Accelerating All Schools Toward Greatness

The Providence School District and
The New Rhode Island Accountability System

A New Approach to School Measurement
### All schools will be assigned a composite index score between 1 and 100.

Measure	Definition	Elementary / Middle Schools	High Schools
Absolute Percent Proficient	How many students have attained proficiency or better?	30 points	30 points
Progress To 2017 Target	Is the school approaching its 2017 targets?	10 points	10 points
Achievement Gaps	Is the school serving all students, including those with disabilities and English Learners?	30 points	30 points
Percent of Students at Distinction Level	How many students have attained distinction?	5 points	5 points
Growth	Are all students making progress?	25 points	n/a
HS Graduation Rates	Is the school reaching its graduation-rate goals?	n/a	20 points
High School Scaled Score	Is the school improving annually?	n/a	5
TOTAL		**100 possible points**	**100 possible points**

A New Approach to School Classification

On the basis of their index score, all schools will be placed in one of six classifications.

Classification	Description
Commended	The highest performing schools that represent the strongest patterns of performance across metrics, test at least 95% of their students, and serve all students well
Leading	Strong achievement in reading and mathematics, small or no gaps in student performance, and/or are improving student achievement, and increasing graduation rates
Typical	Performance at or near the state average, sometimes with pockets of strength and/or challenges in one or more areas
Warning	A combination of low achievement in reading and math, unacceptable achievement gaps, and/or little or no progress in improving achievement or graduation rates.
Focus	Substandard achievement in reading and math, unacceptable achievement gaps, and little or no academic progress in improving student achievement or increasing graduation rates
Priority	The lowest achievement in reading and mathematics, intolerable gaps in student performance and demonstrate little or no progress in improving student outcomes.

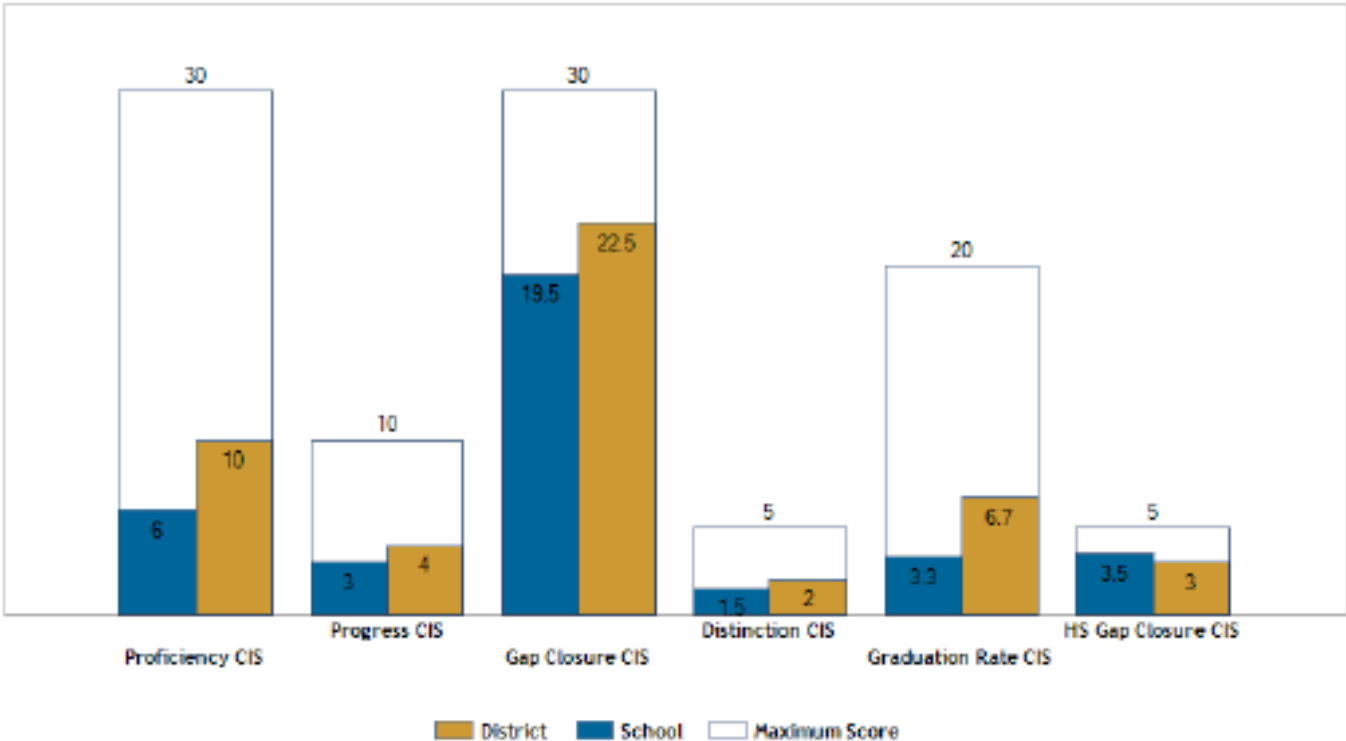# Composite Index Scores and Classifications: A Statewide View
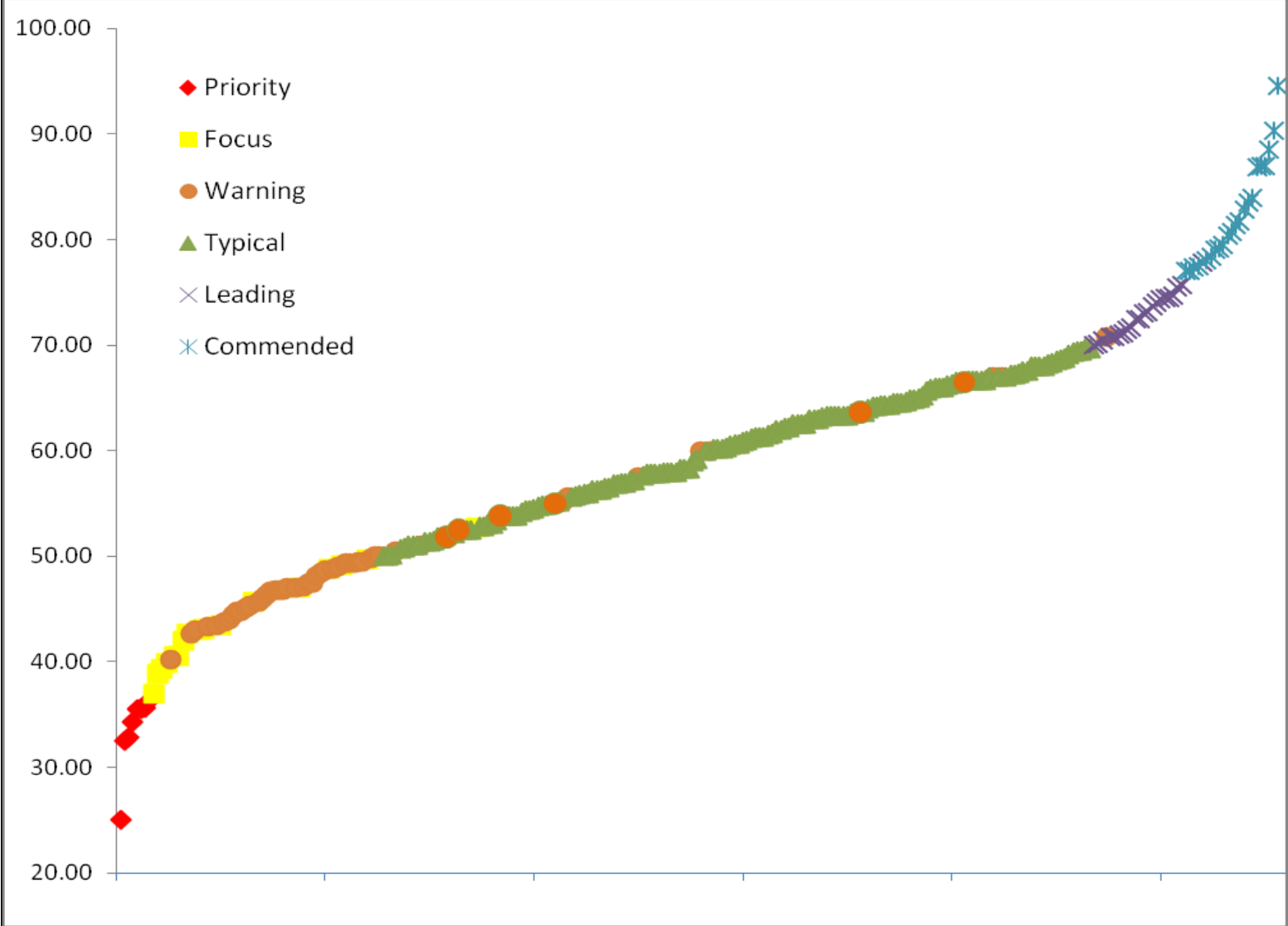
Summary of School Classification: Providence School District

School	Composite Score	Classification
Academy for Career Exploration	64.83	Typical
Feinstein, Broad	40.17	Warning
Alfred Lima, Sr.	66.50	Typical
Anthony Carnevale	66.00	Typical
Asa Messer	49.50	Warning
Carl G. Lauro	40.50	Priority*
Central High School	46.67	Focus
Classical High School	88.00	Commended
Dr. Jorge Alvarez	48.67	Priority*
Dr. Martin Luther King, Jr.	43.50	Warning
E-Cubed Academy	60.00	Typical
Esek Hopkins	50.50	Focus
Frank D. Spaziano	42.00	Focus
George J. West	53.67	Focus
Gilbert Stuart	41.50	Priority*
Governor Christopher DelSesto	32.50	Priority
Harry Kizirian	42.50	Focus
Hope Arts School	42.67	Focus
Hope Information	37.83	Focus

School	Composite Score	Classification
Feinstein, Sackett Street	49.00	Priority*
Mary E. Fogarty	35.50	Priority
Mount Pleasant	36.83	Priority*
Nathan Bishop	51.33	Focus
Nathanael Greene	64.00	Typical
Pleasant View	45.67	Priority*
PCTA	43.17	Focus
Reservoir Avenue	64.33	Typical
Robert F. Kennedy	67.83	Typical
Robert L. Bailey	35.50	Priority
Roger Williams	39.00	Priority*
Woods/Young	38.33	Priority*
Times2 Academy	75.00	Leading
Vartan Gregorian	58.33	Typical
Veazie Street	53.50	Typical
Webster Avenue	53.50	Typical
Cooley/PAIS	43.50	Priority*
William D'Abate	57.00	Typical

Mount Pleasant School Report Card

Composite Index Measures
Total Available Points = 100

Category	Maximum Score	School	District
Proficiency CIS	30	6	10
Progress CIS	10	3	4
Gap Closure CIS	30	19.5	22.5
Distinction CIS	5	1.5	2
Graduation Rate CIS	20	3.3	6.7
HS Gap Closure CIS	5	3.5	3

Legend: District, School, Maximum Score

This School Is Classified As

Priority

School	District	State	Total Points
36.8	48.2	55.3	100.0

Warning School Intervention Options

Intervention Strategy Options for Warning Schools			
Leadership	*Support*	*Infrastructure*	*Content*
L-III.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English learners	I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership	S-III.2: Hire building-level instructional specialists to support educators to serve English learners, students with disabilities, and other students at risk for failure	I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
L- III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-III.3: Implement a system of peer support and assistance to support the needs of educators	I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students
L-II.1. Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S- II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-II.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround	S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance	I-II.3: Develop and implement support systems for student transition into kindergarten and/or across break grades	C-II.3: Offer virtual education options for both at-risk and advanced students
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-II.4. Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English learners	C-II.4: Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core
L-II.5: Assign family/community outreach to member of leadership team and hold him/her accountable	S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-II.5: Implement a culturally competent tiered system of support focused on student psycho-social health	C-II.5: Increase student access to career, technical, or credentialing programs

Intervention: Priority and Focus Schools

Model	Description
Closure	LEA closes the identified school and enrolls the students who attended that school in other public schools within the state that are higher achieving.
Restart	LEA converts a school or closes it and reopens a new school under new management.
Flex Model	The Flex Model requires districts to select a comprehensive package of intervention strategies from a RIDE-developed and managed list of 28 empirically proven intervention strategies. The LEA selection of the strategies must be: (1) coherent, (2) comprehensive, (3) responsive to the results of the diagnostic screen, and (4) ambitious but achievable.

The Intervention Process

The Flex Model
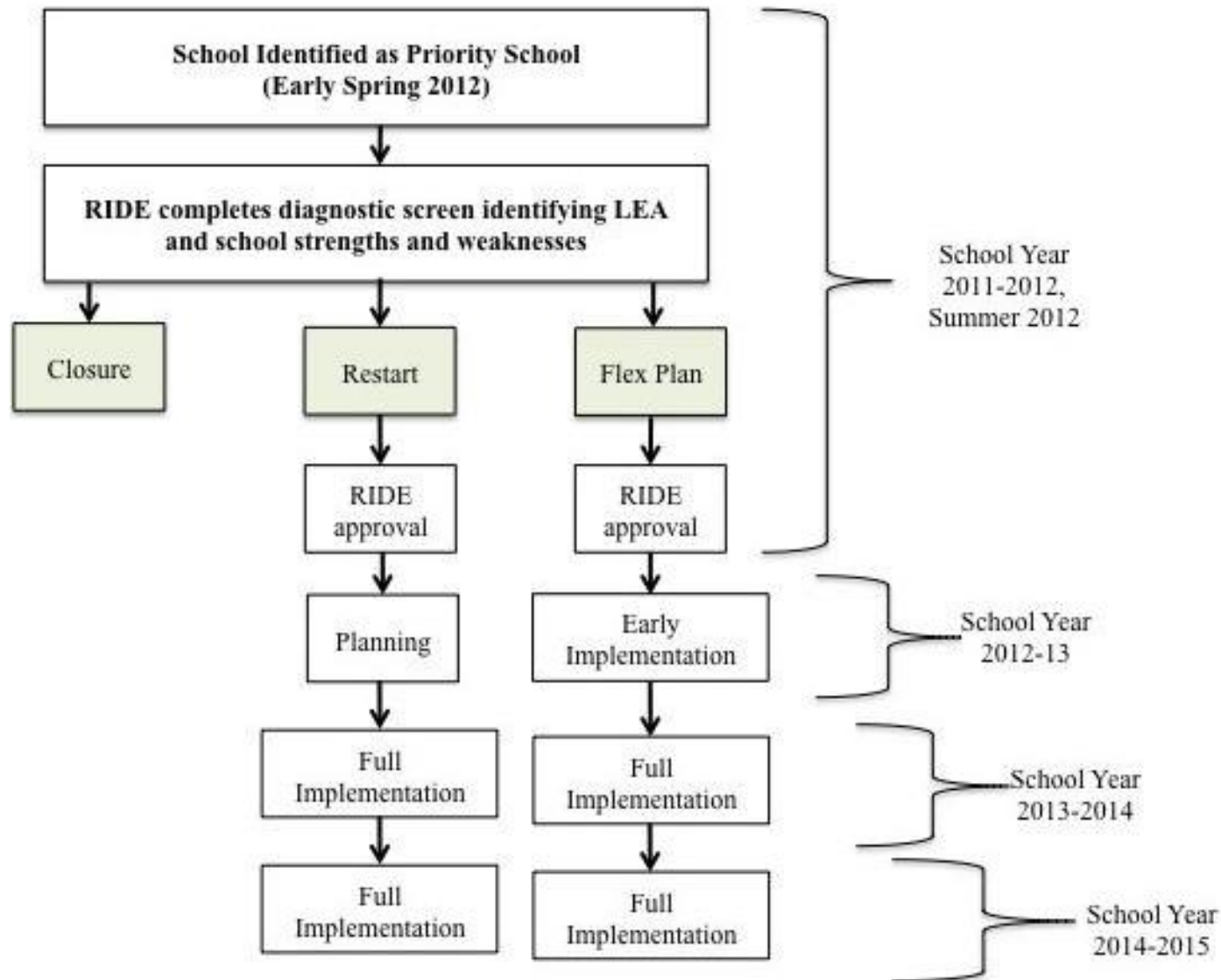
Leadership	Support	Infrastructure	Content
Flex Model Intervention Strategy Options for Priority and Focus Schools			
Intervention III Strategies: Priority schools select one from each area; Focus school select two from areas of their choice			
L-III.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English language learners	I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership	S-III.2: Hire building-level instructional specialists to support educators to serve English language learners, students with disabilities, and other students at risk for failure	I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
L- III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-III.3: Implement a system of peer support and assistance to support the needs of educators	I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students
Intervention II Strategies: Priority Schools and Focus schools select two strategies from areas of their choice			
L-II.1. Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S- II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
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Timeline for Implementation

Date	Organization responsible	Action
July 13	RIDE	Public announcement of school classifications
July	RIDE	RIDE distribution of diagnostic screen for Priority and Focus schools
August	RIDE	RIDE distribution of diagnostic screen for Warning schools
July, August, & September	School districts	Priority, Focus, and Warning schools complete diagnostic screen
October	School districts	Superintendents of Priority and Focus schools select an intervention model
November	RIDE	Commissioner review and approval of intervention model
November, December, & January	School districts	Priority and Focus schools develop a school reform plan; Warning schools develop targeted intervention plan