



## Summary of RIDE’s Proposed 2024 ESSA State Plan Amendment

August 6, 2024

Rhode Island’s ESSA State Plan is a consolidated plan RIDE submits to the U.S. Department of Education (USED) for approval, detailing how the state will meet certain federal requirements under ESSA such as academic standards, accountability, support for school improvement, student and educator support, and use of federal education funds. RIDE is now proposing an amendment to the state’s ESSA State Plan, including updates to components of Rhode Island’s statewide accountability system and other programmatic sections of the plan.

A draft amendment with the proposed revisions is available for review on the state’s [Every Student Succeeds Act \(ESSA\)](#) webpage. RIDE welcomes and encourages comments on these revisions through **September 2<sup>nd</sup> at 5pm**. Please send any comments by email to [ESSA@ride.ri.gov](mailto:ESSA@ride.ri.gov).

The following tables summarize the substantive changes to Rhode Island’s ESSA State Plan that RIDE is proposing this year. The amendment draft also includes some additional minor, mainly grammatical, changes.

### Progress in Achieving English Language Proficiency (ELP) Indicator and Multilingual Learner (MLL) Exit Criteria

As of 2020, Rhode Island had the largest growth in our MLL student population and fifth highest overall percentage of MLL students nationwide. As part of RIDE’s ongoing strategy to improve outcomes for multilingual learners, RIDE has substantially revised the state’s ELP indicator to more accurately reflect the trajectory of student language development and to provide more opportunities for student progress to be captured in the accountability measure.

These changes are in response to stakeholder feedback, especially from secondary school leaders. Learn more in RIDE’s [August 2, 2024 memo](#) to LEA and school leaders and multilingual learner directors.

Proposed Change	Section	Page(s)
Update the state’s long-term goal for English language proficiency, given updates to ELP indicator.	A. 4. iii. Establishment of Long-Term Goals c. English Language Proficiency	21-24
Substantially update the state’s ELP indicator. Of note, this includes a new nonlinear progress model, more opportunities for student progress to be captured in the accountability indicator, and inclusion of participation rate in the same manner as other assessment indicators.	A. 4. iv. Indicators d. Progress in Achieving English Language Proficiency (ELP) Indicator	29-33
Describe the state’s expanded MLL exit criteria, including the opportunity for students who reach a 4.5-4.7 on the ACCESS assessment and attain proficiency on their state ELA assessment to exit MLL programming.	E. English Language Acquisition and Language Enhancement 1. Entrance and Exit Procedures	87-88
Update the state’s measures of interim progress for English language proficiency, given updates to the state’s ELP indicator and long-term goal.	Appendix A. Measurements of interim progress C. Progress in Achieving English Language Proficiency	105-106



**Diploma Plus Indicator**

Following Rhode Island’s 2023 ESSA State Plan amendment, USED directed RIDE to adjust the denominator of the state’s Diploma Plus indicators to include *all* students who end their enrollment in a Rhode Island public high school, not just the students who graduate. Accordingly, RIDE is proposing to update the Diploma Plus indicator denominator and cut scores. RIDE will also postpone the addition of a new Seal of Biliteracy indicator until Fall 2025.

Proposed Change	Section	Page(s)
Adjust the denominator for Rhode Island’s two Diploma Plus indicators—Commissioner’s Seal and Postsecondary Success—to include all high school “leavers” each year, by graduation or otherwise, rather than including only graduates.	A. 4. iv. Indicators e. School Quality or Student Success Indicator(s)	37-40
Adjust the cut scores for the state’s Commissioner’s Seal and Postsecondary Success indicators to account for the updated denominator.	A. 4. iv. Indicators e. School Quality or Student Success Indicator(s)	39, 40
Postpone the addition of a new Seal of Biliteracy indicator to the Fall 2025 accountability results, based on 2024 high school “leavers.”	A. 4. iv. Indicators e. School Quality or Student Success Indicator(s)	40

**Identification and Support of Schools in Need of Improvement**

RIDE is proposing adjustments to the timelines, exit criteria, and funding structure for school and subgroup identifications and support, to better leverage related resources and provide more opportunities to recognize student subgroup improvement.

Proposed Change	Section	Page(s)
Extend the timeline for failure to exit Additional Targeted Support and Improvement status (ATSI; also referred to as “TSI-LPS” in the state plan) to cause full-school Comprehensive Support and Improvement (CSI) identification from 4 consecutive years of ATSI identification to 6 consecutive years of ATSI identification.	A. 4. vi. Identification of Schools c. Comprehensive Support and Improvement Schools & d. Year of Identification	52
Adjust the frequency of ATSI identification (also referred to as “TSI-LPS” in the state plan) from every year to every two years.	A. 4. vi. Identification of Schools f. Additional Targeted Support	54
Adjust the exit criteria for Comprehensive Support and Improvement (CSI) status to be based on improvement from the year of identification rather than exceeding cut scores from the year of identification.	A. 4. viii. Continued Support for School and LEA Improvement a. Exit Criteria for CSI Schools	56
Adjust the exit criteria for ATSI status (also referred to as “TSI-LPS” in the state plan) to be based on improvement from the year of identification rather than exceeding cut scores from the year of identification.	A. 4. viii. Continued Support for School and LEA Improvement b. Exit Criteria for Schools receiving ATSI	57-58



Proposed Change	Section	Page(s)
Allocate “a portion” of funds for certain school improvement activities rather than exactly 50%.	A. 4. viii. Continued Support for School and LEA Improvement e. Technical Assistance	65-66

**Participation in Statewide Science Assessment**

Since 2018, Rhode Island has required schools to demonstrate at least 95% participation on the ELA and mathematics state assessments to earn a 5-star rating. As a transition year when adding the new science proficiency indicator, Rhode Island did not include this rule for science last year. Going forward, RIDE proposes to also include state science assessment participation in this minimum participation requirement.

Proposed Change	Section	Page(s)
Like ELA and mathematics, indicate that any school that falls below a 95% participation rate on the state science assessment will be ineligible for a 5-star rating.	A. 4. vii. Annual Measurement of Achievement	55

**Secondary Supports**

In this amendment, RIDE proposes to add more detail on programming and initiatives done in collaboration with Rhode Island’s Department of Children, Youth and Families (DCYF) as well as more detail on other secondary programming.

Proposed Change	Section	Page(s)
Provide additional detail on the collaboration between RIDE and the RI DCYF in supporting students in foster care.	A. 7. School Transitions	74-75
Provide additional detail on the state’s Individual Learning Plan (ILP) requirements and initiatives for secondary students.	A. 7. School Transitions	75-76
Provide additional detail on the requirements, initiatives, and collaboration between RIDE and the RI DCYF to support youth transitioning between juvenile justice and correctional facilities and locally operated programs.	C. 1. Transitions Between Correctional Facilities and Local Programs	78-79