

# RIDE SCHOOL IMPROVEMENT

**2019 Comprehensive Support and Improvement**



**RIDE** Rhode Island  
Department  
of Education

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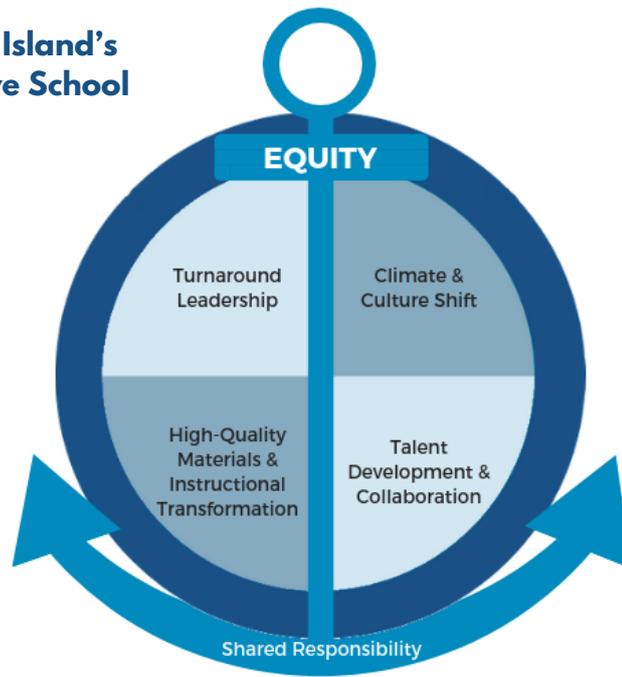


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# Rhode Island School Improvement Framework

## The Essential Elements: Rhode Island's Framework for Comprehensive School Improvement



## Turnaround Leadership

Leaders at all levels must drive initiatives to facilitate significant, rapid improvement for low-performing schools. Because educational organizations function collectively as a system, leaders' work at any one level of the system impacts other levels. Leaders must make it a priority to elevate performance, communicate the urgent need for improvement, catalyze and organize the coordinated work of staff, and draw upon a shared vision of success to execute data-informed plans, monitor improvement work, and accept responsibility for results.



## Climate & Culture Shift

Leadership, faculty, and staff must work together toward common goals, engendering a culture of mutual respect, shared responsibility, and relentless attention to student learning and family empowerment. The community and climate reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their role and their relationship to student learning, and a culture that values trust, respect, and shared high expectations for all.



## Talent Development & Collaboration

The work of comprehensive school improvement requires competent and committed professionals at all levels whose capacity is continually built through a balance of support and accountability. Selecting and developing teachers and leaders should be guided by evidence-based competencies and approached with equity in mind; policies and procedures to attract, prepare, recruit, develop, and retain staff is a necessary precursor to successful improvement efforts. Educators must hone their instructional leadership through ongoing collaboration as well as continual capacity building through learning, growth, development and clear performance expectations.



## High-Quality Materials & Instructional Transformation

Improvement in student learning outcomes depends on a systems-approach to classroom instruction, leveraging high quality instructional materials rooted in an evidence-base. Effective instructional practices rooted in standards-aligned instruction, data-informed planning, differentiation and individualization, evidence-based pedagogy, and strong classroom management must be identified and supported across the broader system. Schools cultivate environments of high expectations paired with high support for students, striving to focus their attention on in-school factors, while also attempting to address factors traditionally non-school-based so that each student comes to the task of learning ready for the challenge.

# Community Advisory Boards in Rhode Island (CABs)

## WHAT

**Develop plan to improve schools in the lowest 5% of performers statewide**

Community Advisory Boards are district-assembled groups of community stakeholders who provide input and oversight to a school throughout its improvement efforts, urgently leading the school to meaningful, durable improvement of outcomes for its students.

## WHY

**To focus the school & district on student performance and a process of continuous school improvement**

A major pillar of Rhode Island's plan is that families and communities are best positioned to understand what their schools' children need and how best to serve them. In acknowledgement of this, Rhode Island's plan requires districts with schools identified for comprehensive support and improvement

## WHO

**The CAB will be the transformational ingredient for unprecedented improvement in our states most challenged schools.**

CABs should be comprised of committed individuals with a dedicated interest in the successful outcomes of the school(s) they serve and oversee, including families, students, alumnus, business or faith leaders, community leaders and involved community stakeholders.

## HOW

### Outreach

Identified schools will start assembling their Community Advisory Boards.

### Development

CABs will meet to create an action plan using internal data and professional judgement.

### Implementation

CABs will meet regularly to monitor and adjust their plan to better serve their students.

### Evidence

CABs will compile an annual report on status of school improvement efforts.

# Needs Assessment and Root Cause Analysis

## Overview of Needs Assessment:

ESSA requires that all LEAs with CSI schools conduct school-level needs assessment(s) to determine the possible causes of low-performance and identify evidence-based strategies for remediation, leading to improved student outcomes in accordance with school improvement goals.

## Purpose:

The ultimate purpose of a needs assessment is to develop an informed, accurate understanding of the current conditions of teaching and learning, climate and culture, student, teacher, and community characteristics and behaviors, and LEA systems, all of which contribute to the educational effectiveness and student success in an identified school and LEA.

## Conducting Your Needs Assessment



**An effective needs assessment will examine indicators with a variety of data sources including:**

- |   |  |
|---|--|
| ● Long-term outcomes (lagging indicators)                       | How we measure success; takes time to improve.   |
| ● Mid-term outcomes (leading indicators)                        | Tells us we are on the right track; improves quickly.  |
| ● Evidence of processes and systems (implementation indicators) | Indicators used to monitor the progress in terms of achieving rich context for making judgments about a school's current conditions. |

## 1 Questions to ask when selecting a Comprehensive Needs Assessment:

- |                                     |   |
|-------------------------------------|---|
| ● Is it comprehensive?              | Does it cover the whole range of factors influencing teaching and learning?                               |
| ● Is it measurable and valid?       | Does it include those elements deemed critical by the LEA and State for comprehensive school improvement? |
| ● Does it allow for prioritization? | Are indicators included research-based and quantifiable and if so are the data readily available?         |
| ● Is it aligned?                    | Can users make judgements of relative importance at the conclusion of their analyses?                     |

## 2 Identify and gather data (LEA):

- Triangulated
- Contextualized
- Visualized/Summarized

Uses more than one method to collecting different kinds of data on the same topic.

Historical trend data, averages from the LEA, or district, comparisons to similar schools, relative to local, state, or national benchmarks or goals.

Accessible through visualizations (graphs, charts, tables) and should be at a summary level.

## 3 Present data to the collaborative team (LEA presents to school and CAB):

- LEA builds collaborative team's capacity to understand and analyze data
- Collaborative team asks questions:

Schools/Districts must ensure that all members of the collaborative team have an adequate understanding of relevant data systems and policies, including the statewide.

- Should I request additional data?
- Do I need to ask any clarifying questions?
- Did I avoid making judgement & proposing solutions?

## 4 Prioritize indicators for root cause analysis (school and CAB):

- High Priority and Weak Performance 
- High Priority and Strong Performance
- Low Priority and Strong Performance
- Low Priority and Weak Performance

The major levers for improving outcomes for students.

The indicators in which you are already strong and are having a large positive impact on your student outcomes.

Can easily accomplished but have little measurable effect on student learning or other desired outcomes.

Are areas of improvement, but ones that even if they were improved, likely wouldn't move the needle appreciably.

**Now you are ready to conduct your Root Cause Analysis!**

Remember to focus on high priority indicators, solve the right problems and identify factors within your control.

# Funding School Improvement Efforts

**Phase 1** : In 2019, there will be a comprehensive funding application for all districts with CSI schools. Within this application, there are opportunities to apply to 5 discrete funding pools including 1 formula-based allocation and 4 competitive streams.

**Phase 2** : LEAs are expected to request all formula dollars (Support Grants) prior to seeking competitive funds.

**Phase 3** : New under ESSA, all school improvement grant allocations must be spent on **evidence-based strategies**, including those dollars which are committed to districts by formula.

## School Improvement Dissemination Grants:



amount each district will receive per student in each of their CSI schools.

It is expected that district will work with schools to **equitably** distribute funding to reflect need and number of students.

These grants will replace the previous 1003 (a) funding and will be the primary source of school improvement resources from the State to identified schools.

## Allocated to Competitive Dollars:



**\$10,000-\$100,000**

per CSI school for their portion of all proposed strategies

- **Innovation:**

Innovative, evidence-based, strategies or initiatives intended to augment school improvement interventions and support grants.

- **Dissemination:**

Disseminating proven practices from any LEA into schools identified as in need of Comprehensive Support and Improvement.

- **Redesign Planning & Implementation:**

Planning for or implementation of an approved school redesign model to improve performance at a chronically low-performing school identified for additional state intervention.

# Evidence-Based Interventions

## Why it Matters:

The Every Student Succeeds Act (ESSA) requires all comprehensive schools to develop an evidence-based school improvement plan in order to be eligible to receive federal funds.

## Tiers of Evidence- Based Interventions:

### Tier 1: Strong Evidence

### Tier 2: Moderate Evidence

### Tier 3: Promising Evidence

### Tier 4: Demonstrates a Rationale



The top tier includes evidence that makes the strongest claims that intervention is causing the outcomes and these claims become weaker in the lower tiers. School improvement funds require evidence in tiers 1-3.

## Five key components of a school improvement plan :

- 1 Strategy Justification**

The strategy should provide a high-level overview of the relevant data from the school's needs assessment and root cause analysis .
- 2 Evidence-Based**

The strategy should provide an overview of the research, including direct citations and sources of evidence.
- 3 Funding Strategy**

The strategy should provide an overview of what sources of funding will be used to support the plan.
- 4 Milestones and Goals**

The strategy should provide an overview of norms established to help the district meet the goals outlined in their plans (e.g. meetings, surveys conducts, and school accountability performance).
- 5 Monitoring Plan**

The strategy should provide an overview of how the district, CAB and school will monitor progress of the implemented plan throughout the course of a year.