

# 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 between the lowest and highest performing students, growth at the elementary and middle school levels, and graduation rates at the high school level.<sup>2</sup>

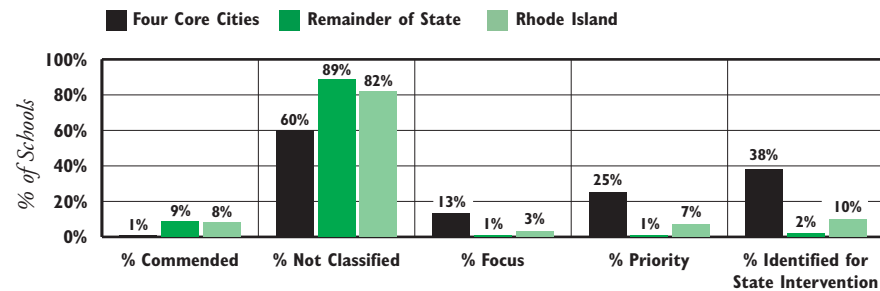
Rhode Island continues to transition to the *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and to the federal *Every Student Succeeds Act (ESSA)* and is working to develop a new system for

school classifications. Under *ESSA*, the U.S. Department of Education requires states to identify schools that should receive comprehensive support, including at least 5% of schools receiving Title I funds and all Title I schools that fail to graduate one third or more of their students. The *ESSA*-required accountability system must be in effect by the 2018-2019 school year.<sup>3,4,5</sup>

*ESSA* makes some changes to how states must design their school accountability systems going forward. When developing new school accountability systems, states may consider assessments other than standardized tests, such as portfolios or projects, and must include a measure of “school quality or student success,” such as student engagement, chronic absence, school climate and safety, access to advanced coursework, or college and career readiness, in their accountability systems.<sup>6,7</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 behavioral needs of students, and creating a positive and collaborative school culture.<sup>8</sup>

**Rhode Island School Performance Classifications, 2015-2016 School Year**



Source: Rhode Island Department of Education, 2015-2016 school year. Percentages may not sum to 100% due to rounding. Aside from Commended, Focus, and Priority Schools, no other Rhode Island schools receive classifications.

◆ In Rhode Island in the 2015-2016 school year, 22 schools (8%) were classified as “Commended,” 10 schools (3%) were classified as “Focus,” and 20 schools (7%) were classified as “Priority.” Aside from “Commended,” “Focus,” and “Priority,” schools do not receive classifications, although 50 schools received an “alert” due to low graduation or testing rates.<sup>9,10</sup> Schools designated as “Priority” or “Focus” schools (10% of schools in Rhode Island in 2015-2016) were identified for intervention, and 26 of these 30 schools were located in the four core cities.<sup>11</sup>

## Every Student Succeeds Act (ESSA) School Quality or Student Success Measure

- ◆ *ESSA* requires that state accountability systems include five types of indicators, including measures of academic achievement, growth or achievement gap closure, the high school graduation rate, English language proficiency, and a fifth indicator that measures school quality or student success.<sup>12</sup>
- ◆ *ESSA* requires that the school quality or student success measure meaningfully differentiate among schools and be valid, reliable, and comparable. The law specifically mentions measures of student engagement, educator engagement, access to advanced coursework, college readiness, and school climate and safety. However, states can select other indicators, including the level of parent or community involvement in the school and/or chronic absence. States should ensure that the indicator(s) selected cannot be easily manipulated and measure factors that are within a school’s control.<sup>13,14</sup>

# Schools Identified for Intervention

Table 50.

Schools Identified for Intervention, 2015-2016 School Year

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# COMMENDED	# NOT CLASSIFIED	# FOCUS	# PRIORITY	# SUBJECT TO STATE INTERVENTION	% SUBJECT TO STATE INTERVENTION
Barrington	6	4	2	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	7	2	5	0	0	0	0%
Coventry	7	0	7	0	0	0	0%
Cranston	23	0	22	1	0	1	4%
Cumberland	8	1	7	0	0	0	0%
East Greenwich	4	1	3	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	2	0	0	0	0	0%
Johnston	6	1	5	0	0	0	0%
Lincoln	6	0	6	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	3	0	3	0	0	0	0%
North Kingstown	8	1	7	0	0	0	0%
North Providence	9	0	9	0	0	0	0%
North Smithfield	4	1	3	0	0	0	0%
Pawtucket	16	1	14	0	1	1	6%
Portsmouth	4	0	4	0	0	0	0%
Providence	40	0	18	8	14	22	55%
Scituate	5	1	4	0	0	0	0%
Smithfield	6	0	6	0	0	0	0%
South Kingstown	7	2	5	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	8	0	8	0	0	0	0%
<i>Charter Schools</i>	<i>21</i>	<i>3</i>	<i>18</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0%</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>68</i>	<i>1</i>	<i>41</i>	<i>9</i>	<i>17</i>	<i>26</i>	<i>38%</i>
<i>Remainder of State</i>	<i>192</i>	<i>18</i>	<i>171</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>2%</i>
<i>Rhode Island</i>	<i>286</i>	<i>22</i>	<i>234</i>	<i>10</i>	<i>20</i>	<i>30</i>	<i>10%</i>

## Source of Data for Table/Methodology

Source of Data for Table/Methodology Data are from the Rhode Island Department of Education, 2015-2016 school year.

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

Charter schools that are classified include Achievement First Providence Mayoral Academy, Beacon Charter School, Beacon Charter High School for the Arts, Founders Academy, Blackstone Academy Charter, Blackstone Valley Prep Elementary, Blackstone Valley Prep Elementary 2, Blackstone Valley Prep High School, Blackstone Valley Prep Middle School, Highlander Charter School, International Charter School, Kingston Hill Academy, Paul Cuffee Charter School, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, Sheila "Skip" Nowell Leadership Academy I, Sheila Skip Nowell Leadership Academy II, The Compass School, The Greene School, The Learning Community Charter School, Trinity Academy for the Performing Arts, and Village Green Virtual Charter School.

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. No new Focus or Priority schools were identified. Schools listed as "not classified" in this table were not Commended, Focus, or Priority schools or were not classified in 2015-2016 because they did not have sufficient years of data.

See the Methodology Section for more information.

## References

<sup>1</sup> *Rhode Island school and district accountability system ESEA flexibility under NCLB.* (2012). Providence, RI: Rhode Island Department of Elementary and Secondary School Education.

<sup>20</sup> *Rhode Island accountability process revisions for school years 2015 and 2016: A presentation to the accountability 3.0.* (2016). Providence, RI: Rhode Island Department of Education.

(continued on page 188)