

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

Rhode Island’s accountability system is in transition as the state moves towards the federal *Every Student Succeeds Act (ESSA)*. The current system focuses on achievement gaps, learning from schools that are showing progress, and identifying schools that need additional support.¹ 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.²

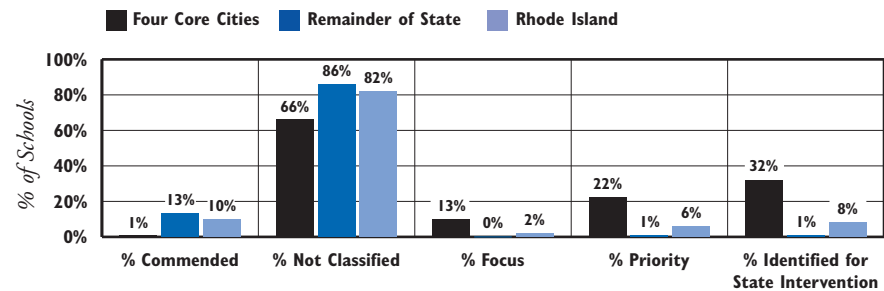
As part of the state plan submitted for *ESSA*, Rhode Island has developed a new accountability system.³ The new accountability system will evaluate schools based on proficiency in English language arts and math, student growth, English language proficiency progress, chronic absenteeism, suspensions, and graduation rates.⁴ Under *ESSA*, the U.S. Department of Education continues to require states to identify a set number of Title I schools as “Priority” and “Focus”

schools as states transition to new accountability systems.⁵ Rhode Island will begin to identify schools for support and improvement under the new accountability system for the 2018-2019 school year.^{6,7}

ESSA makes some changes in how states must design their school accountability systems going forward. When developing new school accountability systems, states 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. Rhode Island will be using chronic absenteeism and suspensions as the initial indicators for school quality and will be adding indicators of High School Graduate Proficiency and Post-Secondary Success in the coming years.^{8,9}

Research on school improvement efforts shows that schools can be improved through comprehensive, whole-school reforms. Critical elements of successful school improvement efforts include targeting resources to support the lowest performing schools, giving building leaders more autonomy around spending and hiring, using data-based decision making, developing ways to spread best practices, and engaging the whole community in improvement efforts.¹⁰

Rhode Island School Performance Classifications, 2016-2017 School Year



Source: Rhode Island Department of Education, 2016-2017 school year. Note: Percentages may not sum to 100% due to rounding.

◆ In Rhode Island in the 2016-2017 school year, 28 schools (10%) were classified as “Commended,” seven schools (2%) were classified as “Focus,” and 17 schools (6%) were classified as “Priority.” Aside from “Commended,” “Focus,” and “Priority,” schools do not receive classifications. Schools designated as “Priority” or “Focus” schools (8% of schools in Rhode Island in 2016-2017) were identified for intervention, and 22 of these 24 schools were located in the four core cities.¹¹

Every Student Succeeds Act (ESSA) School Accountability Plans

◆ Strong *ESSA* accountability frameworks have an easy-to-understand rating system, incorporate student growth as well as proficiency, include academic measures inclusive of more than reading and math, incorporate the performance of subgroups, include measures of college and career readiness, and include a measure of year-over-year growth.^{12,13} Rhode Island plans to include indicators of chronic absenteeism and suspensions to measure school quality. In the future, Rhode Island will incorporate High School Graduate Proficiency and Post-Secondary Success as measures of school quality and student success and include a science proficiency indicator.¹⁴

◆ The new accountability system will be a scale of one to five stars. Schools identified for comprehensive support and improvement will be one-star schools that have the lowest performance on academic growth and achievement and will often have multiple subgroups of students identified for targeted support, problems with chronic absenteeism and/or high suspension rates, and may have high school graduation rates of less than 80% of their students.¹⁵

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Table 49.

Schools Identified for Intervention, 2016-2017 School Year

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# COMMENDED	# NOT CLASSIFIED*	# FOCUS	# PRIORITY	# SUBJECT TO STATE INTERVENTION	% SUBJECT TO STATE INTERVENTION
Barrington	6	5	1	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	4	2	0	0	0	0%
Coventry	7	1	6	0	0	0	0%
Cranston	23	1	22	0	0	0	0%
Cumberland	8	1	7	0	0	0	0%
East Greenwich	4	2	2	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	2	6	0	0	0	0%
North Providence	9	0	9	0	0	0	0%
North Smithfield	4	1	3	0	0	0	0%
Pawtucket	16	0	16	0	0	0	0%
Portsmouth	4	0	4	0	0	0	0%
Providence	40	1	20	6	13	19	48%
Scituate	5	1	4	0	0	0	0%
Smithfield	6	0	6	0	0	0	0%
South Kingstown	7	1	6	0	0	0	0%
Tiverton	5	1	4	0	0	0	0%
Warwick	20	0	20	0	0	0	0%
West Warwick	5	0	5	0	0	0	0%
Westerly	5	0	5	0	0	0	0%
Woonsocket	8	0	8	0	0	0	0%
<i>Charter Schools</i>	<i>22</i>	<i>3</i>	<i>19</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>4</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0%</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>45</i>	<i>7</i>	<i>15</i>	<i>22</i>	<i>32%</i>
<i>Remainder of State</i>	<i>188</i>	<i>24</i>	<i>162</i>	<i>0</i>	<i>2</i>	<i>2</i>	<i>1%</i>
<i>Rhode Island</i>	<i>283</i>	<i>28</i>	<i>231</i>	<i>7</i>	<i>17</i>	<i>24</i>	<i>8%</i>

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Education, 2016-2017 school year.

*Schools listed as “not classified” in this table were not Commended, Focus, or Priority schools or were not classified in 2016-2017 because they did not have sufficient years of data.

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

Charter schools that are classified include Achievement First Providence Mayoral Academy, Beacon Charter School Founders Academy, Beacon Charter High School for the Arts, Blackstone Academy Charter, Blackstone Valley Prep Elementary 1 and 2, Blackstone Valley Prep High School, Blackstone Valley Prep Middle School 1 and 2, 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, 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.

See the Methodology Section for more information.

References

¹ Rhode Island Department of Education. (2017) *School classifications*. Retrieved December 20, 2017, from www.ride.ri.gov

² *Rhode Island accountability process revisions for school years 2015 and 2016: A presentation to the accountability 3.0 state webinar*. (2016). Providence, RI: Rhode Island Department of Education.

³ Rhode Island Department of Education. (2017). *RIDE recognizes 28 commended schools* [Press release]. Retrieved October 19, 2017, from www.ride.ri.gov

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