

# Schools Identified for Intervention

## DEFINITION

*Schools identified for intervention* is the percentage of Rhode Island public schools that are classified as “Focus” or “Priority” and identified for intervention by the Rhode Island Department of Education.

## SIGNIFICANCE

Since its passage in 2001, the federal *No Child Left Behind Act (NCLB)* has focused on closing achievement gaps and improving public schools. In 2012, Rhode Island replaced its former system of classifying schools with a new accountability system that identifies each school’s strengths and weaknesses and focuses on outcomes for student subgroups so Rhode Island can provide the support and interventions schools need to improve student achievement and close achievement gaps.<sup>1</sup> This accountability system classifies schools based on proficiency in English language arts and math, success in closing the achievement gap, growth at the elementary and middle school levels, and graduation rates at the high school level.<sup>2</sup>

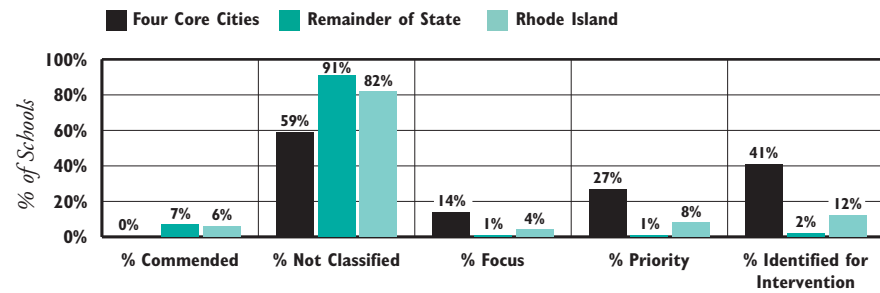
Because the 2014-2015 school year was the first year that the *Partnership for Assessment of Readiness for College and Careers (PARCC)* was administered, it is a transition year for the state’s school classification system. Schools previously identified as “Focus” or “Priority,” the two lowest classifications, retain that

classification. Schools are classified as “Commended” if they have high levels of achievement, are narrowing achievement gaps within their schools, and have at least a 95% participation rate on both the English language arts and math *PARCC* assessments. All other schools received no classification for the 2014-2015 school year.<sup>3</sup>

The recent authorization of the *Every Student Succeeds Act (ESSA)* makes some changes to how states must design their school accountability systems going forward. States may now consider assessments other than standardized tests, such as portfolios or projects, when making school accountability decisions and must include a measure of “school quality or student success,” such as student engagement, access to advanced coursework, or college and career readiness, in their accountability systems.<sup>4,5,6</sup>

Research on school improvement efforts shows that schools can be improved through comprehensive, whole-school reforms. Critical elements of successful school turnaround efforts include identifying and supporting strong teachers and building leaders, using data-based decision making, setting high expectations for all students, providing wrap-around services to support the social, emotional, and behavior needs of students, and creating a positive and collaborative school culture.<sup>7</sup>

## Rhode Island School Performance Classifications, 2014-2015 School Year



Source: Rhode Island Department of Education, 2014-2015 school year. Percentages may not sum to 100% due to rounding.

◆ In Rhode Island in the 2014-2015 school year, 17 schools (6%) were classified as “Commended,” 11 schools (4%) were classified as “Focus,” and 21 schools (8%) schools were classified as “Priority.” Because the 2014-2015 school year was the first year for *PARCC* assessments, only “Commended,” “Focus,” and “Priority” schools are classified this year. All other schools receive no school classification this year. Schools designated as “Priority” or “Focus” schools (12% of schools in Rhode Island in 2014-2015) were identified for intervention, and 27 of these 32 schools were located in the four core cities.<sup>8,9</sup>

## Interventions Designed to Improve Schools

- ◆ In Rhode Island, intervention in low-achieving schools has led to improvements in school climate and student achievement. The Rhode Island Department of Education works with districts and schools to design, implement, and monitor plans focused on improving instruction and student achievement that schools can sustain over time.<sup>10</sup>
- ◆ Once identified as a “Priority” or “Focus” school requiring intervention, the school and state begin a multi-year intervention plan that begins with diagnostic evaluation and the development of comprehensive strategies for intervention.<sup>11</sup>
- ◆ All public schools in Rhode Island, regardless of classification, are included in the accountability system and are expected to strive for continued improvement.<sup>12,13</sup>

# Schools Identified for Intervention

Table 48.

Schools Identified for Intervention, 2014-2015 School Year

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# COMMENDED	# NOT CLASSIFIED	# FOCUS	# PRIORITY	# SUBJECT TO STATE INTERVENTION	% SUBJECT TO STATE INTERVENTION
Barrington	6	2	4	0	0	0	0%
Bristol Warren	6	1	5	0	0	0	0%
Burrillville	4	0	4	0	0	0	0%
Central Falls	4	0	1	1	2	3	75%
Chariho	6	1	5	0	0	0	0%
Coventry	7	0	7	0	0	0	0%
Cranston	23	2	20	1	0	1	4%
Cumberland	8	0	8	0	0	0	0%
East Greenwich	6	1	5	0	0	0	0%
East Providence	11	0	9	0	2	2	18%
Exeter-West Greenwich	3	0	3	0	0	0	0%
Foster	1	0	1	0	0	0	0%
Foster-Glocester	2	0	2	0	0	0	0%
Glocester	2	0	2	0	0	0	0%
Jamestown	2	1	1	0	0	0	0%
Johnston	6	1	5	0	0	0	0%
Lincoln	6	1	5	0	0	0	0%
Little Compton	1	0	1	0	0	0	0%
Middletown	5	0	5	0	0	0	0%
Narragansett	3	0	3	0	0	0	0%
New Shoreham	1	0	1	0	0	0	0%
Newport	2	0	2	0	0	0	0%
North Kingstown	8	0	8	0	0	0	0%
North Providence	9	0	9	0	0	0	0%
North Smithfield	4	0	4	0	0	0	0%
Pawtucket	16	0	14	0	2	2	13%
Portsmouth	4	0	4	0	0	0	0%
Providence	37	0	15	8	14	22	59%
Scituate	5	0	5	0	0	0	0%
Smithfield	6	0	6	0	0	0	0%
South Kingstown	7	3	4	0	0	0	0%
Tiverton	5	1	4	0	0	0	0%
Warwick	22	0	22	0	0	0	0%
West Warwick	5	0	5	0	0	0	0%
Westerly	6	0	6	0	0	0	0%
Woonsocket	9	0	9	0	0	0	0%
<i>Charter Schools</i>	<i>14</i>	<i>3</i>	<i>10</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>7%</i>
<i>State-Operated Schools</i>	<i>4</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>25%</i>
<i>UCAP</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0%</i>
<i>Four Core Cities</i>	<i>66</i>	<i>0</i>	<i>39</i>	<i>9</i>	<i>18</i>	<i>27</i>	<i>41%</i>
<i>Remainder of State</i>	<i>192</i>	<i>14</i>	<i>175</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>2%</i>
<i>Rhode Island</i>	<i>277</i>	<i>17</i>	<i>228</i>	<i>11</i>	<i>21</i>	<i>32</i>	<i>12%</i>

## Source of Data for Table/Methodology

Data are from the Rhode Island Department of Education, 2014-2015 school year.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Charter schools that are classified include Beacon Charter High School for the Arts, Blackstone Academy Charter School, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, and Trinity Academy for the Performing Arts.

State-operated schools that are classified include the William M. Davies Jr. Career and Technical High School, DCYF, Metropolitan Regional Career & Technical Center, and the Rhode Island School for the Deaf. UCAP is the Urban Collaborative Accelerated Program.

The only newly classified schools this year are Commended Schools. Schools previously in the lowest two classifications – Focus and Priority Schools – retain that classification for this year. All other schools receive no school classification this year. Schools listed as “not classified” in this table were not Commended, Focus, or Priority schools or were not classified in 2013-2014 because they did not have sufficient years of data or had new school designations.

## References

- <sup>1</sup> *Rhode Island school and district accountability system ESEA flexibility under NCLB.* (2012). Providence, RI: Rhode Island Department of Education.
- <sup>2</sup> *Rhode Island accountability process revisions for school years 2015 and 2016.* (2015). Providence, RI: Rhode Island Department of Education.
- <sup>3</sup> Rhode Island Department of Education. (2016). *Seventeen schools honored as R.I. commended schools* [Press release.]. Retrieved February 16, 2016, from www.ride.ri.gov
- <sup>4</sup> *Fact Sheet: Congress acts to fix No Child Left Behind.* (2015). Washington, DC: Office of the Press Secretary, The White House.

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