



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

January 14, 2025

The Honorable Angélica Infante-Green
Commissioner of Education
Rhode Island Department of Education
255 Westminister St.
Providence, RI 02903-3400

Dear Commissioner Infante-Green:

I am writing in response to Rhode Island's request to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA). Rhode Island first submitted its request on October 4, 2024, and submitted a revised version on December 24, 2024.

After consulting with the Office of English Language Acquisition, I have determined that the amendment requests meet ESEA requirements; accordingly, I am approving RIDE's amended State plan. A summary of Rhode Island's amendment is enclosed. This letter, as well as Rhode Island's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend Rhode Island's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Rhode Island's responsibility to comply with these civil rights requirements.

Thank you for the work Rhode Island has invested in its consolidated State plan under the ESEA. If you need any assistance regarding its implementation, please contact the Office of School Support and Accountability at: OESE.TitleI-a@ed.gov.

Sincerely,

Adam Schott
Principal Deputy Assistant Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosure

cc: Krystafer Redden, Brian Darrow, Drew Echelson, Rachel Peterson, Michael Waterman, and
Melanie Gonzalez

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Amendment to the Rhode Island Consolidated State Plan

The following is a summary of Rhode Island’s amendment request. Please refer to the Department’s website (<https://www.ed.gov/about/ed-offices/oese/key-documents>) for Rhode Island’s complete consolidated State plan.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

- *Long Term Goals – Progress in Achieving English Language Proficiency*

The Rhode Island Department of Education (RIDE) modified its methodology for determining its progress in achieving English language proficiency (ELP) long-term goals to use a growth model set to students’ annual targets and aligned with the State’s English Language Proficiency Progress Index. The State established a new baseline in 2024, a new long-term goal of 90 on its English Language Proficiency Progress Index in 2030, and new measurements of interim progress (see below for more information).

- *Progress in Achieving ELP Indicator*

RIDE changed its methodology for calculating this indicator to be based on a student’s entering English language proficiency level and number of years as an English learner (EL). RIDE will set annual growth targets for each student. RIDE will evaluate each student’s progress in meeting their annual growth target from the prior year to the current year.

A student will continue to earn points based on their progress towards the growth target (e.g., a student who makes progress but does not meet their target will earn between 0.6 and 0.99 points). Students who exit EL status will be included as meeting their target. RIDE will then sum each student’s points and divide by the greater of either 95 percent of ELs with prior scores or the numbers of students who participated in the assessment and multiple that result by 100.

Finally, RIDE will award a school between one and three points based on the points earned by ELs (e.g., a school that earns more than 90 points will earn 3 points for this indicator). Previously, a school could earn up to four points.

- *School Quality or Student Success (SQSS) Indicator – Commissioner’s Seal*

RIDE revised its methodology for calculating its Commissioner’s Seal SQSS indicator to include all students in the adjusted cohort graduation rate (ACGR) as the denominator for this indicator and set new cut scores.

- *SQSS Indicator – Post-Secondary Success*

RIDE revised its methodology for calculating its Post-Secondary Success SQSS indicator to include all students in the ACGR in the year in which they leave high school as the denominator for this indicator and set new cut scores.

- *Annual Meaningful Differentiation/Weighting*

Consistent with its changes described above, RIDE will now award a maximum of three points for its Progress in Achieving ELP indicator.

Beginning with accountability determinations in fall 2025, for those schools that do not meet the minimum n-size for an indicator, RIDE clarified that it will include up to three years of data to meet the minimum n-size for an indicator or student group.

- *Comprehensive Support and Improvement – Additional Targeted Support Not Exiting*
RIDE updated its timeline from four to six years for identifying an additional targeted support and improvement (ATSI) school as comprehensive support and improvement (CSI) if it does not meet the exit criteria.
- *Frequency of Identification – ATSI*
RIDE changed its timeline for identifying ATSI schools from annual to biannual beginning in school year 2024-2025.
- *Annual Measurement of Achievement*
RIDE indicated that if the participation rate for a school falls below 95 percent on the State science assessment, that school will be ineligible to receive a five-star rating.
- *CSI Exit Criteria*
RIDE modified the exit criteria that schools identified for comprehensive support and improvement – lowest performing five percent (*i.e.*, CSI – Low performing) must meet in order to exit status. Specifically, CSI – Low-performing schools must demonstrate improvement on at least one of the indicators based on proficiency on the statewide assessments (*i.e.*, reading/language arts (R/LA), mathematics, and/or science) from the year the school was first identified, in addition to no longer being in the lowest performing five percent for the most recent year.

Schools that were identified for CSI prior to the 2021-2022 school year may exit identification when they are no longer included in the lowest-performing five percent of schools for the most recent year and have demonstrated improvement in at least one of the proficiency indicators since the year they were identified or if the school's achievement, growth, and/or science proficiency rises above the designated parameters for identification of the lowest-performing five percent of schools from the year they were identified.

- *ATSI Exit Criteria*
RIDE revised its ATSI exit criteria so that a school may exit ATSI status if it no longer meets the identification criteria for the reason it was identified and demonstrates improvement (e.g., the student group scores above the designated parameters of the CSI threshold for the most recent school year and the student group's performance on the R/LA, mathematics, and science assessments improved since the year they were first identified or graduates more than two-thirds of students in that student group).

Similar to its exit criteria for CSI schools, schools that are identified for ATSI prior to the 2021-2022 school year may exit identification when the identified student group is no longer included in the lowest-performing five percent of schools for the most recent year and has demonstrated improvement in at least one of the proficiency indicators since the year the school was identified or if the identified student group's achievement, growth, and/or science proficiency rises above the designated parameters for identification of the lowest performing five percent of schools from the year the school was identified.

- *School Transitions*
RIDE added details regarding resources and supports for LEAs receiving assistance under Title I to meet the needs of students at all levels of schooling (particularly students in the middle grades and high school), including increased collaboration on the sharing of foster care and educational outcome data, updated resources for students to access school programs and services, and updated individual learning plan requirements to increase student success.

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

- *Transitions between Correctional Facilities and Local Programs*
RIDE noted that due to State guidance issued in May 2022, children and youth in State-operated facilities now remain enrolled in the LEAs where these students originated. Responsibility to educate those students remains with the State agency.

RIDE provided additional information regarding transition services to be provided to students returning to their local LEA, including immediate reentry and best interest determinations for students placed in the foster care system.

Title III, Part A: English Language Acquisition

- *Entrance and Exit Procedures*
RIDE included additional information regarding Entrance and Exit Procedures to its ESEA consolidated State plan and provided that information via hyperlink.

RIDE updated its exit process to include performance on the statewide R/LA assessment in addition to the ACCESS ELP assessment, as an additional consideration for exit.

Education for Homeless Children and Youth (EHCY)

- *Policies to Remove Barriers*
RIDE eliminated a parenthetical and a sentence that refers to Rhode Island State regulations and that noted that the State was reviewing and revising State McKinney-Vento policies.