

Schools Identified for Intervention

DEFINITION

Schools identified for intervention is the percentage of Rhode Island public schools that are identified as in need of “Comprehensive Support and Improvement” by the Rhode Island Department of Education.

SIGNIFICANCE

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.¹

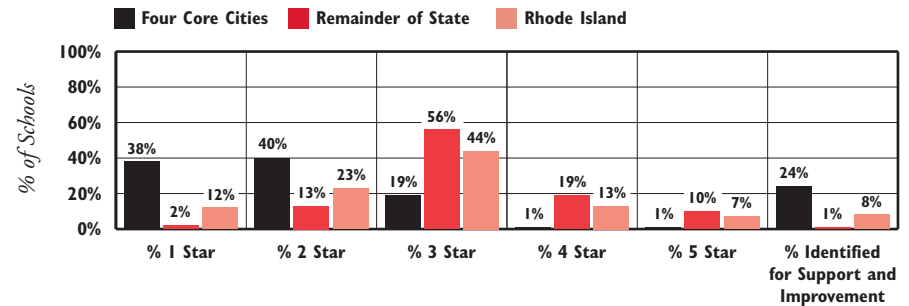
The U.S. Department of Education approved Rhode Island’s new accountability system under the *Every Student Succeeds Act (ESSA)* in 2018.² The new system is structured to promote collective responsibility for continuous improvement at all levels of education through the use of measurements to differentiate school performance, a school classification system, and state, district and school report cards.³

The new system uses a five-star rating system to summarize overall

school performance determined by a broad range of performance indicators.⁴ These indicators include achievement in English language arts and math, student growth, graduation rate, English language proficiency, percentage of students exceeding expectations, student and teacher chronic absenteeism, and suspensions.⁵ In future years, Rhode Island will include additional indicators including proficiency in science, high school graduates’ proficiency in English language arts and math, and the percentage of graduating high school students who have earned college credits or industry credentials.⁶

Schools with five-star ratings have strong performance in all the indicators and no low-performing student subgroups. Schools with one-star ratings are low performing schools in multiple indicators.⁷ The lowest performing 5% of all schools receiving Title I funds, high schools that do not graduate at least two-thirds of their students and schools with the lowest scores on academic indicators are identified as in need of “Comprehensive Support and Improvement.”⁸ These schools will receive additional support and oversight from the state. Schools identified as in need of additional targeted support and improvement have one or more student subgroups performing at the lowest levels in the state.⁹

Rhode Island School Performance Classifications, 2017-2018 School Year



Source: Rhode Island Department of Education, School and District Report Cards, 2017-2018 school year.

- ◆ In Rhode Island in the 2017-2018 school year, 36 schools (12%) were given a one-star rating, 68 schools (23%) were given a two-star rating, 132 schools (44%) were given a three-star rating, 40 schools (13%) were given a four-star rating, and 21 schools (7%) were given a five-star rating.¹⁰
- ◆ Eight percent of schools in Rhode Island are identified as in need of Comprehensive Support and Improvement, and 17 of these 24 schools were located in the four core cities.¹¹
- ◆ An additional 131 schools were identified as being in need of additional targeted support and improvement because they have one or more student subgroups who performed at the lowest levels in the state. Of these schools, 89% were identified because of the need for improvement for students with disabilities.¹²

Every Student Succeeds Act (ESSA) School Accountability Plans

- ◆ ESSA replaced *No Child Left Behind* as the nation’s leading education law in 2015. The law requires states to 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 new accountability systems.^{13,14}
- ◆ 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 student subgroups, include measures of college and career readiness, and include a measure of year-over-year growth.^{15,16}

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Table 50.

Schools Identified for Intervention, 2017-2018 School Year

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# OF 5-STAR RATED SCHOOLS	# OF 4-STAR RATED SCHOOLS	# OF 3-STAR RATED SCHOOLS	# OF 2-STAR RATED SCHOOLS	# OF 1-STAR RATED SCHOOLS	# IDENTIFIED FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT	% IDENTIFIED FOR COMPREHENSIVE SUPPORT AND IMPROVEMENT
Barrington	6	5	1	0	0	0	0	0%
Bristol Warren	6	2	1	3	0	0	0	0%
Burrillville	5	0	0	4	1	0	0	0%
Central Falls	5	0	0	0	3	2	0	0%
Chariho	7	2	1	3	0	1	1	14%
Coventry	7	0	1	6	0	0	0	0%
Cranston	23	0	5	11	5	2	1	4%
Cumberland	8	2	2	4	0	0	0	0%
East Greenwich	6	3	1	2	0	0	0	0%
East Providence	11	0	0	9	2	0	0	0%
Exeter-West Greenwich	4	1	1	2	0	0	0	0%
Foster	1	0	0	1	0	0	0	0%
Foster-Glocester	2	0	0	2	0	0	0	0%
Glocester	2	0	2	0	0	0	0	0%
Jamestown	2	1	1	0	0	0	0	0%
Johnston	7	0	1	2	3	1	0	0%
Lincoln	6	0	2	4	0	0	0	0%
Little Compton	1	0	0	1	0	0	0	0%
Middletown	5	0	0	5	0	0	0	0%
Narragansett	3	1	1	1	0	0	0	0%
New Shoreham	1	0	0	1	0	0	0	0%
Newport	3	0	0	0	3	0	0	0%
North Kingstown	8	2	3	3	0	0	0	0%
North Providence	9	0	0	4	5	0	0	0%
North Smithfield	4	0	4	0	0	0	0	0%
Pawtucket	16	0	1	7	4	4	3	19%
Portsmouth	4	0	3	1	0	0	0	0%
Providence	41	1	0	6	16	18	13	32%
Scituate	5	0	1	4	0	0	0	0%
Smithfield	6	0	2	4	0	0	0	0%
South Kingstown	7	0	1	4	2	0	0	0%
Tiverton	5	0	0	5	0	0	0	0%
Warwick	20	0	0	18	2	0	0	0%
West Warwick	5	0	0	3	2	0	0	0%
Westerly	5	0	2	2	1	0	0	0%
Woonsocket	10	0	0	1	6	3	1	10%
<i>Charter Schools</i>	<i>26</i>	<i>1</i>	<i>3</i>	<i>8</i>	<i>11</i>	<i>3</i>	<i>3</i>	<i>12%</i>
<i>State-Operated Schools</i>	<i>4</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>50%</i>
<i>UCAP</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0%</i>
<i>Four Core Cities</i>	<i>72</i>	<i>1</i>	<i>1</i>	<i>14</i>	<i>29</i>	<i>27</i>	<i>17</i>	<i>24%</i>
<i>Remainder of State</i>	<i>194</i>	<i>19</i>	<i>36</i>	<i>109</i>	<i>26</i>	<i>4</i>	<i>2</i>	<i>1%</i>
<i>Rhode Island</i>	<i>297</i>	<i>21</i>	<i>40</i>	<i>132</i>	<i>68</i>	<i>36</i>	<i>24</i>	<i>8%</i>

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Education, 2017-2018 school year.

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

Charter schools that are classified include Achievement First, Beacon Charter High School for the Arts, Blackstone Academy Charter, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, The Hope Academy, International Charter School, Kingston Hill Academy, The Learning Community Charter School, Rhode Island Nurses Institute Middle College Charter School, Segue Institute for Learning, Sheila "Skip" Nowell Leadership Academy, SouthSide Elementary 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.

Early Learning Centers, Pre-K programs and preschools are not rated and therefore not included in this table.

See the Methodology Section for more information.

References

¹ Strauss, C. & Miller, T. (2016). *Strategies to improve low-performing schools under the Every Student Succeeds Act: How 3 districts found success using evidence-based practices*. Washington, DC: Center for American Progress.

² U.S. Department of Education, Press Office. (2018). *Secretary DeVos approves Idaho, Mississippi and Rhode Island's ESSA state plans* [Press Release]. Retrieved from www.ed.gov

^{3,5,7,8} Rhode Island Department of Education. (2018). *Rhode Island's Every Student Succeeds Act state plan*, from www.ride.ri.gov

^{4,6,9,12} Rhode Island Department of Education. (2018) *Rhode Island launches new school report card platform* [Press Release]. Retrieved from www.ride.ri.gov

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