Welcome

Today’s Objectives:
• Provide input on the necessary features of the accountability system to promote collective responsibility in our education system
• Understand the current state and potential options for the future of school transformation in Rhode Island

Today’s Agenda:
1. Welcome
2. Features of the tools within a comprehensive accountability system
3. School transformation strategies within the Rhode Island context
4. Closing and next steps
# Process and Next Steps

<table>
<thead>
<tr>
<th>Committee of Practitioners</th>
<th>Critical Stakeholder Groups</th>
<th>General Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>• September: Input on Accountability System</td>
<td>• September: Reach out to schedule</td>
<td>• October: Public Forums</td>
</tr>
<tr>
<td>• October: Input on School Improvement</td>
<td>• October – January: Meetings for input</td>
<td>• January: Public Survey</td>
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<tr>
<td>• November: Input on Educator Effectiveness</td>
<td>• February – April: Opportunities for feedback</td>
<td>• April: Public Comment Period</td>
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<tr>
<td>• December: Input on Student Support</td>
<td></td>
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<td>• January: Input on State Goals</td>
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<td>• February - March: Feedback on recommendations</td>
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</tbody>
</table>
RI’s School Accountability System: Promoting Collective Responsibility

Mary Ann Snider
Deputy Commissioner, Teaching and Learning
Phyllis Lynch
Director of Instruction, Assessment, & Curriculum
Building a *Responsibility System*

**Rhode Islanders:** Responsible for the strategic plan and vision

**Strategic Plan:** Outlines the vision for education in Rhode Island for 2020 and beyond

**Accountability Factors:** Categories of metrics included in the accountability system

**Accountability Tools:** Methods of communicating and utilizing information about schools to inform Rhode Islanders and promote responsibility

**ESSA**

**Report Cards Classification Index**

- School Climate
- Achievement
- Demographics
- Facilities
- Fiscal
- Human Capital
Input Task:
Features of an Accountability System

Task Intended Outcome:
• Utilize constituent feedback and personal experience to recommend features for the accountability system, and specifically for each of the tools

Task Directions:
1. Take a moment to reflect on what your constituents told you was important to them in an accountability system.
2. Go to the table with the color corresponding to your card.
3. Keeping your constituents in mind, separate the features on the cards into “like”, “dislike”, or “mixed” categories – you must agree as a group.
4. Out of the “like” category, choose the five features that you believe will be most effective at promoting collective responsibility for implementing the vision in the strategic plan.
5. Tape your top five features to your chart paper.
6. Prepare a 2 minute presentation defending your choices as a group.
Input Task (part 2):
Features of an Accountability System

Task Intended Outcome:
• Discuss preferred features with RIDE and fellow committee members

Task Directions:
1. Each group will have 2 minutes to present and up to 2 minutes for clarifying questions.
2. After all presentations, discuss:
   • What similarities, contradictions, and patterns did you see between the lists?
   • What consequences would you expect to see as a result of these features being included in the accountability system?
   • How could these features be implemented so that they are a value to our community?
3. On the template provided, please write the most valuable feature of an accountability system from your perspective. Hand into a RIDE staff member.
School Improvement in Rhode Island

Stephen Osborn, Chief for Innovation
Rhode Island School Improvement:

1. Current School Improvement Efforts
## History of Previous School Improvement Efforts

<table>
<thead>
<tr>
<th>Year</th>
<th>Key Transformation Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>No Child Left Behind reauthorizes the Elementary and Secondary Education Act (ESEA), federally requiring annual testing and accountability</td>
</tr>
<tr>
<td>2003</td>
<td>RIDE uses new accountability system to classify schools based on school performance for the first time.</td>
</tr>
<tr>
<td>2009 - 2012</td>
<td>RIDE implements school improvement efforts for RI’s lowest performing schools, based on federally mandated school improvement models. (13 schools total)</td>
</tr>
<tr>
<td>2012</td>
<td>RIDE’s ESEA-waiver gets approved, allowing for low performing schools to choose from a “flex-menu” of interventions. ESEA-waiver also classifies low performing schools as either “Focus” or “Priority” schools.</td>
</tr>
<tr>
<td>2012 - 2016</td>
<td>RIDE identifies an additional 20 schools for intervention. The majority of these schools choose interventions from the ESEA “Flex-Menu.” By the end of SY2016, 31 schools still remain in the transformation process (only 1 exited, and 1 closed).</td>
</tr>
<tr>
<td>2017</td>
<td>Every Student Succeeds Act (ESSA – which reauthorized ESEA) includes changes and increased flexibility for how RIDE identifies and supports school transformation efforts, starting July 1, 2017.</td>
</tr>
</tbody>
</table>

Of the current transformation schools that received a classification in 2003 (27 of 31), 85% of these schools (23 of 27) received the lowest classification of “School in Need of Improvement/ Insufficient Progress”
Identifying Focus / Priority Schools

Per RIDE’s ESEA-waiver, persistently low-performing schools that RIDE supports with school improvement efforts are classified as either a “Focus” or “Priority” school.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Focus</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Schools in 2015-16</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Description</td>
<td>Substandard achievement in ELA and math, unacceptable achievement gaps, and little or no progress in improving student outcomes.</td>
<td>Lowest achievement in ELA and math, intolerable achievement gaps, and demonstrates little or no progress in improving student outcomes.</td>
</tr>
</tbody>
</table>
| Defining Criteria   | • Subgroup gaps points <12  
• Percent proficient points <10  
• School wide participation rate <95% for two consecutive years | • Among the schools with the lowest total index score (i.e. < 37.8)  
• School wide participation rate <95% for three or more consecutive years |
| Exit Criteria       | Index score of 50 or greater for two consecutive years | Index score of 50 or greater for three consecutive years |

7 out of 31 schools are eligible to meet their respective exit criteria this year. An additional 1 out of remaining 24 schools may be rising to exit transformation in 2017. The remaining schools did not meet any exit criteria for 2014 or 2015.
Current School Improvement Process

1. Priority/Focus Schools Identified

2. In-Depth School-Level Diagnostic

3. School Improvement Strategies Selected (From ESEA-Flex menu)

4. RIDE Quarterly Monitoring Visits

5. Schools Exit Improvement Process

ESEA-Flex Menu

Current School Improvement Process

State Driven Process

32 research-based strategies focusing on Leadership, Support, Infrastructure, and Content
Students in Focus / Priority Schools: By Grades

More than 1 in 7 of Rhode Island’s students (~19k) attend a “Focus” or “Priority” school.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Elem. (Pk-5)</th>
<th>Mid. (6-8)</th>
<th>High (9-12)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI Statewide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>3,424</td>
<td>1,253</td>
<td>854</td>
<td>5,531</td>
</tr>
<tr>
<td>Priority</td>
<td>3,958</td>
<td>3,382</td>
<td>6,352</td>
<td>13,692</td>
</tr>
<tr>
<td>Focus &amp; Priority</td>
<td>7,382</td>
<td>4,635</td>
<td>7,206</td>
<td>19,223</td>
</tr>
<tr>
<td>All RI Students</td>
<td>66,334</td>
<td>32,809</td>
<td>42,871</td>
<td>142,014</td>
</tr>
<tr>
<td>% of all RI in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus &amp; Priority</td>
<td>11.1%</td>
<td>14.1%</td>
<td>16.8%</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

Based of October 1, 2015 Student Counts
Communities with Focus / Priority Schools

Communities:
- Central Falls (3 schools)
- Cranston (1 charter school)
- East Providence (2 schools)
- Pawtucket (2 schools)
- Providence (22 schools)
- RI School for the Deaf

Color key based on 2015-16 Classification:
- Green: Commended
- Gray: No Classification
- Orange: Focus
- Red: Priority
Focus / Priority Schools: 2016 PARCC Results

The majority of focus and priority schools had no significant differences in the percentage of students meeting or exceeding expectations in both ELA and Math when comparing 2015 to 2016 results.

<table>
<thead>
<tr>
<th>Table: Significant Gains</th>
<th>Math</th>
<th>ELA</th>
<th>Both Math &amp; ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage with Significant Gains</td>
<td>29% (n=9)</td>
<td>16% (n=5)</td>
<td>10% (n=3)</td>
</tr>
<tr>
<td>Percentage with No Significant Differences</td>
<td>71% (n=22)</td>
<td>77% (n=24)</td>
<td>65% (n=20)</td>
</tr>
<tr>
<td>Percentage with Significant Decreases</td>
<td>0% (n=0)</td>
<td>6% (n=2)</td>
<td>0% (n=0)</td>
</tr>
</tbody>
</table>

When looking at 2016 PARCC results for only high-poverty elementary/middle schools (FRL ≥ 70%), focus/priority schools perform noticeably lower compared to other non-focus/priority high-poverty schools.
Key Findings

- Current School Improvement efforts have not yielded meaningful improvements to overcome historical track record of low academic performance.

- Current school improvement funding has not yielded distinguishable results (~$38m since 2009).

- Of the schools that have successfully improved, success was not linked to the adoption of a single “silver-bullet” strategy. Rather, the school’s success was derived from:
  
  1) Improvement efforts driven by a high-quality school leader;

  2) Holistic incorporation of the improvement efforts into a school’s plan rather than as a “one-off” initiative; and,

  3) District support for school leader and staff to implement the transformation effort.
Rhode Island School Improvement:

2. School Improvement Under ESSA
Key Questions

1. What are the key technical changes to school improvement under ESSA?

2. How do the analysis of previous school improvement efforts, RIDE’s strategic plan, and ESSA requirements all inform changes to our school improvement theory of action going forward?
Key ESSA Technical Changes

• Low-performing schools now identified for “Targeted” and “Comprehensive” Support and Improvement (replaces Priority/Focus status).

• New SEA accountability systems must define classification and exit criteria for “Targeted” / “Comprehensive” schools.

• Greater overall state flexibility and district-level autonomy for design and implementation of school improvement plans.

• SEAs may allocate all School Improvement grant funds (&% of Title I) on a formula or competitive basis (based on SEA-determined criteria).

• SEAs may take more direct action in LEAs with a high concentration of “comprehensive” schools that fail to meet the exit criteria.
## Requirements for School Improvement Plans

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>Targeted Support and Improvement</th>
<th>Comprehensive Support and Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed in Partnership with Stakeholders</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Includes Evidence-based interventions</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Informed By Accountability System</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Based on Needs-Assessment</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Identifies Resource Inequities</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>Approved by…</td>
<td>LEA</td>
<td>LEA and SEA</td>
</tr>
<tr>
<td>Monitored by…</td>
<td>LEA</td>
<td>SEA</td>
</tr>
<tr>
<td>If No Improvement, Results In Additional Action by…</td>
<td>LEA</td>
<td>Potentially LEA or SEA</td>
</tr>
</tbody>
</table>
School Improvement Theory of Action

Key Themes to Consider:

- **Lessons Learned**: From Current School Improvement Efforts
- **RIDE’s Strategic Plan**: “Every Student. Every Voice.”
- **RIDE’s ESSA Plan**: “Collective Responsibility - Building a Responsibility System”

Potential Shift In School Improvement Theory of Action:

**Under NCLB/ESEA:**

“Improving Performance for RI’s Lowest Performing Schools”

**Under ESSA:**

“Continuously improving Outcomes for Every RI Student Matters”
### School Improvement Theory of Action

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Under NCLB/ESEA</th>
<th>Under ESSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement:</td>
<td><strong>“Improving Performance for RI’s Lowest Performing Schools”</strong></td>
<td><strong>“Continuously improving Outcomes for Every RI Student Matters”</strong></td>
</tr>
<tr>
<td>Unit of Change</td>
<td>Schools</td>
<td>Students</td>
</tr>
<tr>
<td>Focus On…</td>
<td>Lowest Performing Schools</td>
<td>Every Student</td>
</tr>
<tr>
<td>Key Participants:</td>
<td>Primarily RIDE and Schools</td>
<td>Collective responsibility among all stakeholders (RIDE, LEAs, Schools, and the Community)</td>
</tr>
</tbody>
</table>

#### Key Questions to Consider for the Next Committee of Practitioners Meeting:

1) How do we cultivate shared collective responsibility among all stakeholders for improving outcomes for every RI student?

2) Given shared responsibility, what should the RIDE, school, district, and community roles look like for school improvement going forward?

3) How do those roles/responsibilities change when differentiating between all students, students in targeted schools, students in comprehensive schools, and students in schools chronically identified as comprehensive schools?
Calibration Task:  
*Learning from Experts*

**Task Intended Outcomes:**
- Learn about best practices in supporting school improvement in RI

**Panel:**

Julia Carlson  
Principal, Central High School, Providence

Patti DiCenso  
Superintendent, Pawtucket School District

Nancy Maguire Heath  
Director, Rhode Island School for the Deaf

Nicole Monte  
Math Interventionist, Agnes Hennessey Elementary, East Providence
Closing and Next Steps
Thank you!

• **What’s next?**
  Follow up email will contain:
  - Link to survey
  - Invitation to join planning committee for community forums
  - Call for additional questions and input on these topics
  - Answers to Question Lot questions

• **Next meeting: October 19, 2016**
  4-6 pm at United Way of Rhode Island
  Input Topic: Supporting schools identified for improvement

• **Questions or concerns?**
  Please contact Felicia Brown at felicia.brown@ride.ri.gov