

Encl3b
August 30, 2016

List of 2015-16 Rhode Island Schools in the Transformation Process

School Name	Location	Classification	Years In Intervention	School Improvement	Grades	Total Enrollment*	% Students	% ELL Students	% FRL Students	PARCC ELA			PARCC Math			Composite Index Score		Attendance Rate	% Chronically Absent	Graduation Rate
										2015	2016	Change	2015	2016	Change	2014	2015			
Central Falls High School	Central Falls	Priority	5	Transformation	9-12	664	23%	29%	72%	4	7.1	3.1	1.1	2.1	1	61.3	55	84.4	46.7	81.2
Dr. Earl F. Calcutt Middle School	Central Falls	Priority	3	ESEA-Flex Strategies	5-8	719	21%	27%	67%	9.3	10.4	1.1	4.2	7.5	3.3	40	42.1	91.7	29.3	
Veterans Memorial Elementary	Central Falls	Focus	3	ESEA-Flex Strategies	1-4	491	31%	40%	98%	10.5	14.7	4.2	11.2	10.7	-0.5	45	50.8	94	17	
New England Laborer's Construction & Career Academy	Cranston - Charter	Focus	3	ESEA-Flex Strategies	9-12	170	88%	114%	282%	7.3	6.2	-1.1	10.4	1.2	-9.2	48.8	29.2	87.1	53.6	64.9
Agnes B. Hennessey	East Providence	Priority	3	ESEA-Flex Strategies	K-5	295	51%	66%	163%	19.7	18	-1.7	20.6	19.9	-0.7	49.5	31.3	94.6	12.9	
Orlo Avenue	East Providence	Priority	2	ESEA-Flex Strategies	K-5	300	50%	65%	160%	31	29.3	-1.7	15.2	20	4.8	36.8	44.6	95.4	9.1	
Charles E. Shea	Pawtucket	Priority	4	Transformation	9-12	809	19%	24%	59%	12.1	15.9	3.8	0.9	2.4	1.5	52.8	56.9	90.6	32.5	85.7
William E. Tolman	Pawtucket	Priority	4	Transformation	9-12	1012	15%	19%	47%	11.1	11.9	0.8	2.7	1.7	-1	60.5	50.8	87.7	39.6	78.3
B. Jae Clanton Complex	Providence	Priority	5	Transformation	9-12	693	22%	28%	69%	6.8	17.1	10.3	6.6	15.9	9.3	43	30.2	92.8	23.3	
Junita Sanchez Complex (W.B Cooley)	Providence	Priority	5	Transformation	9-12	677	22%	29%	71%	3.9	11.25	7.35	0.8	3.8	3	42.5	39.7	84.4	54	75.3
Lillian Feinstein	Providence	Priority	5	Transformation	K-5	447	34%	43%	107%	9.5	17.1	7.6	9	17.4	8.4	45.5	37.1	92.9	24.5	
Roger Williams	Providence	Priority	5	Transformation	6-8	857	18%	23%	56%	17.2	8.6	-8.6	6.4	4.8	-1.6	41.5	49.8	90.2	33.6	
Carl G. Lauro Elementary School	Providence	Priority	4	Restart	K-5	879	17%	22%	55%	9.8	7.1	-2.7	5.5	8.8	3.3	40.5	35.4	91.8	29.1	
Dr. Jorge Alvarez High School	Providence	Priority	4	Restart	9-12	410	37%	47%	117%	19	7.8	-11.2	0.8	1.3	0.5	45.5	47.1	85	48	71.1
Gilbert Stuart Middle School	Providence	Priority	4	Restart	6-8	879	17%	22%	55%	13.9	13.3	-0.6	4.7	5.6	0.9	38.3	45.8	90.9	31.1	
Mt. Pleasant High School	Providence	Priority	4	Transformation	9-12	876	17%	22%	55%	2.8	2.7	-0.1	1.3	0.9	-0.4	39.2	35.4	85.5	46.6	67.3
Pleasant View	Providence	Priority	4	Transformation	K-5	414	36%	47%	116%	17.8	31.2	13.4	13	11.5	-1.5	54.3	33.7	92	39.3	
Gov. Christopher DeSesto Middle	Providence	Priority	3	ESEA-Flex Strategies	6-8	912	16%	21%	53%	4	11.8	7.8	3.5	4.2	0.7	37.2	26.8	90.1	35	
Mary E. Fogarty Elementary	Providence	Priority	3	ESEA-Flex Strategies	K-5	466	32%	42%	103%	4	9.3	5.3	2.8	8.8	6	34	26.8	91.9	29.2	
Robert L. Bailey IV Elementary	Providence	Priority	3	ESEA-Flex Strategies	K-5	440	34%	44%	109%	8.2	16.4	8.2	4.9	14.7	9.8	32.8	32	91	32.3	
Alan Shawn Feinstein Elementary	Providence	Focus	3	ESEA-Flex Strategies	K-5	465	32%	42%	103%	16.7	24.6	7.9	15.3	19.7	4.4	36.5	40.5	92.5	23.7	
Central High School	Providence	Priority	3	ESEA-Flex Strategies	9-12	1065	14%	18%	45%	7.5	11.8	4.3	2.7	8.1	5.4	42.2	31	80.9	60.9	70.2
Esek Hopkins Middle School	Providence	Focus	3	ESEA-Flex Strategies	6-8	546	27%	36%	88%	21.1	18.6	-2.5	12.8	9.6	-3.2	48.5	52	89	41.7	
Frank D. Spaziano Elementary	Providence	Focus	3	ESEA-Flex Strategies	2-5	474	32%	41%	101%	11.6	13.4	1.8	9.5	12.3	2.8	41	42.3	93.5	15.5	
George J. West Elementary	Providence	Focus	3	ESEA-Flex Strategies	K-5	832	18%	23%	58%	9.5	12	2.5	8.1	9.4	1.3	46.5	30.2	92.8	23.3	
Harry Kizirian Elementary	Providence	Focus	3	ESEA-Flex Strategies	K-5	601	25%	32%	80%	18.3	24.3	6	11.6	15.5	3.9	46.5	52.6	91.4	31.1	
Hope Educational ComPrioritylex	Providence	Priority	3	ESEA-Flex Strategies	9-12	815	18%	24%	59%	3.2	9.8	6.6	1.2	1.8	0.6	44.5	39.7	80.1	57.4	67.5
Nathan Bishop Middle School	Providence	Focus	3	ESEA-Flex Strategies	6-8	707	21%	27%	68%	29.7	24.9	-4.8	19.9	22.3	2.4	46	52.7	91.6	27.3	
Providence Career and Technical Academy	Providence	Focus	3	ESEA-Flex Strategies	9-12	684	22%	28%	70%	6.2	17.5	11.3	2.5	10.5	8	45	44	86.9	49.7	81.3
Asa Messer Elementary School	Providence	Focus	3	ESEA-Flex Strategies	PK-4	561	27%	35%	86%	13	19.3	6.3	16.3	26.9	10.6	39	38.8	91.7	30.1	
RI School for the Deaf**	State School	Priority	4	Transformation	K-12	63	238%	308%	762%	6.3	0	-6.3	10.3	0	-10.3	29.5	37.6	92.6; 95.5; 89.8	19.3; 0.0; 26.4	0

*Enrollment Data as of October 1st
**Elementary; Middle; and High school rates

School Improvement Models

Federal Models

Transformation:

The theory of action underlying the transformation model is that the existing configuration of leadership and instructional personnel has not created a learning environment in which students are succeeding. As a result, to dramatically change the environment for the benefit of the children currently enrolled in the school, the adults must change. Under transformation, change entails literal change of leadership as well as behavioral change by instructional personnel. Elements required to under the transformation model, as outlined by the U.S. Department of Education, are:

- Replace principal
- Implement new evaluation system developed with staff
- Use student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place, and retain staff
- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction
- Provide increased learning time
- Provide an ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

Restart:

Under the restart model, the district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Elements required to under the restart model, as outlined by the U.S. Department of Education, are:

- explicit expectations for performance;
- high capacity school leaders empowered to make dramatic changes absent avoidable intrusion from external governing bodies (e.g., state, school district, or authorizer);
- a positive new school culture that will catalyze success;
- skilled and committed educators to the schools and classrooms with the greatest need; and
- satisfied and engaged parents in order to keep their children in public schools.

State School Improvement Model

ESEA Flex:

Beginning in 2012, schools had the additional option of the ESEA Flex model. Schools choosing the Rhode Island developed "Flex" model must choose from four (for Focus) to six (for Priority) of 32 research-based improvement strategies in the areas of Leadership, Personnel support, Content, and Infrastructure to drive school improvement efforts (see attached). In addition to these strategies, all schools adopted an instructional data collection system, Common Core state standards, and a RIDE approved teacher evaluation model.

Table 7: Flex Model Intervention Strategy Option

<i>Leadership</i>	<i>Support</i>	<i>Infrastructure</i>	<i>Content</i>
Intervention III Strategies: Priority schools select one from each area. Focus schools select two strategies 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 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
Intervention II Strategies: Priority 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
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