



Identification of schools required by ESSA

At least once every three years, the state must identify at least the lowest performing 5% of schools receiving Title 1 funding as well as any high school with a graduation rate below 66% as in need of **comprehensive support and improvement** and any schools not identified as in need of comprehensive support and improvement with consistent, low-performance among any one subgroup as in need of **targeted support and improvement**.

Targeted improvement and support:

Schools not identified as in need of comprehensive support and improvement, but nevertheless show persistent low performance of in one or more subgroups and must engage in evidence-based improvement efforts directed towards the subgroups in need of improvement. The progress of these efforts is monitored by the district/LEA.

Comprehensive support and improvement:

Schools in the bottom 5% or high schools with graduation rates below 66% that must engage in school-wide, evidence-based improvement efforts. The progress of these efforts will be monitored jointly by the district and the state.

Unsatisfactory Improvement:

Schools identified as in need of comprehensive support and improvement that have not met state-determined exit criteria in a period of not more than four years. The state is required to implement more rigorous state-determined action for these schools.

Stakeholder Groups

Community:

Broadly speaking, anyone with a vested interest in the communities served by the identified school including students, parents, non-profits, businesses, faith-based organizations, cultural organizations, higher education institutions, etc.

School:

Anyone working or learning daily within the school including teachers, administration, and staff.

District/LEA:

Anyone working in the district/LEA with a support role for the school including coaches, specialists, the superintendent and designated officers, and school board members.

State:

Anyone working in the state with support roles for the school including RIDE employees, the Commissioner of Elementary and Secondary Education, the RI Council on Elementary and Secondary education, and officers of the governor.



Exploring the role of stakeholder engagement in school improvement efforts

The Rhode Island Department of Education is committed to improving outcomes for every student through a shared system of responsibility and support. Shared responsibility means collective action must be taken by RIDE, districts/LEAs, the communities which schools serve and schools themselves. We would like to further understand your reflections on what role each of our identified stakeholder groups should play regarding continuous school improvement.

School Improvement Critical Elements

Thinking through the lens of your assigned stakeholder group, please determine how/if your group should participate in any of the activities below and for which schools (all schools, targeted and comprehensive schools, and schools making unsatisfactory improvement). You may decide your stakeholder does not play a part in any given activity below. Please be prepared to discuss your decisions/judgments with another stakeholder group at the conclusion of the first part of the activity:

- Gathering diagnostic data
- Analyzing diagnostic data
- Researching evidence-based interventions
- Selecting evidence-based interventions/improvement plan writing
- Approving interventions/improvement plans
- Implementing interventions
- Extended learning/extracurricular programming support
- Monitoring intervention implementation quality
- Reporting implementation status to the general public
- Target funding/grant opportunities
- Budgeting/resource allocation
- Providing technical assistance

Please provide additional activities essential to school improvement and add to the list

- _____
- _____
- _____



In addition to completing the activity on the chart paper provided, please feel free to take additional notes in the chart below:

	Community	School	District /LEA	State/SEA
All unidentified schools				
Schools identified for targeted or comprehensive support				
Schools identified as comprehensive support making unsatisfactory improvement				