



**National
Urban League**

State: Rhode Island

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: March 29, 2018; Link to full text can be found [here](#).

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> The Rhode Island Department of Education (RIDE) has set their long-term goal at 75% proficiency in ELA and Math by 2025. The state has set similarly ambitious goals for all subgroups. Rhode Island’s School Quality and Student Success (SQSS) indicators are: “Exceeds expectations’ (percentage of students exceeding expectations on statewide assessments), student chronic absenteeism, teacher chronic absenteeism, science proficiency, and student suspensions for all schools; ‘high school graduate proficiency’ (percentage of graduates demonstrating proficiency on statewide assessments) and ‘postsecondary success;’ (including students graduating with career and technical education credentials, college credits, or passing Advanced Placement tests) for high schools.” 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Under RIDEs accountability system, if a school has a subgroup identified for “targeted support and improvement” (TSI), it cannot receive the highest rating (five stars). If more than one subgroup is identified for TSI, it cannot receive the second highest rating (four stars). The RIDE is using an n-size of 20. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> The definition RIDE uses to identify schools for “targeted support and improvement” (TSI) is meaningfully different from “additional targeted support and improvement” (ATSI), but triggers intervention based on low subgroup performance across <i>all</i> indicators as opposed to a <i>subset</i> of indicators. This definition identifies schools with a subgroup that meets the criteria for a 1-star rating across all indicators, using the same rules the state uses to rate schools for “all students.” 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The RIDEs accountability system includes a resource equity indicator: post-secondary success indicators include “students graduating with career and technical education (CTE) credentials, college credits, or passing Advanced Placement (AP) tests for high schools.” The RIDE will annually conduct a comprehensive review of local, state, and federal funding sources including Titles I, II, III, and IV funding for alignment to the LEA and/or identified school’s plans for all schools identified for comprehensive or targeted support and improvement. The RIDE’s plan describes how it will support districts and schools identified for support and improvement to identify and address resource inequities, including the use of set-asides. The RIDEs plan indicates that all federally required indicators will be included on the report cards in the first release; additional indicators and enhancements will be announced prior to future releases. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> The RIDE prioritizes professional development on cultural competence in its plan, but includes few details. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient



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<ul style="list-style-type: none"> • Rhode Island provides definitions for inexperienced, out of field, and ineffective teachers, but should also articulate a detailed strategy with timelines in its plan. • The RIDE can strengthen its efforts to reduce the rates of disproportionate access to effective <i>and diverse</i> teachers and leaders by further targeting some of its 3% Title II set aside specifically to recruit, develop, support and retain diverse teachers and leaders. • Rhode Island should consider other evidence based strategies to increase teacher/principal diversity such as residencies and mentoring supports. 	<input type="checkbox"/> Poor
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • The RIDE’s plan describes a stakeholder engagement process that included parents, families and communities and also a plan for continued engagement during implementation. • During the development of Rhode Island’s ESSA plan, the RIDE engaged with a Committee of Practitioners (CoP) which included teachers, principals, superintendents, charter leaders, community members, parents, and other local organizations and partners. • The state will convene the CoP either virtually or in-person bi-annually or on an as needed basis to ensure opportunity for all stakeholders to provide input and continually update and improve activities supported by Title II, Part A. • Rhode Island will require all LEAs with schools identified as in need of comprehensive support and improvement to assemble a Community Advisory Board (CAB) which will present a report on the status of school improvement efforts for each identified school once annually to the local school board or committee and to RIDE. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • The RIDE is including a measure of school suspensions in their accountability system. It is one of very few states, if not the only state, that is doing so, indicating a strong commitment to breaking the school to prison pipeline. • The state has developed a resource for schools to reduce the need for disciplinary actions including suspension. Practices in the guide to all schools include the use of positive behavioral supports and interventions and restorative justice practices. • The RIDE has developed a number of data opportunities to track improvements in school climate through statewide data repositories. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • The state’s plan does not adopt flexibility given under ESSA to use Title I and Title II dollars for the purpose of creating or expanding equitable access to early childhood education nor for professional development for early childhood education teaching. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The RIDE’s Post-Secondary Success Indicator "examines the percentage of students who graduate with 1 or more of: (1) industry-approved credentials, (2) college credits through dual- or concurrent-enrollment, or (3) successful completion of AP tests. Commencing with the graduating class of 2021, the indicator will expand to include two Council Designations outlined in Rhode Island's Secondary School Regulations: the Seal of Biliteracy, and the Pathway Endorsement. The Seal of Biliteracy certifies a student has attained a specified level of proficiency in the English language and 1+ other world languages. The Pathway Endorsement certifies a student has accomplished deep learning in a chosen area of interest and is prepared for employment or further education in a career path based on 3 components: (1) academic study, (2) career and interest 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>engagement, and (3) application of skills.”</p> <ul style="list-style-type: none"> Schools cannot receive a 5-star rating (out of 5 stars) if they fail to meet the 95% participation testing requirement for all students. 	
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> Rhode Island discusses a use of Title IV funds for out-of-school time learning including for 21st Century Community Learning Center (CCLC) dollars. The state should consider articulating a use of Title I funds for this purpose. 	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> The RIDE prioritizes science, technology, engineering and math, as well as, work-based learning as an allowable use of 21st CCLCs. The state’s post-secondary success indicator. examines the percentage of students who graduate with 1 or more of: (1) industry-approved credentials, (2) college credits through dual- or concurrent-enrollment. The RIDE is has also identified social and emotional learning (SEL) as a substantial component of its teaching and learning approach by reinforcing it in its strategic plan by developing a standards and joining the Collaborative States Initiative of the Collaborative for Academic, Social, and Emotional Learning (CASEL) to support development and implementation of these standards. 	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none"> The RIDE uses 1-5 stars to differentiate schools annually based on all indicators and identify schools for support (with stars determined by classification rules rather than an index score). In addition to a star rating, “associated school performance descriptors and report cards will provide schools and the community rich information to support collective responsibility for continuous improvement and inform school improvement planning.” The RIDE’s plan indicates that “a broader range of measures will be included in state, LEA, and school report cards”. The state will also institute the Individualized Learning Plan (ILP), a student directed planning system that documents students’ interests, needs and supports. All federally required indicators will be included on the report cards in the first release; additional indicators and enhancements will be announced prior to future releases. 	<p><input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Excellent</p>