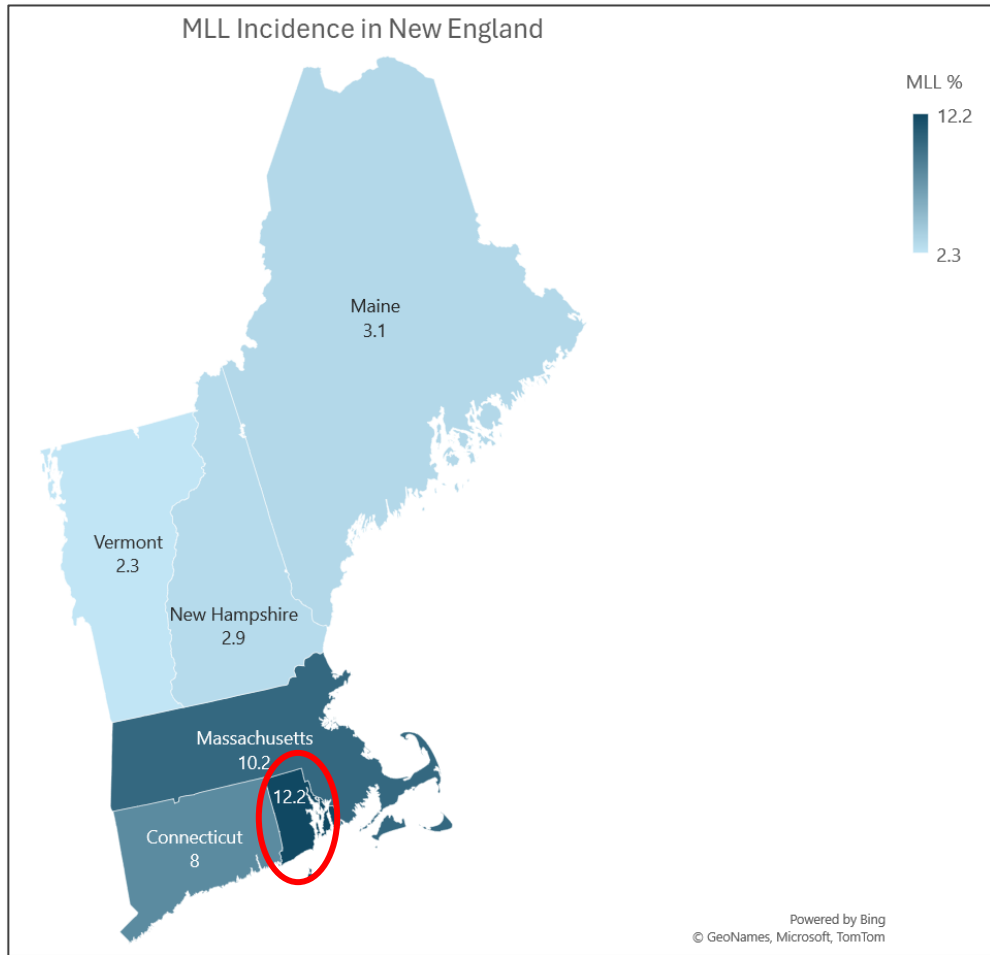
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MLL Growth: Rhode Island vs. the Nation

1



Based off of 2020 National Center for Education Studies data release on ELL student growth by state

Rhode Island had the **#1 growth in the nation** in terms of % of MLL students between 2010 and 2020.

- Rhode Island had the 5th highest percent of MLL students across all states (12.2% in 2020)
 - Only states higher: TX, CA, NM, NV
- Rhode Island has the highest percent of MLL students across New England



MLL Growth: Across Rhode Island

Rhode Island has two times as many MLLs enrolled in SY23 vs. SY13

Municipality	SY13-14 # MLLs	SY23-24 # MLLs	Increased by X times	Increased by X %
State Total	8,980	18,422	2.1x	105%
Providence	4,942	9,360	1.9x	89%
Pawtucket	1,112	2,061	1.9x	85%
Central Falls	729	1,829	2.5x	151%
Cranston	563	1,202	2.1x	113%
Woonsocket	469	1,021	2.2x	118%
North Providence	75	422	5.6x	463%

Municipality	SY13-14 # MLLs	SY23-24 # MLLs	Increased by X times	Increased by X %
Newport	81	346	4.3x	327%
Johnston	77	313	4.1x	306%
Cumberland	110	305	2.8x	177%
Warwick	89	241	2.7x	171%
Lincoln	33	107	3.2x	224%
North Kingstown	53	87	1.6x	64%
South Kingstown	15	61	4.1x	307%

Showing all municipalities with more than 50 MLLs in SY23-24. Highlighted municipalities had a growth of MLL students over the last 10 years by a factor of greater than 4.0x.

MLL Growth: Across Rhode Island (Additional Context)

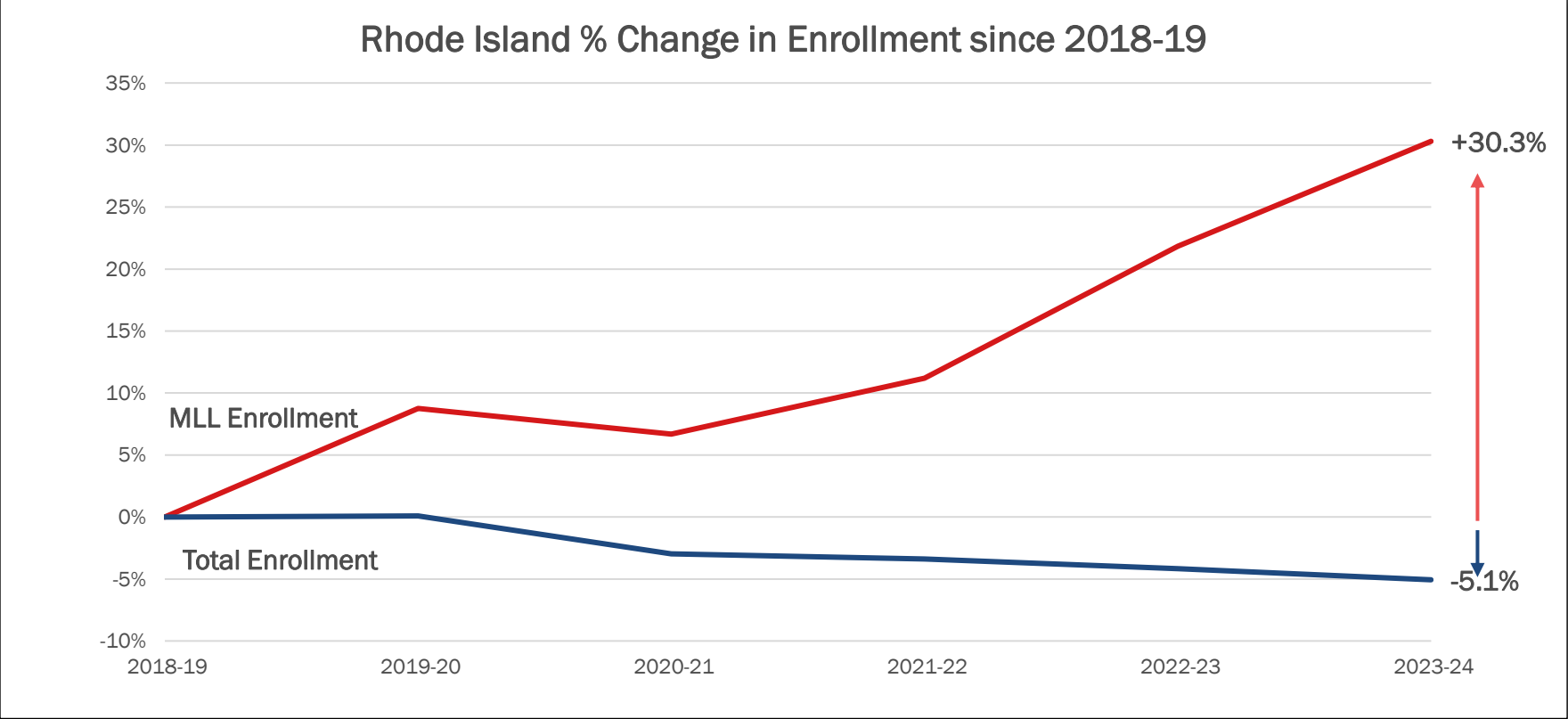
School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Statewide Enrollment	143,436	143,557	139,184	138,566	137,452	136,154
Multilingual Learners	14,138	15,377	15,084	15,721	17,226	18,422
MLL % of State	9.9%	10.7%	10.8%	11.3%	12.5%	13.5%

In 5 years, the MLL population has grown from 9.9% of our students to 13.5% of our students.

*Data based on Oct 1st enrollment.

MLL Growth: Across Rhode Island (Additional Context)

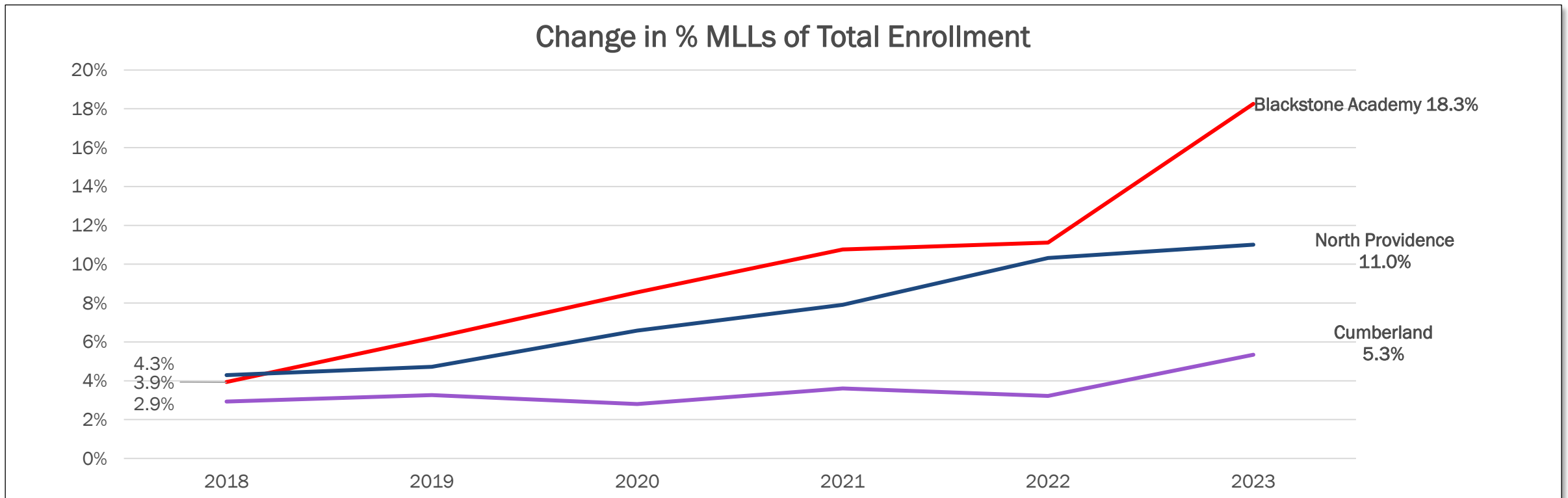
RI MLL enrollment has significantly increased while statewide overall enrollment has declined.



Rhode Island has seen a **30% increase in MLL enrollment** over the past 5 years. During that time, Rhode Island **overall enrollment dropped by 5%.**

MLL Growth: Across Rhode Island (Additional Context)

The largest increases in our MLL population, in proportion to the rest of enrollment, were in our Urban Ring districts, followed by our Charter and Suburban LEAs.



MLL Growth: Outdated Regulations

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Settlement Agreement
Between
the United States
and
Providence Public Schools

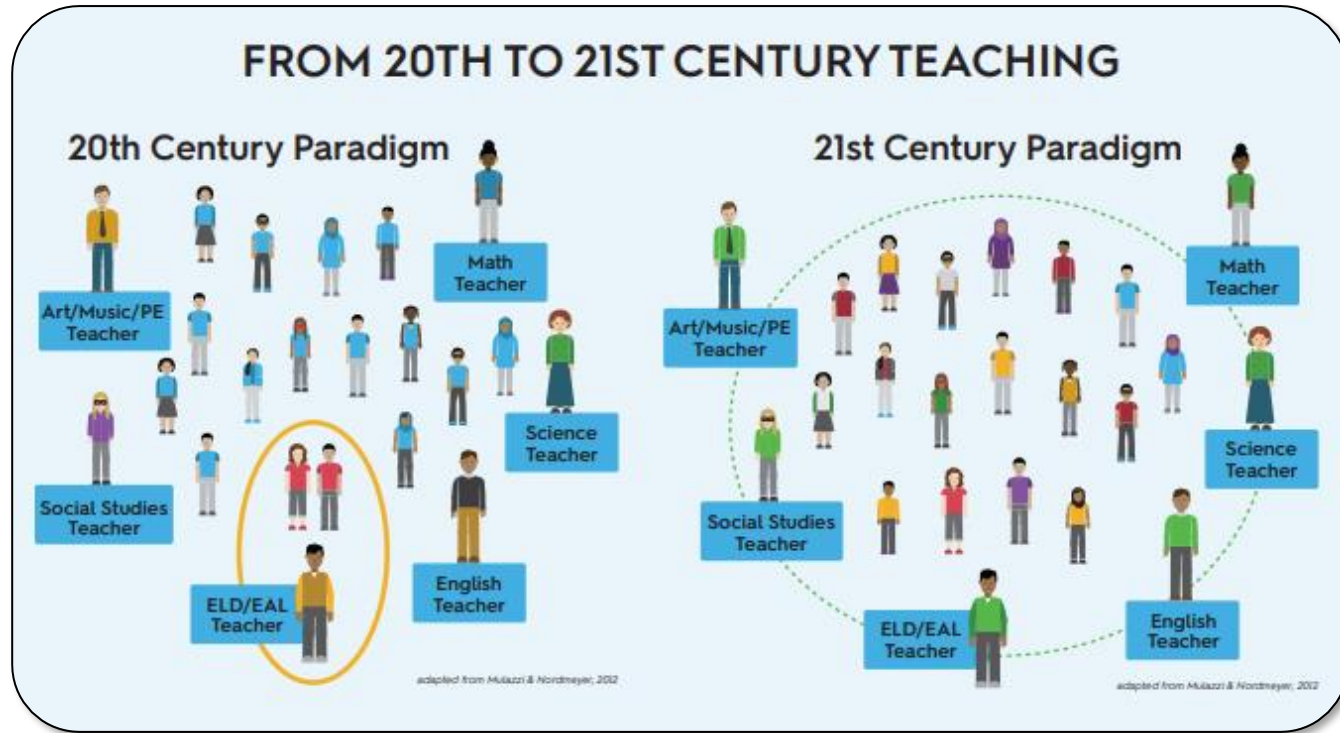
200-RICR-20-30-3
TITLE 200 – BOARD OF EDUCATION
CHAPTER 20 – COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION
SUBCHAPTER 30 – STUDENT SUPPORTS
PART 3 – Regulations Governing the Education of English Language Learners
3.1 Introduction and Authority
A. These regulations implement R.I. Gen. Laws § 16-54-1, et seq. and are intended to support compliance with Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.) and the Equal Education Opportunities Act of 1974 (See: 20 U.S.C. § 1703 (f)). More particularly, these regulations are intended to:
1. Ensure that English Language Learners (“ELLs”) attain a level of proficiency in English and content knowledge that will permit them to
a. Succeed in their school’s general-education program,
b. Meet state graduation-by-proficiency requirements,
c. Be prepared for post-secondary education and work, and
d. Become an essential asset to Rhode Island’s economic and social well-being.
2. Require that English Language Learners be instructed, and their English language skills be annually assessed, in accordance with the English Language Proficiency Standards (“ELPs”) of the World-Class Instructional Design and Assessment (“WIDA”) Consortium (2007) Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium, <https://www.wida.us/standards/old.aspx>, incorporated herein by reference, not including later amendments or editions thereof. The WIDA standards are hereby adopted by the Council on Elementary and Secondary Education as Rhode Island’s ELL proficiency standards. These standards also are intended to comply with Rhode Island’s obligation to adopt English language proficiency standards that are derived from the four (4) recognized domains of speaking, listening, reading, and writing; address the different proficiency levels of English learners; and align the proficiency standards with the State’s academic standards. See 20 U.S.C. § 6311. WIDA is a consortium of states, including Rhode Island, that has

Rhode Island’s 17 year old regulations, last updated in 2007, are outdated and not in compliance with federal law.

- ✗ Do not account for federal ESSA requirements
- ✗ Do not incorporate nationally-recognized best-practices
- ✗ A major reason that enabled DOJ involvement in PPSD in 2018 (ex: consultation model)



Shared Responsibility from *Blueprint for MLL Success*



WIDA Shifting Paradigm Approach (2020)



RIDE's MLL Blueprint (Finalized 2021)

What MLL Students Need in Order to Be Successful



Based on a robust review of literature and statewide data, the MLL Blueprint Advisory Committee identified the following conditions MLL students need to be successful:

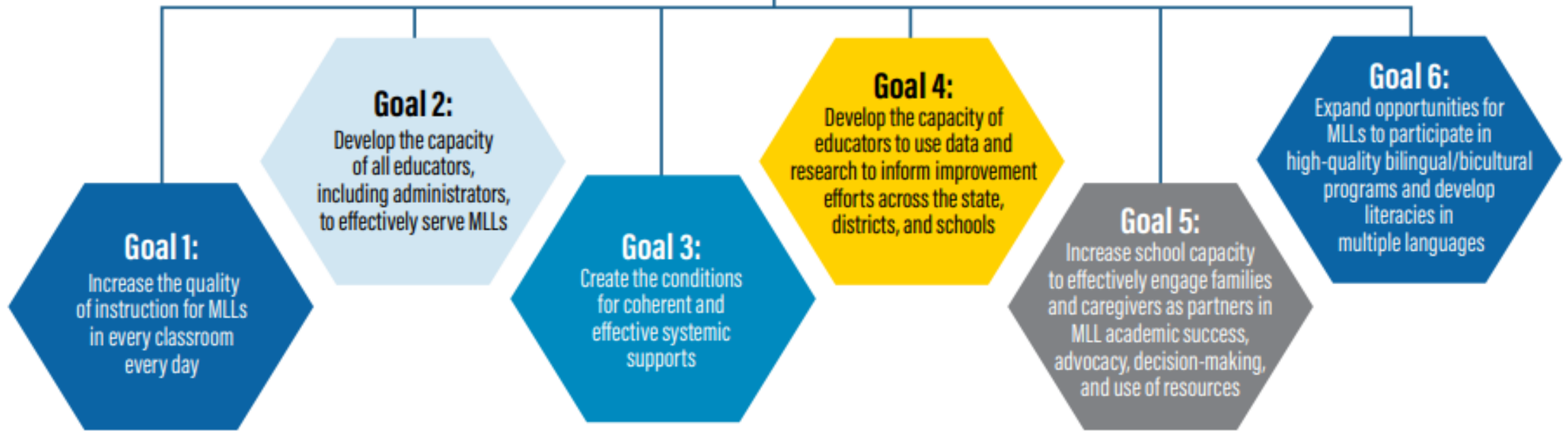
- 1) High-quality MLL Instruction
- 2) Bilingual and Dual Language Instruction
- 3) MLL Trained Educators and Administrators
- 4) Coherent and Effective Systems of Support
- 5) Engagement of Families and Communities
- 6) MLL Evidence Based Practices and Data Use

[Research Literature Review](#) - [Statewide Data](#)

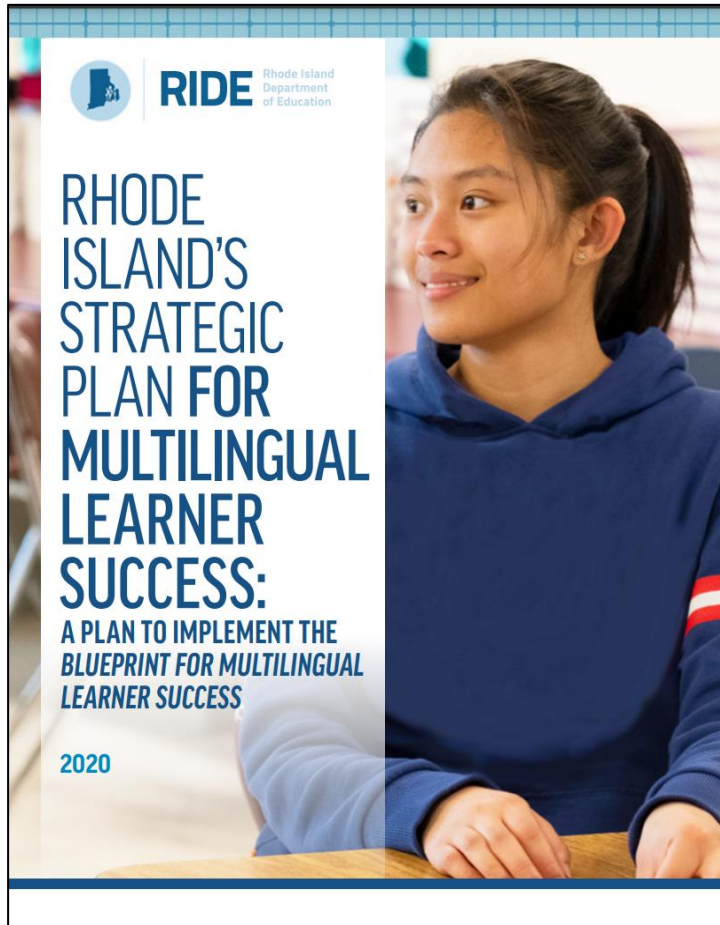
RIDE's MLL Blueprint: Vision & Goals

MLL Blueprint Vision:

All multilingual learners in the state of Rhode Island are empowered with high-quality instructional opportunities, including multilingual education, that leverage their cultural and linguistic assets, promote college and career readiness, and prepare them to thrive socially, politically, and economically, both in our state and globally



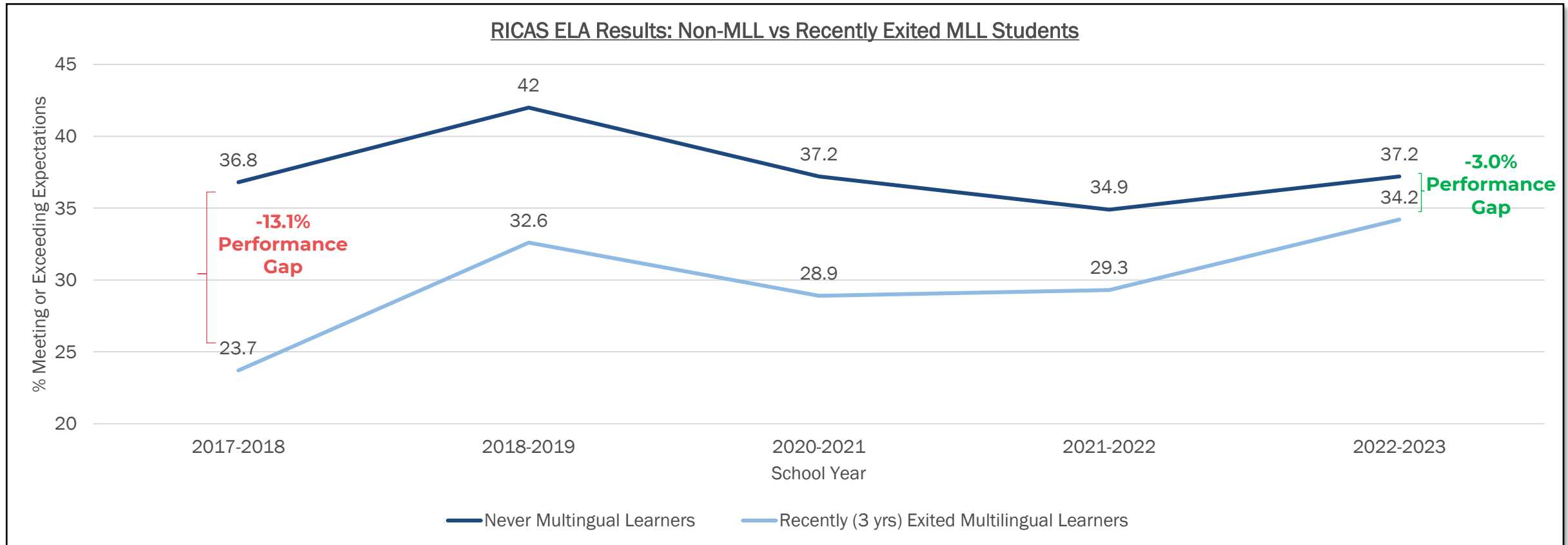
RIDE's MLL Blueprint: In Action



Goal	Key Progress to Date
1) Instruction Quality	<ul style="list-style-type: none"> Published the High-Quality Instructional Framework Partnered with English Language Success Forum <ul style="list-style-type: none"> Provided Math Curriculum Access Training in 2023-24
2) Talent Capacity	<ul style="list-style-type: none"> Supported expansion of MLL Endorsement options <ul style="list-style-type: none"> Expanded # MLL Endorsement programs Developed MLL Leadership Endorsement with URI
3) Systemic Supports	<ul style="list-style-type: none"> Collaborated on improvement strategies with 6 Partner Districts
4) Data-Driven Improvement	<ul style="list-style-type: none"> Built MLL Data Visualizations
5) Family Engagement	<ul style="list-style-type: none"> Launched Parent Engagement with PLEE
6) Expand Opportunities	<ul style="list-style-type: none"> Partnered with RI Foundation to support 5 LEAs with Bilingual/Dual Language Planning Grants

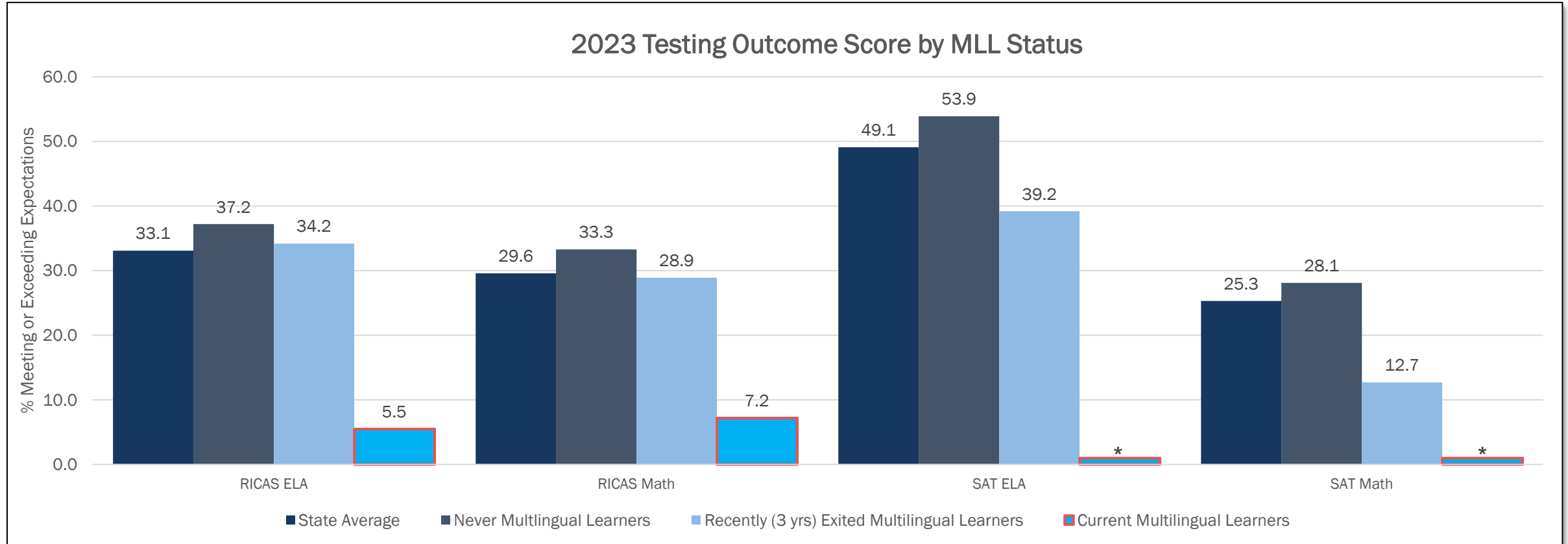
Initial Promising Results: Recently Exited MLL Performance

Rhode Island has almost completely closed the performance gap between recently exited MLL students and students who were never identified as MLLs.



Significant Performance & Opportunity Gaps

Despite progress made to date, Spring 2023 RICAS and SAT assessment results still reveal significant performance gaps between current multilingual learners and state performance averages.

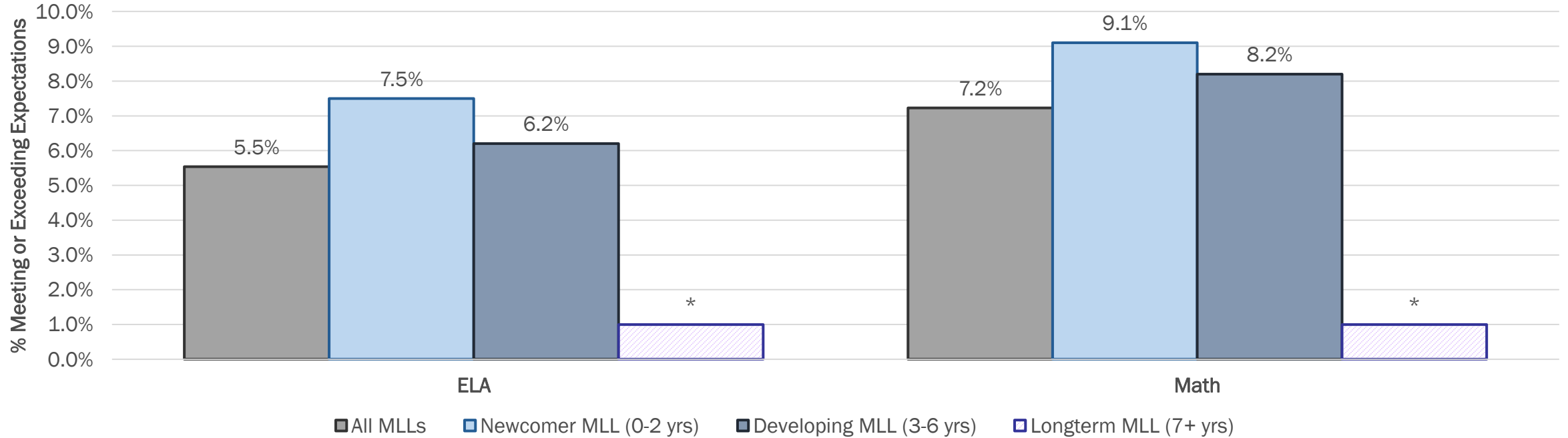


*= Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.

Significant Performance & Opportunity Gaps

When diving further into MLL performance on the spring 2023 RICAS exams, on average, students who have been identified as MLLs for less than two years perform *better* than students who have been identified as MLLs for 3 years or longer.

RICAS % Proficiency by MLL Status Duration (2023)



*= Data is suppressed to ensure confidentiality because greater than 95% of students did not meet expectations.

Significant Performance & Opportunity Gaps

Despite progress made to date, significant performance and opportunity gaps still exist for MLL students across Rhode Island that need to be addressed to ensure that all MLLs receive an excellent and equitable education.

Chronic Absenteeism: Almost 2 out of 5 (39%) of MLL Students were chronically absent in 2022-23 (compared to 27% statewide)

39%



Graduation Rate: Only 68% of MLL students graduated within 4-years for the 2022 graduating cohort (compared to 85% of non-MLL students)

68%



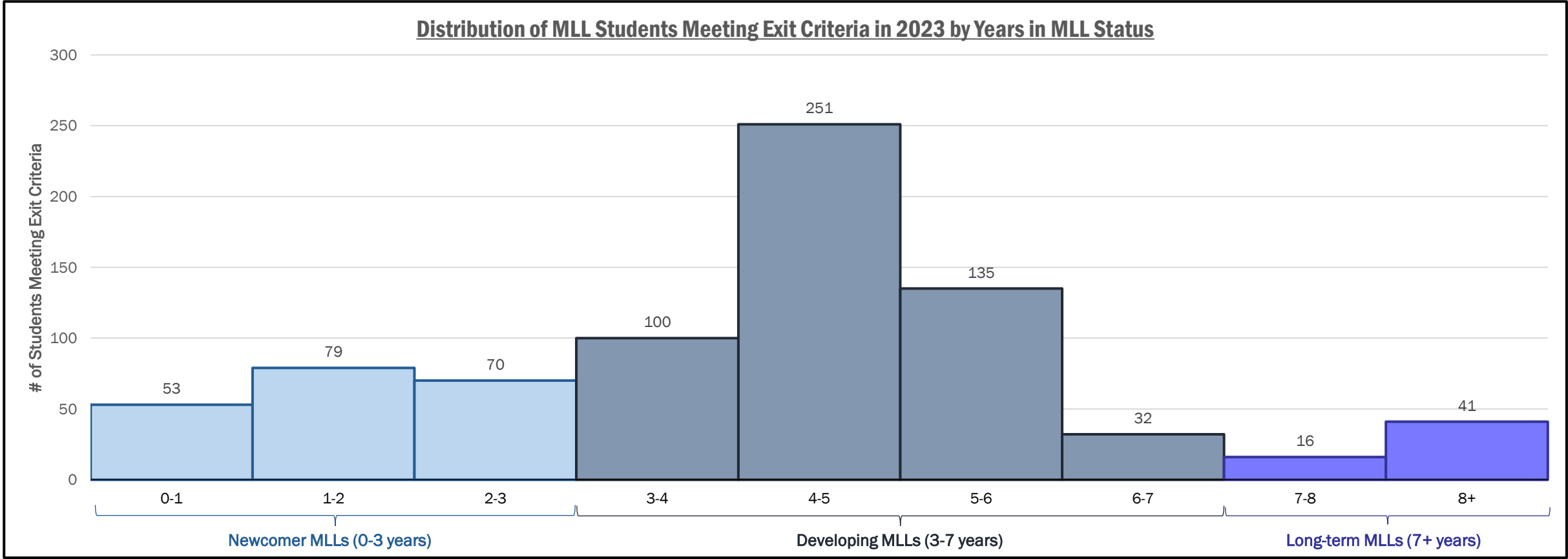
Not Receiving MLL Service Time: 73% of MLLs randomly selected as part of 2022-23 monitoring were not being served accorded to the minimum time requirements in the current regulations.

73%



How Long it Takes Students to Exit MLL Status

Based on 2023 ACCESS results, students were typically designated as multilingual learners for approximately 4 to 5 years before becoming eligible to exit MLL status.



*Includes only MLLs who took 2023 ACCESS, does not include ALT-ACCESS

Needing to take a Comprehensive, Holistic Approach



Moving Forward: Strategy to Increase Outcomes for MLLs

Students

Increasing the quality of instruction and supports for MLL students



Families

Increasing the engagement for families of MLL students

Comprehensive, Holistic Strategy



School Systems

Increasing the direct supports for LEAs to better serve MLL students, families, and educators



Educators

Increasing the readiness and pathways for RI's educators to serve MLL students



Comprehensive Strategy, Using Multiple Tools

RIDE is looking to leverage every policy tool at its disposal to drive a comprehensive strategy to improve outcomes for MLL Students, with a focus on the key values of **quality**, **flexibility**, and **support**.



Categorical Funding

Advocating for more funds, and providing more flexibility for LEAs to strategically use them



Exit Criteria

Enhancing exit criteria to provide MLL students multiple pathways to demonstrate proficiency



Regulations

Updating antiquated regulations to meet federal compliance and promote best-practices



Direct Supports

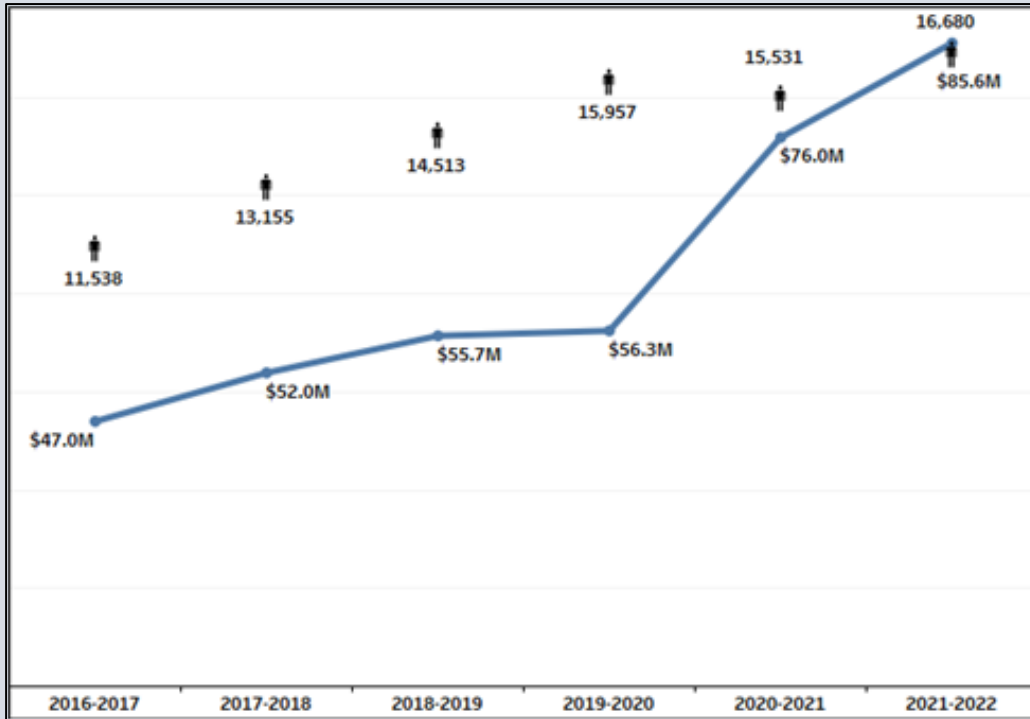
Providing direct supports for LEAs and schools to strategically align MLL improvement strategies with an LEA's strategic plan





Expanding MLL Categorical Funding

Increasing Statewide MLL Expenditures



82% increase in total statewide MLL expenditures from FY17 to FY22 per UCOA

Being responsive to both significantly increased student need and stakeholder feedback, RIDE is:

- Advocating for an additional \$16.6M in funding for the MLL categorical fund
 - Increase weight from 10% to 15%
 - Total FY25 Governor's Budget request of \$36.1M
- Providing strategic flexibility to LEAs by revising the FY25 MLL categorical application and guidance to:
 - Build stronger alignment between the MLL categorical application, an LEA's strategic plan, and UCOA tracking
 - Given that alignment, enhance flexibility for how LEAs may use MLL categorical funds than in prior years
 - Example of now allowable: translation, ongoing staffing, implementation of instructional materials



Updating the (17 Year Old) MLL Regulations

Key Components of Forthcoming Regulations

Updating for Federal Requirements

Include federal ESSA and DOJ requirements that LEAs should already be doing (ex: translation services for students and families)

Strengthening Program Models

Introduces **dedicated and integrated instructional methods** and clarifies time requirements

Providing Pathways for Educators

Increasing the pathways for MLL professional learning and certification for RI educators and administrators

Aligning with Strategic Plans

Reinforcing alignment with an LEA's strategic plan, including **aligning family engagement and the school and LEA improvement process**

Key RIDE Planned Supports

Providing Runway for Implementation

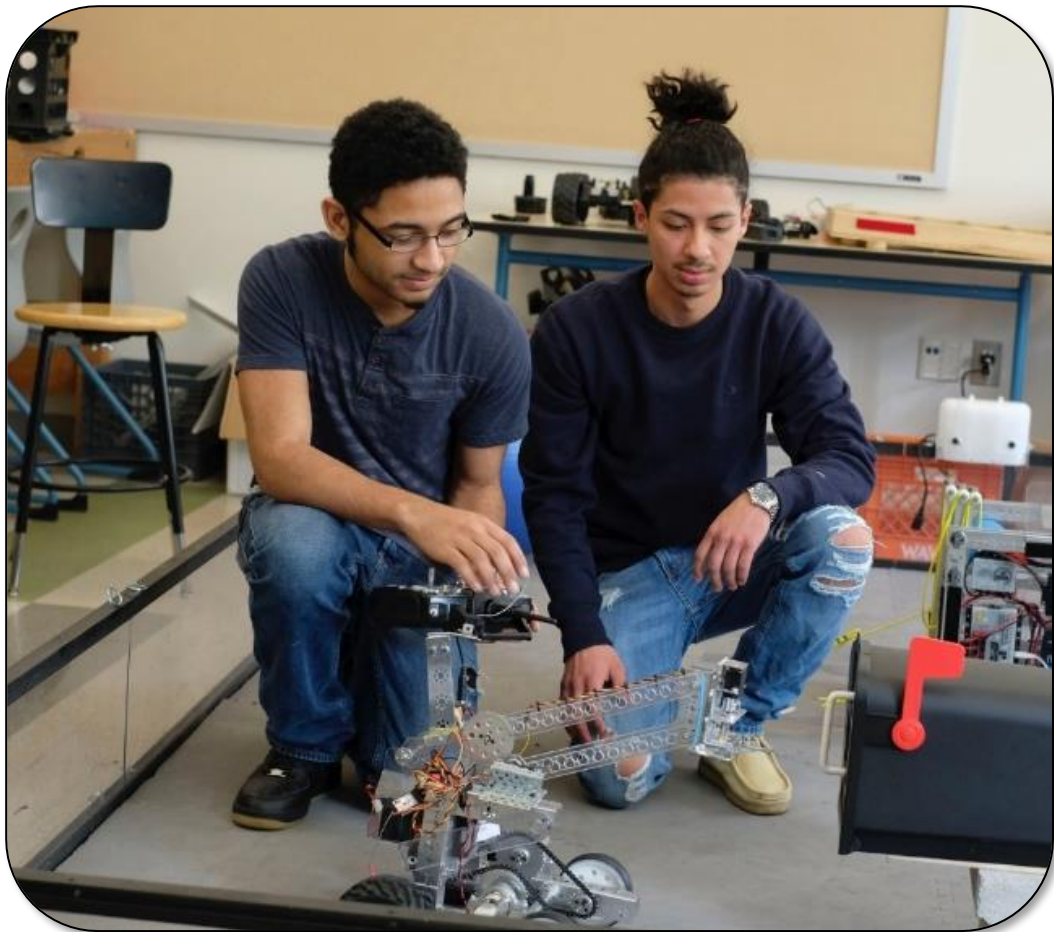
Ensuring LEAs have clear and supportive timelines, from immediately reinforcing federal requirements through full regulation implementation

Developing Guidance/Action Plans

Providing standardized guidance, action plans, and supports for LEAs, educators, and stakeholders



Enhancing Student Exit Criteria



RIDE is currently revising the exit criteria that students must meet to demonstrate English language proficiency.

- Want to provide students **multiple opportunities** to demonstrate English language proficiency
 - Most states have a multiple pathways approach
 - Rhode Island only has one approach currently
- Revised exit criteria in development in consultation with national experts and reviewing best-practices from other states
- Want to avoid “students getting stuck”
- To be rolled out later this spring





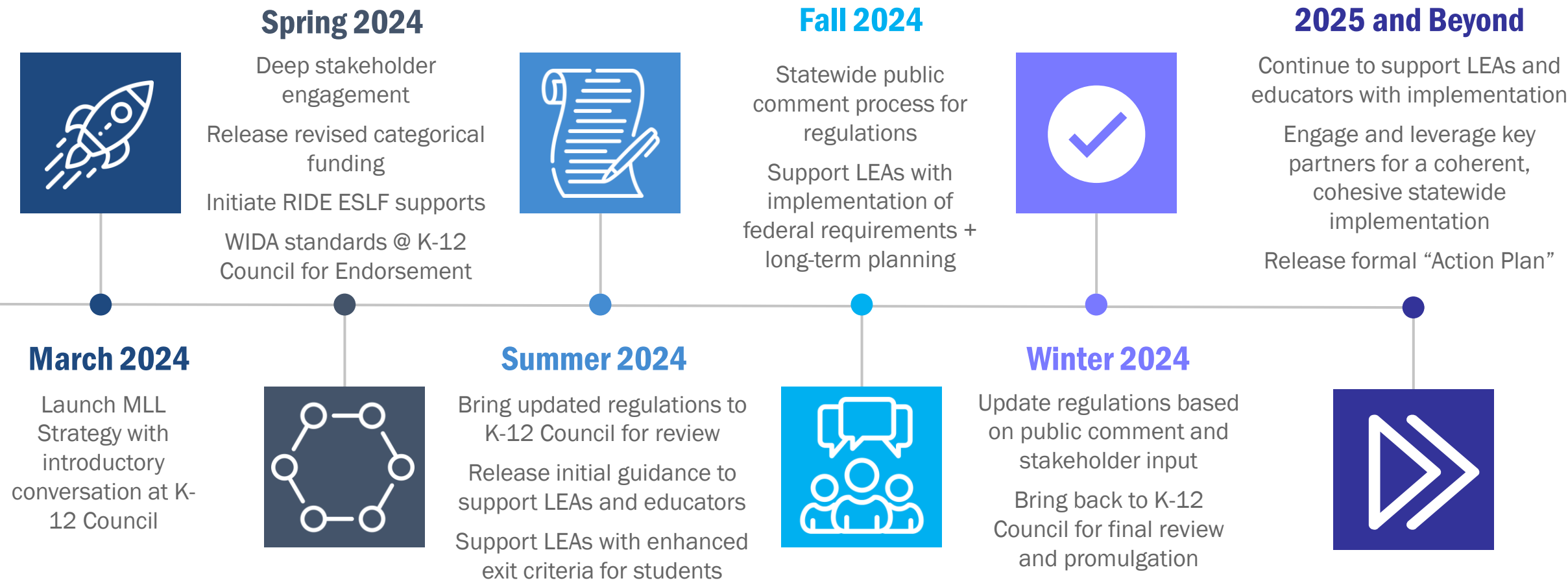
Providing Direct LEA Supports – Going Forward

Leveraging RIDE Resources to Support Districts

- Continue engagement with 6 Partner Districts to examine the implementation challenges/opportunities
- Release FAQ and Guidance on new Regulations
- Partner with English Language Success Forum with a cohort of LEAs to develop LEA Strategic Plan alignment for MLL improvement
- Expand professional learning for teachers of MLLs
- Communicate and support implementation of:
 - Revised exit criteria
 - Expanded uses of categorical funding
 - New Regulations
- Implement new monitoring systems



MLL Strategy High-Level Roadmap





Questions?