

## ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
State Educational Agency (SEA)	Rhode Island Department of Education (RIDE)
Request Approved	May 29, 2012
Request Amended	Not applicable
ESEA Flex Monitoring Activity	Part B Desk Monitoring
Monitoring Review Date(s)	November 13-15, 2013
Exit Conference	December 6, 2013
Interviews Conducted	David V. Abbott, Andrea Castaneda, Mike Ferry, Colleen Hedden, Elliott Krieger, Bob Measel, Andrew Milligan, David Sienko, Mary Ann Snider
U.S. Department of Education (ED) Monitors	Leticia Braga, Todd Stephenson

### OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

#### *Part B Monitoring*

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and processes to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation.* This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.
- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.

- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA's implementation of ESEA flexibility not included elsewhere.

## **HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

The SEA's work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- RIDE has developed a comprehensive set of activities and resources to transition its schools and local educational agencies (LEAs) to college- and career-ready standards (CCRS), including handouts and resource lists for various stakeholder groups; seeking external funding to support educators with knowledge of CCRS as "Common Core Ambassadors," who plan to conduct presentations for each LEA and other organizations in the State; conducting workshops on CCRS for over 5,700 educators, including educators specializing in teaching students with disabilities (SWDs) and English learners (ELs); creating modules on key areas of CCRS transition and knowledge, available in either online or workshop session formats; and leveraging multiple points of contact with stakeholders, such as Facebook and the Commissioner's weekly field memos, to disseminate information for and solicit feedback on RIDE's CCRS rollout.
- RIDE has leveraged its data dashboard system in multiple ways. For example, RIDE uses dashboards on its public-facing data reporting hub, InfoWorks, to provide information to the public on each of the accountability measures included in its index, through dashboards that can be sorted by multiple criteria, including school name, LEA name, or school classification type. RIDE also has schools conduct a self-evaluation through a data dashboard, which is then utilized during quarterly visits to focus and priority schools in order to track leading indicators and implementation quality, and to document data-driven decisions around any next steps in the school's implementation process. As part of diagnostic screen discussions in focus schools, advocacy group members were sometimes included to address their concerns regarding the decision to create an EL/SWD consolidated subgroup and to ensure that interventions targeting specific subgroup needs were incorporated at the school level.

**STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

**SEA Systems & Processes**

<b>Element</b>	<b>Status</b>
<b>Monitoring</b> (EDGAR 80.40 and 2.G)	Not Meeting Expectations
<b>Technical Assistance</b> (2.G)	Meeting Expectations
<b>Data Collection &amp; Use</b> (§9304(a)(6))	Meeting Expectations
<b>Family &amp; Community Engagement and Outreach</b> (Implementation Letter)	Meeting Expectations

**Principle 1**

<b>Element</b>	<b>Status</b>
<b>Transition to and Implement College- and Career-ready Standards</b> (1.B)	Meeting Expectations
<b>Adopt English Language Proficiency Standards</b> (Assurance 2)	Meeting Expectations
<b>Develop and Administer High-Quality Assessments</b> (Assurance 3)	Meeting Expectations
<b>Develop and Administer Alternate Assessments</b> (Assurance 3)	Meeting Expectations
<b>Develop and Administer English Language Proficiency Assessments</b> (Assurance 4)	Meeting Expectations
<b>Annually Reports College-going and College-credit Accumulation Rates</b> (Assurance 5)	Meeting Expectations

**Principle 2**

<b>Element</b>	<b>Status</b>
<b>Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support</b> (2.A)	Meeting Expectations
<b>Reward Schools</b> (2.C)	Not Meeting Expectations
<b>Priority Schools</b> (2.D)	Meeting Expectations
<b>Focus Schools</b> (2.E)	Meeting Expectations
<b>Other Title I Schools</b> (2.F)	Not Meeting Expectations
<b>State and Local Report Cards</b> (§1111 of the ESEA; 2.B and Assurance 14)	Meeting Expectations

**Principle 3**

<b>Element</b>	<b>Status</b>
<b>Teacher Evaluation and Support Systems</b> (3.B)	Under Review
<b>Principal Evaluation and Support Systems</b> (3.B)	Under Review

**ELEMENTS REQUIRING NEXT STEPS**

<b>Element</b>	<b>Monitoring (EDGAR 80.40 and 2.G)</b>
<b>Summary and Status of Implementation</b>	<p>The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>.</p> <p>Under its approved request for ESEA flexibility, RIDE is required to have a process to monitor implementation of ESEA flexibility activities at the LEA and school levels regarding implementation of Principle 1 (college- and career-ready standards), Principle 2 (differentiated recognition, accountability, and support systems), and Principle 3 (development, adoption, piloting, and implementation of teacher and principal evaluation and support systems). Under Principle 2, RIDE is not meeting the expectations for ESEA flexibility monitoring with respect to Warning Schools (a category of Other Title I schools). Although RIDE has a robust system overall to monitor its priority and focus schools and works with the Warning Schools in helping those schools to select an intervention that is based on an analysis of the school’s needs, information provided during the monitoring period indicated that there was limited to no follow-up regarding implementation of the planned interventions.</p>
<b>Next Steps</b>	<p>Through the ESEA flexibility extension process, RIDE must submit a high-quality plan that describes RIDE’s plans for monitoring the implementation of interventions in Warning Schools.</p>

<b>Element</b>	<b>Reward Schools (2.C)</b>
<b>Summary and Status of Implementation</b>	<p>The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>.</p> <p>RIDE is conducting some of the reward activities outlined in its request but did not conduct the full scope of activities it outlined. Specifically, although RIDE publicly recognized “Commended Schools,” the SEA has not systematically issued certificates or held an awards ceremony, which it had indicated in its request that it would do.</p>
<b>Next Steps</b>	<p>Through the ESEA flexibility extension process, RIDE should amend its request to accurately reflect how it is rewarding schools. RIDE may choose to make certain activities optional.</p>

<b>Element</b>	<b>Other Title-I Schools (2.F)</b>
<b>Summary and Status of Implementation</b>	<p>The SEA has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>.</p>

<b>Element</b>	<b>Other Title I Schools (2.F)</b>
	As noted under the “Monitoring” element, RIDE is not meeting the expectations for ESEA flexibility monitoring with respect to Warning Schools (a category of Other Title I schools). Although RIDE has a robust system overall to monitor its priority and focus schools and works with the Warning Schools in helping those schools to select an intervention that is based on an analysis of the school’s needs, information provided during the monitoring period indicated that there was limited to no follow-up regarding implementation of the planned interventions.
<b>Next Steps</b>	By completing the Next Step described above in the Monitoring element, RIDE will address this Next Step.

<b>Element</b>	<b>Teacher Evaluation and Support Systems (3.B)</b>
<b>Summary and Status of Implementation</b>	RIDE is considering changes to its implementation strategy that require further review by ED. Next Steps may be required upon completion of the review.
<b>Next Steps</b>	Please see summary.

<b>Element</b>	<b>Principal Evaluation and Support Systems (3.B)</b>
<b>Summary and Status of Implementation</b>	RIDE is considering changes to its implementation strategy that require further review by ED. Next Steps may be required upon completion of the review.
<b>Next Steps</b>	Please see summary.

### **RECOMMENDATIONS TO STRENGTHEN IMPLEMENTATION**

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- RIDE has exercised significant oversight over LEA selection and implementation of the turnaround principles in the lowest-performing schools. RIDE should continue its work with the Office of School Turnaround at ED to support LEAs in ensuring effective implementation of the School Improvement Grant (SIG) models currently under implementation, and should provide technical assistance to non-SIG priority schools that may need assistance in implementing the turnaround principles with fidelity and in a high-quality matter.
- During monitoring RIDE requested technical assistance regarding promising/effective practices for Reward Schools in other States. If RIDE has not already, ED recommends that RIDE contact the Northeast Comprehensive Center for assistance in this area: <http://www.northeastcompcenter.org/>.