

Rhode Island Department of Education
School Improvement Under ESSA

Practitioners' Guide to
School Improvement Planning

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I. Letter from the Commissioner



State of Rhode Island and Providence Plantations
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Ken Wagner, Ph.D.
Commissioner

Dear Colleagues,

Thank you for everything you do on behalf of Rhode Island students and families. A career in education is one of the most challenging, yet rewarding, pathways an individual can choose in life. I know that it may often feel like there are more moments of challenge than reward, but what you do is incredibly important. Your work, commitment, creativity, and passion can make a difference for the students before you today, and for the students who will follow for generations to come.

Identification as a school in need of Comprehensive Support and Improvement is a challenging moment. Your team works hard. Federal identification can feel like an additional burden for you to shoulder.

But this is also an opportunity. We are in this work together.

Think of a journey in a car. The dashboard tells you how fast you're going, how far you've traveled, and the direction in which you're headed. The engine powers the car and moves it forward. In education, we often focus more on the dashboard: measuring progress and success. But we will move forward only if we pay as much, if not more, attention to the engine that powers teaching and learning: curriculum, instruction, and ongoing professional learning.

We need to monitor the dashboard, but more than anything we need to fuel the engine. In no way should we ignore outside factors – our students often bring to us significant life circumstances and challenges in their educational journey – but the bottom line is that the single biggest school-based factor that drives progress in learning, is progress in teaching.

We very deliberately included community engagement as a core component of our ESSA plan because we know that, to be successful, family and community voices need to be heard and understood. Families and communities are our student's first teachers, and they know their children best. At the state level, I want to reiterate that we are in this together. You have the full support of myself, my team, and the entire Department of Education as this important work gets underway.

We can do this, together, and I look forward to learning from you and collaborating with you in the year ahead.

Ken Wagner, Ph.D.
Commissioner

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II. Introduction

Purpose of Practitioners' Guide

The purpose of this guide is to provide all stakeholders with a consolidated resource to guide the work of improving the lowest performing schools in Rhode Island. The audience of stakeholders, therefore, is quite broad—from formal educational leaders like superintendents and principals to interested, invested community members, business executives, and faith leaders, to parents and grandparents with students in schools undertaking improvement efforts.

Each section of this document is intended to provide clear and concise information related to a discreet part of the school improvement process in Rhode Island, both in accord with the Every Student Succeeds Act (ESSA), as well as the federally approved ESSA State Plan for Rhode Island. Some pieces of the process include, but are not limited to: performing a needs assessment; composing and developing a community advisory board; or building a budget in support of a comprehensive plan.

It is expected that any school-- and their coordinate LEA—that is identified for school improvement and received 1003 funds in order to support school improvement efforts will fully and faithfully undertake the school improvement process. Regardless of school type, all schools identified as in need of comprehensive support and improvement (CSI) must undertake a needs assessment, perform a root cause analysis, and form Community Advisory Boards (CAB). Further, any activities funded by 1003 dollars must be evidence based, in accord with ESSA's tiers of evidence thresholds. Stated another way, funds must be used only on practices and programs with proven evidence of success.

Schools Identified for Comprehensive Support and Improvement

District	School	School Type	Grade Span	Redesign Timeline ¹
Cranston	NEL/CPS Construction Career Academy	District charter	High	Standard
Pawtucket	Samuel Slater Middle School	Traditional	Middle	Standard
	Lyman B. Goff Middle School	Traditional	Middle	Standard
	Charles E. Shea High School	Traditional	High	Standard
Providence	Dr. Jorge Alvarez High School	Traditional	High	Re-identified
	Alfred Lima, Sr. Elementary School	Traditional	High	Standard
	Carl G. Lauro Elementary School	Traditional	Elementary	Re-identified
	Nathan Bishop Middle School	Traditional	Middle	Standard
	Gilbert Stuart Middle School	Traditional	Middle	Re-identified
	Roger Williams Middle School	Traditional	Middle	Re-identified
	Hope High School	Traditional	High	Re-identified
	Mount Pleasant High School	Traditional	High	Re-identified
	Robert L. Bailey IV Elementary School	Traditional	Elementary	Standard
	Dr. Martin Luther King, Jr. Elementary School	Traditional	Elementary	Standard

¹ Per the ESSA State Plan, those former Priority schools that are now identified as CSI will now have *two years to exit, inclusive of SY18-19*, before redesign proposals are required at the conclusion of 2020. These schools have been labeled “re-identified”.

	Governor Christopher DelSesto Middle School	Traditional	Middle	Re-identified
	William B. Cooley, Sr. High School and the Providence Academy of International Studies	Traditional	High	Re-identified
	West Broadway Middle School	Traditional	Middle	Standard
Woonsocket	Harris School	Traditional	Elementary	Standard
Sheila Skip Nowell	Sheila Skip Nowell Leadership Academy (Central Campus)	Independent charter	High	Standard
	Sheila Skip Nowell Leadership Academy (Capital Campus)	Independent charter	High	Standard
RI Deaf	Rhode Island School for the Deaf	State operated school	Secondary	Re-identified
RINI	RI Nurses Institute Middle College	Independent charter	High	Standard
DCYF	DCYF Alternative Education Program	State operated program	High	Standard
Chariho	Chariho Alternative Learning Academy	District alternative learning program	Secondary	Standard

RIDE Theory of Action

The Rhode Island Department of Education has developed a coherent, aligned, and cohesive theory of action that: focuses on school improvement as an agency-wide priority, emphasizes the twin values of support and accountability, acknowledges local education agencies (LEAs) as the unit of change that manage schools, and places a fundamental focus on the centrality of teaching and learning in the urgent work of improving the state's lowest performing schools. This approach is outlined in greater detail, as well as codified and approved by the federal government in Rhode Island's ESSA State Plan.

Through the creation of the Rhode Island Framework for Comprehensive School Improvement, the agency and the state have set forth guardrails that outline the evidence-based essential elements that create the necessary preconditions for school improvement work. Meant only as a guide and an organizing frame, the framework approach still allows for flexibility and innovation at the local level, leveraging the expertise of those working closest with students.

To that end, the state's theory of action also believes in an ecosystem of shared responsibility, wherein the state, the local education agency, the school(s), and the broader community are all engaged in the complex work of improving schools. Role clarity is an important part of this sense of shared responsibility. To that end, the state works directly with the local education agency (LEA), as needed, both to support and to hold accountable. In turn, the LEA works directly with schools and the broader community to meet needs, support as necessary, and to hold adults accountable for implementing school improvement efforts with fidelity, and accelerating efforts, as needed.

In order for school improvement work to be rooted in local context, a needs assessment and accompanying root cause analysis are essential preparatory steps. In a departure from prior practice and in accord with the Every Student Succeeds (ESSA) Act, funding for school improvement work must be rigorously evidence-based in accord with the tiers of evidence outlined in ESSA.

Finally, RIDE and the state have committed significant resources to this new opportunity to improve Rhode Island's lowest performing schools in the under resourced communities across the state. As such, local education agencies (LEAs) and schools can draw upon a variety of resources from the staff of the agency, including ongoing support, technical assistance, capacity building, the Hub, funding, and other resources, as well.

School Improvement Team Contact Information

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Important Dates

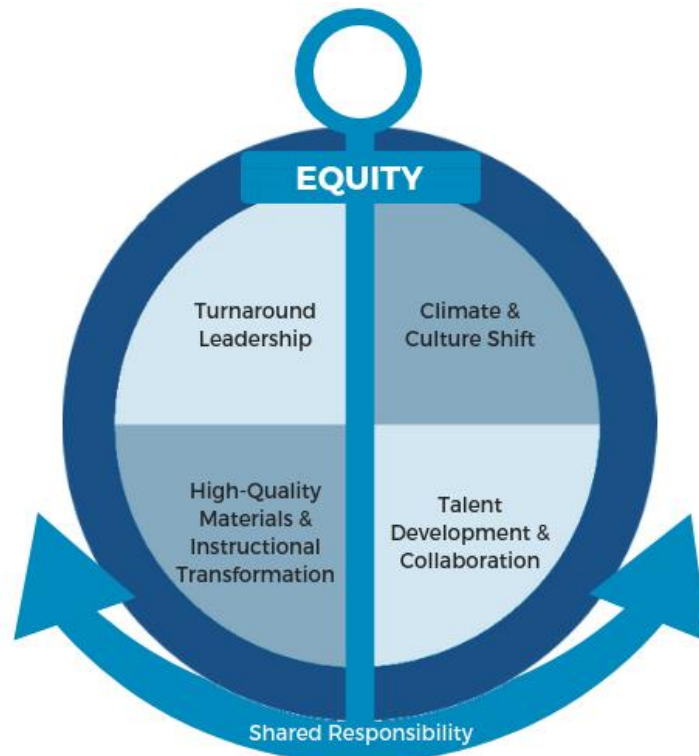
All final deliverables for CSI schools are tentatively due to RIDE on May 15, 2019. Community Advisory Boards should be fully composed by March 4, 2019. Further guidance on suggested timelines is embedded within the individual components of the grant application. As always, RIDE will keep district LEA staff abreast of any changes or shifts in timelines.

III. Rhode Island Framework for Comprehensive School Improvement

A Systems Framework to Guide Comprehensive School Improvement

The Rhode Island Framework for Comprehensive School Improvement offers guardrails to guide the complex work of school improvement. It offers a structure to local education agencies (LEAs) and school communities as they articulate a coherent strategy and explicit philosophy to organize the work of a school and its partners. For this reason, adopting a framework for school improvement is crucial for RIDE, but more importantly, for our local education agencies (LEAs), our communities, and most importantly, our schools—including the leaders, teachers, and students within them.

As such, the subsequent framework has been adopted by RIDE and the Council on Elementary and Secondary Education as a response to requests from our partners in the field that, while innovation and flexibility in this work are closely-held values, it would be helpful for the agency to articulate evidence-based essential elements related to school improvement. Thus, the Rhode Island Framework for Comprehensive School Improvement:



Moving from Prescription to Flexibility: Continuous System Improvement

RIDE is committed to creating the necessary conditions of **innovation and flexibility** necessary to achieve improvements in student outcomes. Despite articulating certain essential elements of the work related to school improvement, this framework is an explicit step to move away from the kind of prescription that removes decision making from local leaders and teachers closest to the students. Instead, this framework gives LEAs and schools the flexibility to select and adopt the most appropriate strategies grounded in evidence and data-informed decisions, sending a clear message to them about the importance of engaging in a continuous improvement process.

Unpacking the Essential Elements: Rhode Island’s Framework for Comprehensive School Improvement

Rhode Island’s framework prioritizes **equity** and **shared responsibility** as its overarching values as well as improved teaching and learning as its highest priority. The framework outlines a process to ensure that all students are provided with the opportunity, expectations, and supports necessary to achieve at high levels. This does not mean that every student, every school, or every district will get there in the same way, needing the same improvement strategies. It does, however, call out four distinct bodies of work that collectively form the necessary conditions for comprehensive school improvement. These include:

1. **Turnaround Leadership:** Leaders at all levels must drive initiatives to facilitate significant, rapid improvement for low-performing schools. Because educational organizations function collectively as a system, leaders’ work at any one level of the system impacts other levels. Leaders must make it a priority to elevate performance, communicate the urgent need for improvement, catalyze and organize the coordinated work of staff, and draw upon a shared vision of success to execute data-informed plans, monitor improvement work, and accept responsibility for results.
2. **Climate & Culture Shift:** This work will require many people, working together in an aligned, coherent way, in order to achieve extraordinary results. Achieving this will require a high level of commitment and a concerted, continuous effort to fuse community cohesion with academic press—one without the other will be insufficient. Leadership, faculty, and staff must work together toward common goals, engendering a culture of mutual respect, shared responsibility, and relentless attention to student learning and family empowerment. The community and climate reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their role and their relationship to student learning, and a culture that values trust, respect, and shared high expectations for all.
3. **High Quality Materials & Instructional Transformation:** Improvement in student learning outcomes depends on a systems-approach to classroom instruction, leveraging high quality instructional materials rooted in an evidence-base. Effective instructional practices rooted in standards-aligned instruction, data-informed planning, differentiation and individualization, evidence-based pedagogy,

and strong classroom management must be identified and supported across the broader system. Schools cultivate environments of high expectations paired with high support for students, striving to focus their attention on in-school factors, while also attempting to address factors traditionally non-school-based so that each student comes to the task of learning ready for the challenge.

4. **Talent Development & Collaboration:** The work of comprehensive school improvement requires competent and committed professionals at all levels whose capacity is continually built through a balance of support and accountability. Selecting and developing teachers and leaders should be guided by evidence-based competencies and approached with equity in mind; policies and procedures to attract, prepare, recruit, develop, and retain staff is a necessary precursor to successful improvement efforts. Educators must hone their instructional leadership through ongoing collaboration as well as continual capacity building through learning, growth, development and clear performance expectations.

Rhode Island’s Framework has drawn upon similar frameworks developed by our neighboring state, Massachusetts, and by national technical assistance organizations like the American Institutes for Research (AIR), the Northeast Comprehensive Center (NCC), and the Center for School Turnaround (CST).

Past Precedent for Our Approach: Massachusetts

In Massachusetts, the adoption of a research-based, contextualized, and evolving framework, *The Effective Practices of School Turnaround*, over the last five years, has been instrumental to the state’s success in building LEA capacity and improving outcomes at their low performing schools. This framework allowed the state and outside experts to evaluate strengths and assess weaknesses of their individual strategies, understand and build off successes, and course-correct when necessary. The adoption of a framework for school improvement that is specific to Rhode Island’s commitments in ESSA and the local context would stand to similarly benefit the state’s students by improving our effectiveness at developing, implementing, evaluating, and communicating the difficult work of turning around our lowest performing schools and LEAs.

The Comprehensive Framework in Action – Central Falls Case Study

Close to home in the Ocean State, the Talent 4 Turnaround Leadership Academy (T4TLA) is a model for employing a comprehensive framework approach. T4TLA is a national collaborative between the U.S. Department of Education, the Regional Comprehensive Centers, and the American Institutes for Research that seeks to emphasize **talent** as a key driver in school improvement. To that end, the agency’s school improvement team formed a partnership with Central Falls School District, a local urban LEA, in the fall of 2016. As part of the model, a collaboration between the RIDE Office of Educator Effectiveness and the RIDE Office of College and Career Readiness was formed, to bridge the silos and the content of this work around talent and school improvement.

Despite staff changes and shifts in teams, the belief and focus on this work was maintained. Ultimately, through a deep data dive, a needs assessment, and a questioning protocol to identify the root cause, Central Falls and RIDE worked collaboratively for two years to construct a strategy to address persistently high educator attrition, in this small but densely populated high-needs LEA of one-square mile.

Through an intensive planning process, coupled with a combination of national convenings; dedicated monthly all-day workshops; SEA and LEA deliverables; tight agendas; webinars; and conference call support, the two-year partnership has identified priority needs and developed both strategies and actions to address the root causes. Ultimately the needs identified were the need for better systems to support early career educators and the need to develop a unified leadership framework to change the status quo of talent development and student outcomes throughout the LEA. Through a needs assessment process, and engaging in a root cause analysis protocol, the need to address early educator attrition was given priority. The evidence-based strategy to address this identified need was to develop a tailored, comprehensive induction program with teachers selected from Central Falls who would remain in the classroom part time, while developing coaching skills and supporting early career teachers simultaneously.

During this process, the RIDE team served as a guide, a facilitator, and a collaborator with Central Falls, leveraging the strengths, talents, and resources of RIDE to summarize research and best practice into guiding principles for this locally-driven work; create an exit interview script; codify an exit interview and data collection protocol; write a two year project plan; revise a guidebook for the comprehensive induction program; design infographics, one pagers, and slide decks to communicate this work to a variety of audiences and stakeholders; write and post job descriptions; and interview as well as hire for this new role. Now, with the hiring of four part-time Comprehensive Induction Specialists, the partnership is transitioning to a focus on implementation fidelity and evaluation for outcomes.

With the selection of an induction model and the hiring of skilled coaches now accomplished, the team is turning its attention to the second area of LEA need: leadership development. Though this process is still in nascent stages, with no causal effects to point to, we believe that this is a model of the kind of trusting, authentic, meaningful partnerships that SEAs and LEAs can engage in, focused in discreet areas of school improvement, and driven by a framework that helps all parties to understand how these essential elements fit together.

IV. Guidance on the involvement of Community Advisory Boards

1. Purpose of Community Advisory Boards

Rhode Island’s ESSA State Plan affirms several beliefs for school improvement in Rhode Island, including that effective school improvement empowers students, families, and educators, that school improvement is a shared responsibility of all stakeholders throughout the statewide community and that school improvement is not possible without authentically engaged local communities and families. To enact these values, Rhode Island’s ESSA Plan requires all LEAs with CSI schools assemble one or several Community Advisory Boards (CABs). CABs are to be comprised of members of the community served by the identified school(s), and operate in conjunction with the CSI school and its LEA. CABs will be regularly engaged in the implementation and oversight of school improvement in partnership with LEAs and CSI schools. Additionally, CABs and LEAs must update the progress to the Council on Elementary and Secondary Education.

The Rhode Island Framework for Comprehensive School Improvement emphasizes and elevates the work of the CABs in several domains of the Rhode Island Framework for Comprehensive School Improvement. Primarily, the CAB aligns to **Turnaround Leadership** and **Climate and Culture Shift** by strengthening the connections to and knowledge of the community to the efforts of school improvement, soliciting and acting upon stakeholder input, and ensuring families and students are invested in setting and pursuing school improvement goals.

The ultimate intent of CABs is to give voice to those in the communities served by schools identified as the lowest performing in Rhode Island. These communities are disproportionately comprised of families of color, low-income families, and families with limited English proficiency. The requirement of assembling CABs recognizes that for too long, these community members have lacked a dedicated seat at the table, authentic and ongoing engagement, and significant decision-making authority. Furthermore, RIDE believes that school improvement cannot happen without the assets and insights community members possess. Effectively implemented, CABs will become full partners in identified schools’ efforts to improve teaching and learning for all students.

2. Composition of Community Advisory Boards

The Rhode Island ESSA Plan requirements:

CABs must be representative of the communities served by identified schools. LEAs should consider the following types of people to serve on CABs in order to ensure a broad range of community stakeholders: parents, students, educators, elected officials, and business leaders, representatives of advocacy organizations, nonprofit community-based organizations, community faith and cultural organizations, community early childhood and after school or summer programs, and other community-based interest groups.

The charge of each CAB is to serve as a representative body for the community served by the identified school(s), participate in all aspects of the school improvement process, and hold the LEA accountable for improving school performance to the extent that schools successfully fulfill their exit criteria within a number of years not to exceed four.

3. Operational Guidance

Roles and Responsibilities of the CAB, LEA and SEA

To achieve maximum positive impact on student achievement, a CAB should operate in ways that maximize frequent authentic points of contact with the school and LEA. These interactions should provide meaningful decision points, with honest and critical input on the appropriateness and quality of school improvement implementation. The required activities and guaranteed flexibilities of the CAB, the LEA, and the SEA as delineated in the Rhode Island ESSA State Plan are summarized in the table below. For a complete description of the required activities, please refer to the ESSA State Plan.

	Required activities	Guaranteed flexibilities
CAB	<ul style="list-style-type: none"> • Participate in Needs Assessment of identified schools • Participate with LEA and school in development of CSIP, must formally endorse plan • Monitor progress of CSIP • Report annually to the CESE the status of CSIP implementation and progress against goals • Consent to the early implementation of SRD (if desired) • Participate with LEA and school in development of SRD plan (if required), and must formally endorse the SRD plan • Monitor progress of SRD plan • Participate in ongoing LEA- and SEA-led capacity building opportunities 	<ul style="list-style-type: none"> • May report to CESE more than annually, as appropriate
LEA	<ul style="list-style-type: none"> • Assemble at minimum 1 CAB • Assure CAB is representative of communities served by identified schools • Build capacity of CABs over time to oversee and guide school improvement efforts 	<ul style="list-style-type: none"> • CAB oversight structure, multiple CABs • Leverage CABs to better identify means of community support • LEA is empowered to select CAB members they feel best represent their community • LEAs may request waiver from CAB requirement in lieu of an alternate plan to engage community that will better benefit their students
SEA	<ul style="list-style-type: none"> • Provide technical assistance to LEAs and CABs • Build capacity of CABs over time to oversee and guide school improvement efforts 	<ul style="list-style-type: none"> • Provide additional development opportunities to CABs, including cohort experiences

RIDE requirements:

In addition to the required activities and guaranteed flexibilities delineated in the ESSA State Plan, RIDE recommends the following based on best practices and research of effective community involvement in school improvement efforts:

- RIDE requires every member of a CAB have a demonstrable, authentic interest in the quality of education provided by the identified schools for which they are expected to provide oversight.

- CAB members should also be considered for the benefits that their experiences and knowledge can provide to both the identified schools' identification of needs, and the development and implementation of Comprehensive Support and Improvement Plans (CSIPs) as necessary. *Such benefits could be knowledge of students and families served by schools, knowledge of community assets and needs, expertise in an area applicable to school improvement including but not limited to: school-specific programmatic experience, student health and wellness, fiscal operations, legal process, implementation science.* However, in no case should expertise in these or other areas be valued as more important than knowledge of and connection to the communities served by the school.
- CABs should support a manageable number of schools – most CABs could not effectively execute their duties as outlined in the ESSA state plan with more than 3-5 school improvement sites to guide and oversee.
- CABs should support a coherent set of schools – particularly in LEAs with multiple schools identified, a CAB should oversee schools that belong together in a coherent way, whether by geography, school level, educational program, operational oversight, or some other commonality.

RIDE acknowledges that school communities can differ in size, programming, and governance structures. In some instances, LEAs may recognize that the CAB structures and requirements outlined above may not be the best role to elevate the voice of the community in the work of school improvement. In these cases, an LEA may submit a request for a waiver, outlining the rationale for why an alternative structure to the CABs provide a superior mechanism and how the proposed alternative structure would function over the course of a CSI school's identification. Such instances may be cases where school communities are exceptionally small, already have an established body of community members engaged deeply with the leadership, climate, teaching and learning of the school, and/or a track record of successful community engagement and voice in school improvement efforts

Recommended structure of activities for CABs

While there are multiple strategies and approaches for CABs to fulfill their intent to be full partners in the school improvement process, listed below are RIDE's proposed strategies for success:

1. Orientation

CABs should meet upon appointment to introduce themselves with one another as well as the identified school, LEA, state officials responsible for school improvement efforts at each of those levels. CABs should additionally be trained on the RI Framework for Comprehensive School Improvement described in this guidance document.

RIDE's Theory of Action for a Comprehensive Needs Assessment

IF a well-rounded group of stakeholders (district and school educators and CABs) are presented with robust data on research – validated indicators of school quality organized by a framework focused on comprehensive school improvement – **THEN** schools, LEAs, and CABs will accurately identify areas of greatest need and be well equipped to hypothesize possible root causes – and aligned strategies most likely to improve teaching and learning.

2. Needs Assessment and Root Cause Analysis

During the needs assessment and root-cause analysis CABs may request additional data, context, historical information or other relevant information to improve their understanding and analysis of an identified school's current and historical performance and the causes thereof. CABs may request this additional information from the LEA, SEA, and/or school as appropriate.

CABs should feel empowered to advocate for their beliefs and conclusions in order to ensure they are formally represented and recorded throughout the needs assessment and root cause analysis process in the form of meeting minutes and planning documents provided either by the LEA, SEA, or school.

3. Selection of Evidence-Based School Improvement Strategies

During the identification and selection of evidence-based strategies to develop a coherent, comprehensive school improvement plan and the development of applications for school improvement funding in support of the plan, CABs should be involved in the process of identifying strategies, activities, or interventions they believe will best align to the needs assessment and the unique needs of their school and community.

CABs may request from the school, LEA, or SEA a description of the academic research base regarding identified strategies and offer additional research to inform strategy selection. *CABs should not feel obligated to approve a comprehensive school improvement plan that does not reflect their best judgement and belief in what will be required to improve student outcomes at their school.*

4. Application for School Improvement Funds

Upon completion of the evidence-based intervention selections and a comprehensive school improvement plan or School Redesign Plan, CABs should participate in the submission of grant applications for 1003 school improvement funding. These may include funds for school improvement support grants, school improvement innovation grants, school redesign planning or implementation grants, and school improvement dissemination grants, depending on the unique context of the identified school. Information on these subgrants and applying for funding can be found later in this packet.

5. School Improvement Monitoring and Support

Once a comprehensive school improvement plan is approved, CABs should establish with their LEA and school a regular schedule of meetings (at least three times a year, not inclusive of plan development meetings) to examine student data and evidence of implementation quality of the interventions contained within the plan, as well as any other relevant information to the school improvement efforts.

CABs may, at any time, invite additional attendees to these meetings including other community members, SEA staff, university staff, local leaders or any others who may be helpful in overseeing the effective implementation of the school improvement plan. RIDE additionally reserves the right to attend these meetings on a need only basis.

CABs and LEAs should agree upon a protocol and structure for these meetings and note in agendas, minutes, next steps, and other monitoring documents the content discussed during these meetings.

Over the course of the year, should a CAB decide an improvement plan requires amendments, the CAB and LEA should work together to submit those amendments, including programmatic and fiscal alterations, in a timely manner to the SEA. A formal process and timeline for requesting amendments will be put forward by RIDE by the time of the awarding of funds.

6. Annual Reporting of Progress

Annually CABs must compile a report on the status of school improvement efforts at the identified CSI school to present to the Rhode Island Council on Elementary and Secondary Education. Further guidance on reporting will be provided by RIDE at later stages in the school improvement process. CABs and LEAs can present a report jointly but at no time is a CAB obligated to submit a report with an LEA nor may an LEA prevent a CAB from submitting an independent report to the Council on Elementary and Secondary Education. These reports should reflect both information regarding progress to achieving school improvement goals and the quality of implementation of efforts over the course of the school year. CABs should feel empowered to request assistance from other community members, SEA staff, university staff, local leaders or any others who may be helpful in the compilation of this report.

Recommended activities for LEAs

The LEA superintendent must ensure the composition of their CAB(s) is truly representative of the communities served by the identified CSI schools. Each member should have a clear, established interest in both the community and the outcomes of students at that school. LEAs should ensure that each member of the CAB is aware of the commitment of time and enthusiastic to participate in an ongoing effort to understand and improve student outcomes at identified schools. LEAs should also ensure that willing members of the community have ample opportunity to self-identify or be nominated from within the community and not merely selected as a sample of convenience.

LEAs should certify that all members of CABs are provided with the necessary knowledge, skills and tools to engage as full and equal partners in school improvement work. To this end they should develop resources and provide training opportunities to CABs to best position them to understand their school, including:

- school-wide data, disaggregated as appropriate

- historical context
- finances
- strategic school improvement planning, and
- any other areas necessary to be effective partners in the planning, implementation and oversight of school improvement efforts.

In conjunction with their CABs, and if desired, with the support of RIDE, LEAs should develop or identify, effective protocols for root-cause analysis, evidence-based strategy selection, goal setting, school improvement planning and monitoring, to organize and structure ongoing engagements between themselves, CABs and schools. Throughout all of these processes, LEAs should be responsive to requests by CABs for additional information, changes in process, or changes in plan implementation throughout the school year.

Expected Activities of the Rhode Island Department of Education (RIDE)

RIDE will work with each LEA to approve the slate of candidates for the each CAB put forth by an LEA with schools identified as in need of comprehensive support and improvement to ensure that CABs are assembled in accordance with the rules set forth in the Rhode Island ESSA State Plan and in the guidance above. Whenever possible, RIDE will defer to schools and LEAs regarding CAB membership, so long as the requirement of demonstrating a vested interest in a specific school’s success is met.

RIDE will support the CABs by providing them support in understanding educational data, state funding, policy, best practices and nationwide research through the RI Educational Resource Hub as well as in-person technical assistance and skill-specific trainings. RIDE will also provide networking opportunities among and between CABs as well as serve as a nexus for other resources and community organizations such as universities, libraries, community and family advocacy networks, and other governmental agencies.

The SEA should provide support as requested to CABs at any stage of the school improvement planning, implementation and oversight processes and/or in the development of annual reports to be presented by the CAB to the Rhode Island Council on Elementary and Secondary Education.

B. Timeline of assembling a CAB

CABs should be assembled as quickly as possible, and no later than March 4th, 2018. LEAs cannot conduct root-cause analysis, intervention selections, or apply for funding until a CAB is fully assembled. LEAs may assemble data to inform their needs assessment while assembling their CABs.

C. Membership on CABs

CAB members should be selected and intend to serve for at least the duration of the comprehensive school improvement or redesign plan they help create and implement.

CAB members should disclose any actual or potential fiduciary conflicts of interest to the LEAs prior to appointment. Under no conditions will a member of the community advisory board be an employee, contractee or otherwise be in a financial relationship with the LEA.

D. Open Meeting Compliance

CABs must adhere to most open-meeting regulations. CABs must meet publicly (except that site visits—visits to see the school—are not considered meetings). The CAB must post a schedule of its meetings including the dates, times, and locations every calendar year. The CAB must post a supplemental notice at least 48 hours ahead of the scheduled meetings including date of posting, date, time, and location of meeting, and a statement specifying the contents to be discussed at the meeting. The notices must be placed at the LEA office and the relevant school(s), and filed with the Secretary of State online. CABs, as they are solely advisory in nature, are exempt from the requirements of taking and posting minutes to the secretary of state’s website. CABs may meet in private to discuss matters of the following nature: sessions concerning the evaluation of an individual person, sessions pertaining to collective bargaining or litigation, discussions regarding grievances filed pursuant to a collective bargaining agreement, school committee sessions to conduct student disciplinary hearings.

E. Development of CABs

The Rhode Island ESSA State Plan sets forth the expectation that the SEA and LEAs with identified CSI schools will provide professional development opportunities to each CAB. These opportunities at the LEA level will be driven by school—and LEA—specific needs and CAB interest and expertise. The SEA will leverage its position to coordinate additional developmental opportunities regarding state-wide systems such as accountability, funding, historical and national context for school improvement efforts, as well as networking CABs among each other and with external partners.

V. RIDE School Improvement Model Needs Assessment and Root Cause Analysis

Purpose of the Comprehensive Needs Assessment

ESSA requires that all LEAs with CSI schools conduct school-level needs assessment(s) to determine the possible causes of low performance and identify strategies for remediation. The selected strategies should be those which are likely to yield improved student outcomes in accordance with school improvement goals. The ultimate purpose of a needs assessment is to develop an informed, accurate understanding of the current conditions of teaching and learning, climate and culture, student, teacher, and community characteristics and behaviors, and LEA systems, all of which contribute to the educational effectiveness and student success in an identified school and LEA. The needs assessment will also allow all stakeholders to norm on their understanding of a school's strengths and areas for improvement through their utilization of an objective, data-driven, process.

An effective needs assessment will examine indicators against a variety of data sources including long-term outcomes (lagging indicators), mid-term outcomes, (leading indicators) and evidence of processes and systems (implementation indicators), which taken together provide rich context for making judgements about a school's current conditions. Additionally, a robust needs assessment will call for the analysis of many different sources of data including learning outcome data, perception data, demographic data, and data concerning school and system processes (*a further illustration of these data can be found to follow in this packet*). A quality needs assessment will provide opportunities for users to triangulate these multiple sources of data and organize them to develop a coherent, robust understanding of a school's current conditions.

Ideally, needs assessments selected by CSI schools/LEAs will be aligned to the Rhode Island Framework for Comprehensive School Improvement and to the Rhode Island statewide accountability system in order to align the findings of the needs assessment in the context of the state's model for supporting and improving schools. However, a coherent and robust understanding of a school's conditions is only the first step; an effective needs assessment must also ask users to prioritize areas of concern that are most likely to yield the greatest gains for students. This will inevitably require a measure of judgement from the users of the needs assessment and be made in a larger context of national, state, and local data, as well as stated goals and strategic priorities at all three of these levels.

Finally, once many sources of data are gathered, organized, analyzed, and prioritized, an effective needs assessment will ask users to develop hypotheses for the root causes of areas that emerged as in greatest need and with greatest potential for impact. These root causes, once identified, will form the basis of the next phase of school improvement: the selection of evidence-based interventions.

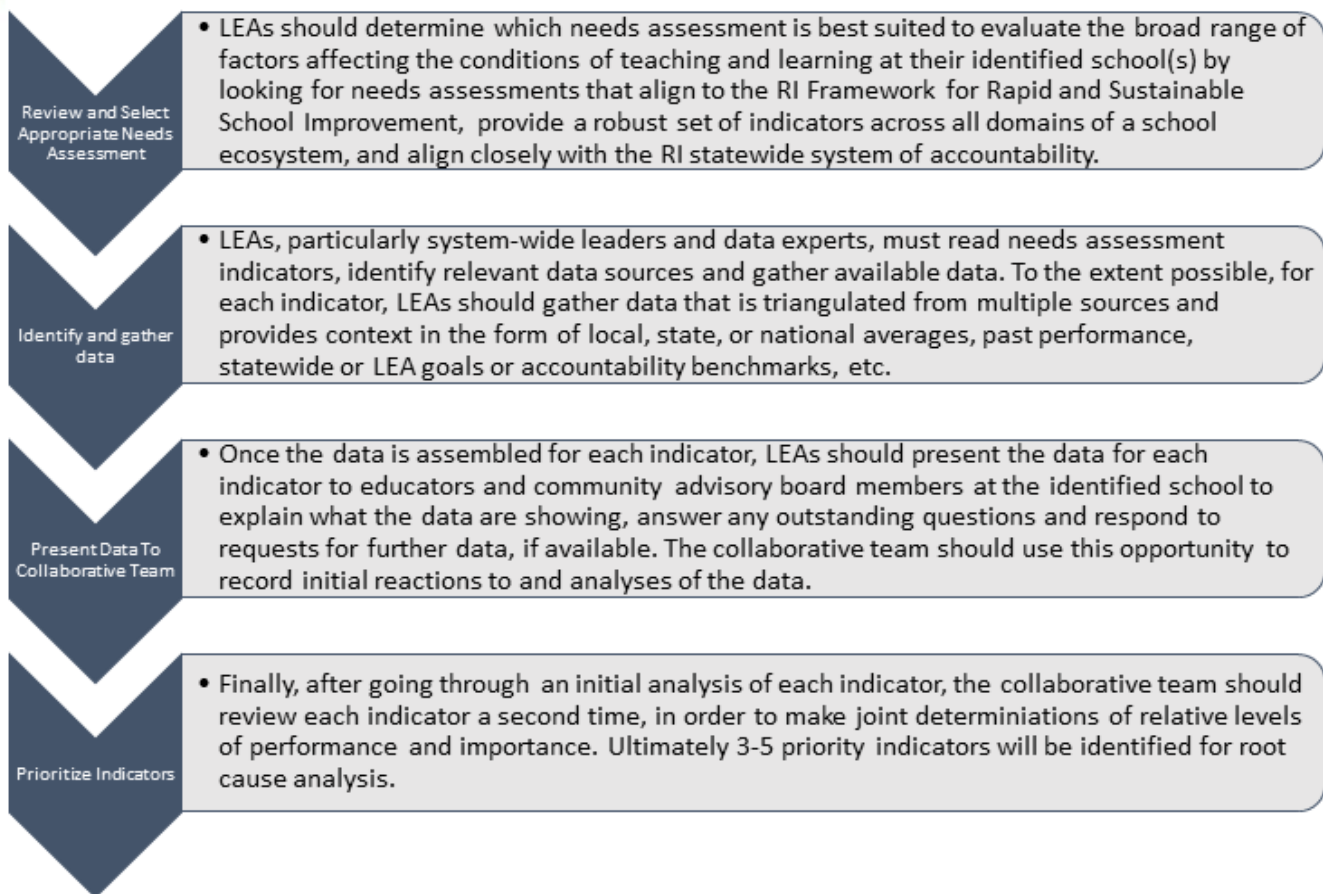
RIDE acknowledges that there are several tools that support a robust and in-depth needs assessment. In practice, ongoing analyses are needed to ensure that data supports causal inferences and that additional data is not needed to confirm findings. However, RIDE believes schools and LEAs will be well equipped to identify their greatest needs, their root causes, and strategies most likely to improve the conditions of teaching and learning at schools when the following are true:

- At each stage in the process, a well-rounded team of stakeholders (LEA, school educators and community advisory boards) are engaged as a collaborative team
- The collaborative team is presented with sufficient data on a broad range of research-validated indicators of school improvement
- The collaborative team leverages the Rhode Island Framework for Comprehensive School Improvement as an organizing theory for comprehensive improvement.

Selecting Comprehensive Needs Assessment Tools and Protocols

Every LEA with CSI schools and will be required to work with their identified schools and their respective CABs to conduct a needs assessment. This will require them to take the follow steps, described in greater detail below:

1. Review and select a comprehensive needs assessment
2. Identify and gather data
3. Present data to the collaborative team (school and CAB)
4. Prioritize indicators for root cause analysis



The comprehensive needs assessment process described in the following chart is intended to serve as a model, aligned to Rhode Island’s school improvement framework, accountability system, and research on characteristics of improving schools. It provides educators and CABs (collectively referred to as the collaborative team) with indicators, or statements of fact, which research has shown are related to positive student and school outcomes. Other example needs assessments can be found on the Rhode Island Continuous School Improvement Resource Hub. Regardless of the particular needs assessment selected for a given school or set of schools, the following process should be followed to achieve the best understanding of current conditions of teaching and learning at the identified school its LEA.

LEA Reviews and Selects a Comprehensive Needs Assessment

Many considerations will go into the selection of the most appropriate needs assessment for an identified school and its LEA. RIDE also acknowledges that there are very few non-proprietary comprehensive needs assessments readily available. However, in addition to the model needs assessment provided within the appendix of this packet, RIDE will also make several research-based needs assessments available on the Continuous School Improvement Resource Hub. When attempting to identify the right needs assessment for a school, an LEA might find the following series of questions helpful:

Is it comprehensive?

ESSA specifically requires schools identified in need of comprehensive support and improvement must conduct a comprehensive needs assessment. That means the needs assessment must consider a broad range of factors that affect the quality of teaching and the amount of learning occurring in an identified school. These include instructional factors, climate and cultural factors, educator quality, building and system leadership, and system-wide and community factors. A needs assessment must be sufficiently broad to capture many areas so that schools have sufficient opportunity to identify strengths (all schools, regardless of identification have both strengths that deserve recognition) and allow for prioritization of needs among and between areas identified as in need of improvement.

Is it aligned?

Any needs assessment selected should align to the LEA's strategic plan or theory of school improvement to ensure coherence between priorities and strategies for improving the identified school and the larger strategic direction of the LEA. Moreover, as schools are identified through a statewide system of accountability, it is critical that any comprehensive needs assessment capture aspects of performance relating to the elements presented on the previous page.

Questions to ask when selecting a Comprehensive Needs Assessment:

1. Is it comprehensive?

Does it cover the whole range of factors influencing teaching and learning?

2. Is it aligned?




Does it include those elements deemed critical by the LEA and State for continuous school improvement?

3. Is it measurable and valid?

Are indicators included research-based and quantifiable and if so are the data readily available?

4. Does it allow for prioritization?

Can users make judgements of relative importance at the conclusion of their analyses?

 Academic Performance	 Student Success	 College & Career Readiness
<ul style="list-style-type: none">• Achievement• Growth• English Language Proficiency• Science*	<ul style="list-style-type: none">• Student absenteeism• Teacher absenteeism• Suspension Rate• Exceeding Expectations	<ul style="list-style-type: none">• Graduation• Graduate proficiency*• Post-secondary success*

Are indicators valid and measurable?

Another set of critical considerations in selection of a needs assessment is that its indicators are based on current research, are quantitative, and that Rhode Island and the LEA has the data required to understand and analyze them based on available data and systems. Indicators should be tied to effective teaching and learning outcomes by rigorous educational research. That is not to say that the only indicators a comprehensive needs assessment should consider are test scores. Rather, there are many sources of data that can and should be considered, but for the preponderance of indicators there should be at least one source of quantifiable data that informs users of the comprehensive needs assessment beyond pure instinct or anecdote. In other cases, you may come across an indicator that could be informed by clear valid and quantifiable data, but those data are not available because they are not collected or have not been collected historically to provide meaningful context. This is likely to be true of a few elements of every needs assessment, but a needs assessment with too many indicators for which there are no available data is not going to be useful.

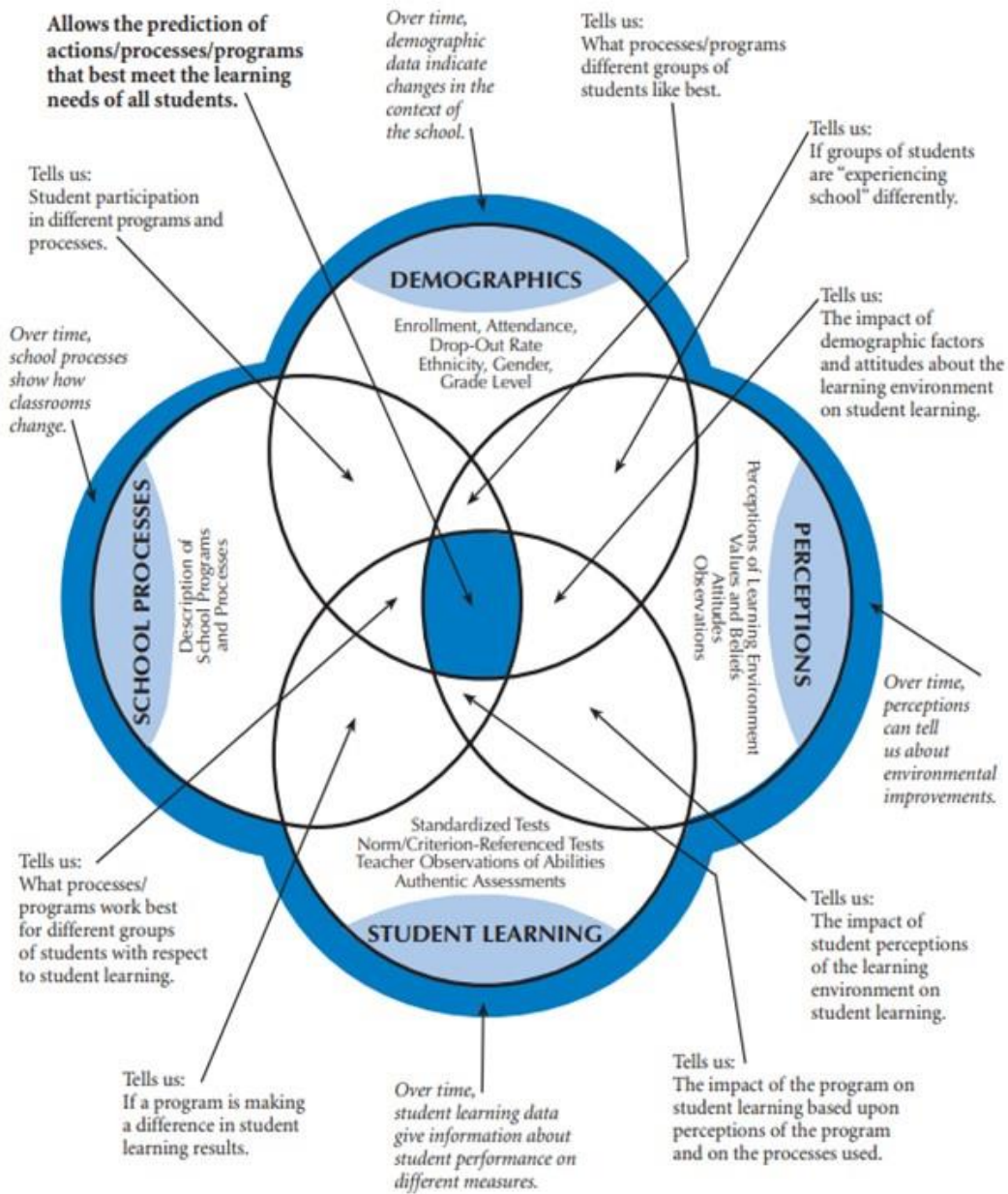
Does it allow for prioritization?

Finally, a needs assessment should allow its users, after conducting an analysis of all of the indicators, to weigh the relative importance of each indicator against the others and begin to articulate areas of high and low urgency, either across time, size of impact, or ability to influence, or a combination of these and other considerations. Prioritization is essential for effectively directing root cause analysis and selecting interventions most urgently needed to improve outcomes at the school.

LEA Identifies and Gather Data

Once a needs assessment is selected, LEAs must gather data to inform each indicator or element. There are many types of data which should inform a high-quality needs assessment. The diagram below, created by Victoria Bernhardt, has long been used by many education organizations as a model of multiple measures of data. Data for any given indicator may be available in four major forms: school processes, demographics, perceptions, and student learning.

MULTIPLE MEASURES OF DATA



Note. Adapted from *Data Analysis for Comprehensive Schoolwide Improvement* (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education. Copyright © 1998 Eye on Education, Inc. Reprinted with permission.

1. **School processes** might include data on language acquisition programs provided to English learners, participation in extended learning opportunities, career and technology programming, special education service hours received, teachers' participation in professional learning or advanced certification status.
2. **Demographics** could include racial, programmatic, or economic subgroups, and gender for teachers, students and families, as well as enrollment patterns for students, and assignment patterns for teachers.
3. **Perceptions** are any data gathered qualitatively about subjective experiences, almost always gathered through surveys, focus groups, and anecdotes of any stakeholder group.
4. **Student learning** are the most commonly thought of data, including standardized assessment results, graduation, credit attainment, interim and formative assessments and other authentic assessment results.

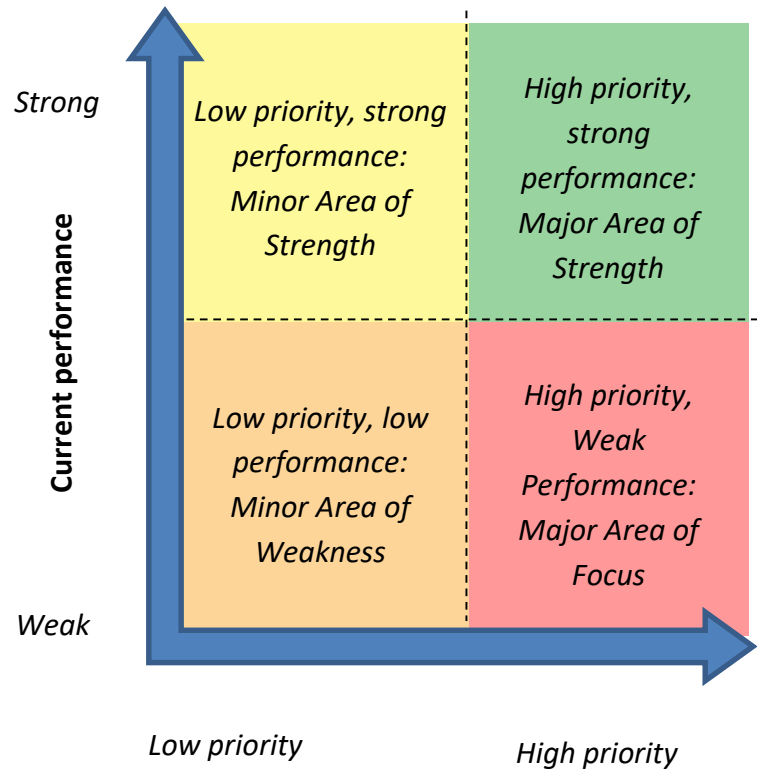
For example, once you see that a specific population of students (demographic data) is experiencing particular worrisome outcomes in math class (student outcome data) an observer might wonder about what additional school process and perception data are available to help improve their judgements. What are the math class enrollment patterns of these students? What intervention processes are in place for students who score low early in their math careers? How do our students self-report feeling about math, and what are teachers saying are their major obstacles to achieving on math assessments? Gathering as much data as is available to answer these initial questions will further strengthen the results of the next step in the needs assessment process.

For each indicator in the needs assessment, consider which of the four sources of data are available and useful to the analysis. Not every indicator will lend itself to analysis from all four types of measures, and that's okay. The goal of gathering the data is to maximize the robustness of Step 2: forming judgements. Also note that identifying and gathering data is often not a clean or linear process, because as initial data is collected and considered, questions will almost always arise that cannot be answered by the first round of data available.

LEA Presents Data to the Collaborative Team

After the LEA has completed the initial work of gathering data to inform each indicator, they should present the data, objectively, to the educators and community advisory board of the identified school. During this time, the LEA should ensure that the data are accurately understood by all members of the collaborative team, and that opportunities to ask clarifying questions are provided. Additionally, members of the collaborative team may have additional questions or requests for further data that the LEA should respond to. Furthermore, this opportunity should be used to ensure that all members of the collaborative team have an adequate understanding of relevant data systems and policies, including the statewide accountability system, statewide and LEA goals, and LEA, state, or other relevant strategic priorities, plans and other relevant context.

During this stage, the collaborative team should record initial observations and questions, being sure not to jump ahead to attempting to identify solutions or even causes for the data presented. This stage is meant to be objective and without inference of any conclusions not immediately supported by the data being presented throughout the needs assessment. It is up to the LEA to help facilitate this first exposure to the data of the comprehensive needs assessment and keep collaborative teams from venturing too deep into identifying causes of or solutions to poor performance.



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Collaborative Team Prioritizes Indicators

Once collaborative teams have considered data for each indicator (note many indicators will draw from the same or related data sets) they'll want to review each indicator a second time in order to determine 1) the extent to which the data suggest performance on that indicator is strong and 2) the extent to which the statement is important to student performance in the identified school's context according to the judgement of those conducting the needs assessment. Judging performance on an indicator as strong means there is data available that demonstrates the activity or outcome described by the indicator is at levels that are at or above satisfactory to the collaborative team at the identified school and/or its LEA. Conversely, weak performance

on an indicator means the available data suggests performance is below what the collaborative team would deem acceptable.

In order to determine the relative strength of performance of an indicator, contextual data may be helpful to consider. For example, is the school's performance above or below the LEA average? The state average? Peer schools? A stated goal or benchmark in a national initiative, statewide priority, or local strategic plan? A certain threshold in an accountability system? A college and career readiness standard? All of these sources of contextual data will be useful for a team when rendering judgements of the strength of performance on an indicator and whenever possible should inform the collaborative team's judgments. When performance on an indicator is judged to be weak it means there are measurable changes that must be made at the LEA and/or school in order to strengthen performance. In a similar fashion, educators and CABs will be asked to use data to make judgements of prioritization.

Although all indicators provided in this sample needs assessment are vetted by research to be indicators of successful schools, context varies widely by LEA and even by school, therefore it falls to the collaborative teams' judgement of the data and specific local context to determine which indicators seem most likely to be related to large impacts on outcomes.

Statements judged to be high **priority** should correspond to **relatively large impacts** (either positive or negative), whereas statements that are judged to be **low priority** should correspond to **relatively small impacts** (either positive or negative). The term here "relatively" is used because for each school and LEA, the size of an impact will need to be determined relative to other LEA factors. If math achievement is low across an entire school and the relative impact of improving math achievement is large on the accountability system, then this should be deemed as higher priority than a gap in ELA that might be specific to a particular classroom or grade-level. These choices are nuanced and difficult but using the data to ground these judgements will help them remain as accurate and impactful as possible.

Judgements of Importance in the Context of Accountability

When the collaborative team is formulating judgements and setting priorities for school improvement, one critical consideration must be the schools performance on the RI statewide system of accountability. Ultimately the purpose of a comprehensive school improvement plan is to improve the conditions of teaching and learning at a school, which should result in that school exiting identification. Therefore the priorities identified by a team must include, but is not limited to, those areas that will improve metrics on the accountability system resulting in exit from comprehensive identification.

Finally, after using the data to formulate these joint-judgements, collaborative teams will be left with four categories of indicators:

1. The first category of indicators are those that are **high priority and strong performance**. These are the indicators in which you are already strong and are having a large positive impact on your student outcomes. You'll want to make sure school improvement efforts preserve and expand these positive outcomes for all students.

2. The second category of indicators are those that are **low priority and strong performance**. These are often initiatives that are easily accomplished but have little measurable effect on student learning or other desired outcomes.
3. The third, category of indicators are those that are judged to be **low priority and weak performance**. These are areas of improvement, but ones that even if they were improved, likely wouldn't move the needle appreciably. Don't let either of these categories of indicators distract you from areas with greater potential impact.
4. Finally, the indicators that are **high priority and weak performance** are the major levers for improving outcomes for students. These priority indicators are where collaborative teams will want to focus most of their efforts for root-cause analysis so that you can effectively adopt strategies and interventions and commensurately improve related student outcomes.

Conducting a Root Cause Analysis

Conducting root cause analysis (RCA) in education is analogous to diagnosis of a medical concern – unless a problem is correctly identified it won't receive the appropriate treatment, and too often, valuable resources are wasted treating symptoms without ever addressing the underlying cause of the problem.

Because no needs assessment is perfect and we can never consider every single piece of data, any root cause analyses in education, as often is the case in medicine, will generate best guesses. However, when these guesses are informed by thoughtful analysis of multiple sources of data and bolstered by judgments of education professionals and community members who understand students and school communities, they can render a much stronger “guess” which can be thought of as a well-informed hypothesis.

Having strong hypotheses about the causes of low performance in areas of high importance will lead naturally to the identification and selection of evidence-based improvement strategies that address these causes of underperformance, and will form the basis of an application for School Improvement Funding (1003 federal grants) as well as a strong school improvement plan.

Defining Root Causes

Before hypothesizing root causes, it is important to understand exactly what is meant in this context. In *The School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems* Paul Preuss defines a root cause as the following:

“The deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.”

- Paul Preuss, The School Leader’s Guide to Root cause Analysis

effective root cause analysis is a highly complex and mentally demanding activity, particularly for large group of people, however, if done properly, it will identify the areas of greatest need and highest yield for better results. Since this process is critical and challenging, it is recommended that a school only conduct root cause analyses for the 3-5 highest priority needs as identified by the needs assessment. In order to do this:

1. Only those indicators identified as high priority and weak performance (aka priority indicators).
2. Any priority indicators that can be logically grouped as closely related should be combined.
3. If more than five priority indicators remain, the group should collectively rank order the remaining priority indicators. One way this can be achieved in a large group is allowing each group member to indicate their top three priority indicators and ranking them based on the number of selections each priority indicator received.

Breaking down the definition of a “root cause”

Deepest – *this means that we need to look beyond the obvious and to continue to question and dig deeper into what we see.*

Cause or causes – *education is a complex social system. As such the symptoms that we experience usually have more than one root cause that act in combination to bring about the results. “The good news is that often, by dissolving any one of the multiple root causes, the symptoms can be reduced or even eliminated”*

Positive or negative – *Root causes can be found for both failures as well as successes. Understanding successes can contribute to identifying effective strategies that may work to address negative symptoms.*

Symptoms – *Symptoms are the “red flag” that draw attention to the gap between expected desired outcomes and the reality.*

Process – *Everything we do involves process. At its most basic, a simple process consists of input, added value, and output.*

Dissolve – *The purpose of root cause analysis is to identify the root cause(s) of a symptom, and, where the symptom is negative or undesirable, to find ways to dissolve the root rather than simply patching up and/or hiding the symptom.”*

Formulating Problem Statements

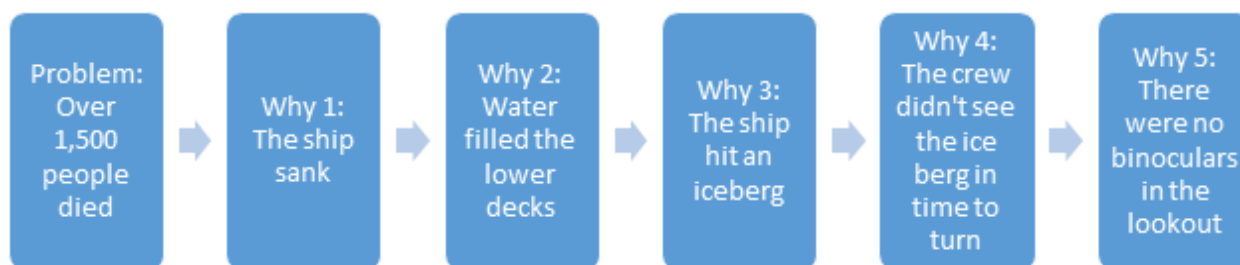
Once the collaborative team has identified their 3-5 highest priority indicators, they should be rephrased as problem statements. Problem statements should be precise and measurable and truly speak to the major problem a school wants to understand and address. While this sounds fairly straightforward, problem statements often are ill-formed and do not lend themselves to meaningful analysis.

To use a familiar example, if someone wanted to express a problem statement regarding the sinking of the Titanic, you might be tempted to put forth the following: “The ship sank.” However, that is neither the most urgent issue nor something that is precise and measurable. Rather, the more useful problem statement is “Over 1,500 people died.” This is because there are potential circumstances in which ships sink, but nobody dies, because of life boats, rescue efforts and other relevant underlying factors. To use a relevant education example, imagine a collaborative team has determined that a priority indicator is performance on math state assessments by ELLs. They would begin with the problem statement “ELL performance in math on summative and formative assessments is low.” They would not want to say “Math performance is low” (not specific enough) or “Our ELLs do not know math” (not quantifiable). Getting the problem statement right ensures you will conduct the most comprehensive root cause analysis and identify the largest contributing root causes.

Conducting the Root Cause Analysis

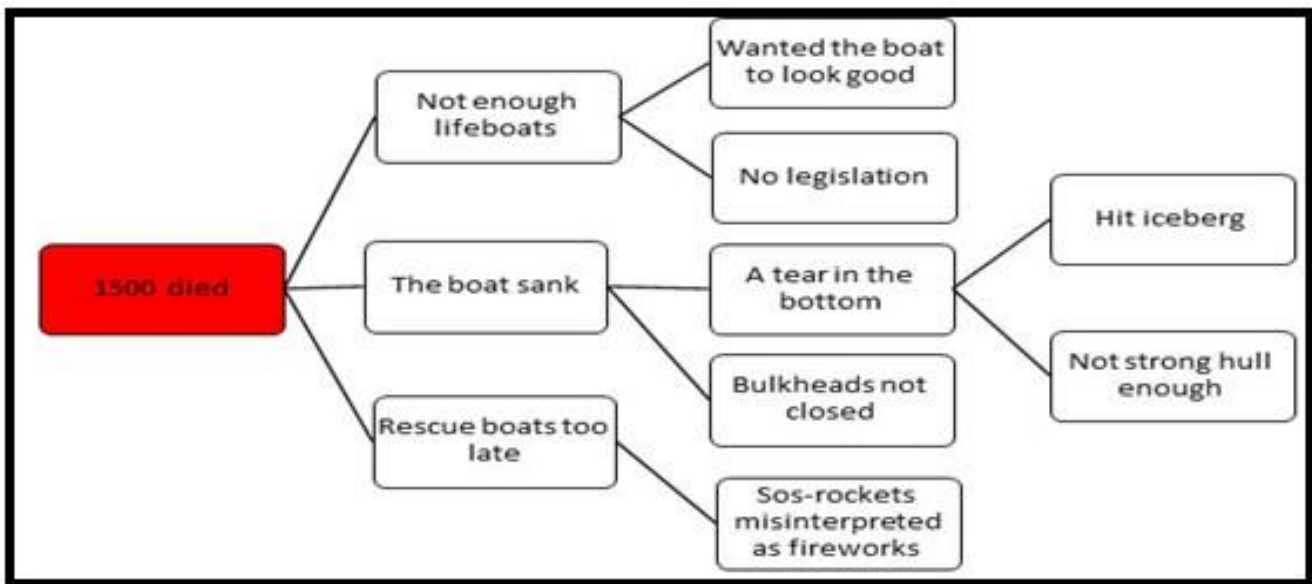
Once priority indicators are reformulated into problem statements, the following process should be followed for each. It is recommended that the following process be conducted in mixed-role groups of no more than 6, so a sufficiently large group may want to divide itself into smaller groups working in parallel, each taking a subset of the priority indicators to perform the root cause analysis.^[2]

A common method for performing a root cause analysis is known as the “5 Whys.” However, this method almost always oversimplifies an analysis and fails to recognize the complexity of educational challenges. A simple example, continued from above regarding the sinking of the Titanic can illustrate this:



^[2] The following root cause analysis activity is adapted from Oskar Ollofsson: <https://world-class-manufacturing.com/articles/rootcause.html>

While procedurally correct, the fifth why of “no binoculars” feels deeply unsatisfactory as “the” root cause of the deaths of over 1,500 people. Firstly, this is because five is an arbitrary number. There’s no clear reason to stop here, as we could go on to say, there were no laws requiring the use of binoculars by lookouts, and so on and so on. Second, it is easy to imagine many other issues aside from missing binoculars that contributed to the problem. This is in part due to the fact that the initial “why” set us on a very particular path which could only lead to certain subsequent causes, but an equally valid alternative initial “why” might’ve been there were not enough lifeboats. Or that the rescue efforts took far too long in frozen waters. Each of those as a first why would have led us to very different root causes and potential solutions. Rather than the “Five Whys” RIDE proposes an adaptation of this process, which allows multiple causes to be generated, forming a branching tree of potential root causes that is much more robust and nuanced than a simple linear set of five whys. For an example of how this may work, please see the following (on the next page), elaborated from the previous example:



The strength of this branching method allows us to consider multiple “Whys” at each level of analysis. There are three Why 1s, each different from the others and collectively explaining all of the potential causes of the problem statement. This principle is known as MECE or **mutually exclusive and collectively exhaustive**, meaning the explanations are in fact different causes with no overlap, and, taken together, the causes explain all possible reasons for the problem statement. We then apply this process iteratively. For each Why 1 we consider all possible Why 2s, again asking ourselves if, taken together the Why 2s satisfy our requirement to be MECE. The second strength of this exercise over the traditional 5 Whys is that it does not set an arbitrary number of Whys to ask, acknowledging that some causal branches are shorter and others may be longer until we arrive at the final root.

For each problem statement, root cause trees should be developed until all branches reach a terminal “why” a.k.a. a root cause. Then, all the root causes should be evaluated using the following principles adapted from the Colorado Department of Education^[3]:

Step 1: Eliminate explanations that are not within our control. First, your team needs to eliminate explanations that do not lie within the control of the school/LEA and put these explanations aside. The following questions could help with this process.

- Over what do we believe we have control (e.g., students completing homework, parents supporting their students, etc.)?
- What factors are beyond our influence?
- Would others agree? Are we thinking too broadly, too narrowly, or accurately?

Step 2: Evaluate the quality of your explanations (reach consensus on which ones to keep) The following criteria can be applied by your team to evaluate the current list of explanations and to whittle your list down to the “best” thinking available across the team. Use the questions below each criteria to help check the thinking of your team. Eliminate explanations that fail to meet these criteria.

- Criteria: The explanation derives logically from the data.
 - Can we articulate the connection(s) we see between the data and our explanation(s)?
 - Does our explanation reflect a genuine situation, but one that is not related to this data?
 - Can we tell the story of how our explanation could lead to the patterns we see in our data?
- Criteria: The explanation is specific enough to be testable.
 - Is the language specific enough to be clear to someone who was not part of our discussion?
 - Are there any vague terms?
 - Can we describe how we would test the explanation?
 - Criteria: The explanation is plausible.
 - Does any research support this thinking?

^[3] Accessed from:

http://www.cde.state.co.us/sites/default/files/documents/uip/downloads/rootcauseanalysis_trainingmaterials/criteriaforarrowing_explanations.pdf

- If we base any planning steps on this explanation, do we anticipate meaningful results?
- Criteria: The explanation is robust.
 - How many times does the same root cause appear in our tree?
 - Are there multiple ways in which any given root cause could influence the original problem?
 - Can we come at the problem from multiple pathways with a single root cause?

Step 3: Clarify the language used in your explanations Consider the following questions to clarify remaining explanations.

- Do our explanations make sense to someone else reading or hearing them for the first time?
- Is our explanation complex enough to help us to better understand a complex situation?
- What other questions do our explanations lead us to in order to make the picture more complete?
- Does this explanation identify an area of concern?

Once you have your hypothetical root causes fortify the hypotheses by looking back at the data or consider other available data that might strengthen or weaken a particular hypothetical root cause. Once you are satisfied in the strength of your hypothesized root cause, you are ready to begin identifying and selecting evidence-based interventions to address the root causes of poor performance.

VI. Evidence-Based Interventions in ESSA

Background of Evidence-Based Interventions

Efforts to define best practices for effective use of funds have been made since the inception of the Elementary and Secondary Education (ESEA) act,. In its earliest inception, the ESEA required interventions to be grounded in research but did not rigorously define what “research” had to entail. When amended by NCLB, the law further stipulated interventions were to be supported by “scientifically-based research.” Finally, the Act as amended by ESSA requires or recommends interventions be supported on the basis of evidence and stipulates specifically four tiers of such evidence-based support (Section 8101(21)(A)).

Tiers of Evidence-Based Interventions

The tiers of evidence-based interventions defined in ESSA describe a continuum of methodological rigor with the first tier providing the most rigorous, statistically significant evidence of positive student outcomes. The second and third describe progressively less rigorous but still statistically significant evidence of the same. The fourth tier provides a clear rationale that the intervention could lead to positive student outcomes and is undergoing continuing efforts to examine the impact of the intervention in question. The table below, adapted from [Chiefs For Change](#) outlines in greater detail the four tiers of evidence-based support.

<p>Category One: “Demonstrates statistically significant effect on student outcomes or other relevant outcomes.”</p> <p><i>Required for funding under School Improvement (Sec. 1003). A comparison table on page 3 provides information on requirements across all Federal Programs in the CRP.</i></p>			<p>Category Two: “Demonstrates a rationale based on high quality research findings or positive valuation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.”</p>
Tier 1: Strong Evidence	Tier 2: Moderate Evidence	Tier 3: Promising Evidence	Tier 4: Strong Theory Under Evaluation
Supported by at least one well-designed, well-implemented experimental study (randomized-control trials).	Supported by at least one well-designed, well-implemented quasi-experimental study (matched groups, interrupted time series, et al.)	Supported by at least one well-designed, well-implemented correlational study with statistical controls for selection bias	Includes ongoing efforts to establish the effectiveness of the intervention and bolster its evidence tier.

A note on the meaning of “well-designed, well-implemented.”

While there are many qualities of research studies that must be considered in general, some aspects of a well-designed, well-implemented study that should be considered include, but are not limited to:

- 1) Prevalence of findings: the findings in the study at hand are consistent with other studies of the same intervention and/or not overridden by significant negative effects from other studies that meet the same tier of rigor.
- 2) Sample size: the findings in the study are from a large population across several sites or trials to reduce sampling error to sufficiently small margins to determine statistical significance, and
- 3) External validity: there are sufficient similarities between the setting and sample and the population for which the intervention is being selected (e.g. urban high school sample would be more externally valid for an intervention selected for an urban high school population).

In general and when possible, educators and policy makers should consider the broadest body of evidence available when considering and selecting interventions and not rely solely on the minimum requirement of one well-designed and implemented study established in law. Strength of justification even within tiers of rigor can differentiate the promise of competitive funding applications.

Requirements for Evidence-Based Interventions

Interventions carried out and supported by funding from Title I, Section 1003 (School Improvement) must have strong, moderate, or promising evidence supporting them. All other activities under Titles I-IV may use all four tiers of evidence as support for selected interventions. The following resources can assist LEAs in locating research to provide a more rigorous evidence base for funding applications:

- The What Works Clearinghouse provides topical practice guides grounded in research as well as reviews of individual studies. <https://ies.ed.gov/ncee/wwc/>
- Google Scholar provides a simple way to broadly search for scholarly literature. <https://scholar.google.com/>
- ERIC is an internet-based digital library of education research and information sponsored by the Institute of Education Sciences (IES) of the USDOE. ERIC provides access to bibliographic records of journal and non-journal literature from 1966 to the present. <https://eric.ed.gov/>

Additional details on the federal grants requiring evidence-based support can be found in the comparison chart on the next page as well as at [Results For America](#).

Tiers of Evidence-Based Interventions

Tier 1 - Strong Evidence (Experimental Study)

- Randomized control experiment (i.e., has treatment and control group, uses random assignment)
- Large sample - at least 350 students or other units
- More than one site (school, district, or state)
- Produces a statistically significant, positive outcome
- Relevant to your context (i.e., similar student population/setting)

Tier 2 - Moderate Evidence (Quasi-Experimental Study)

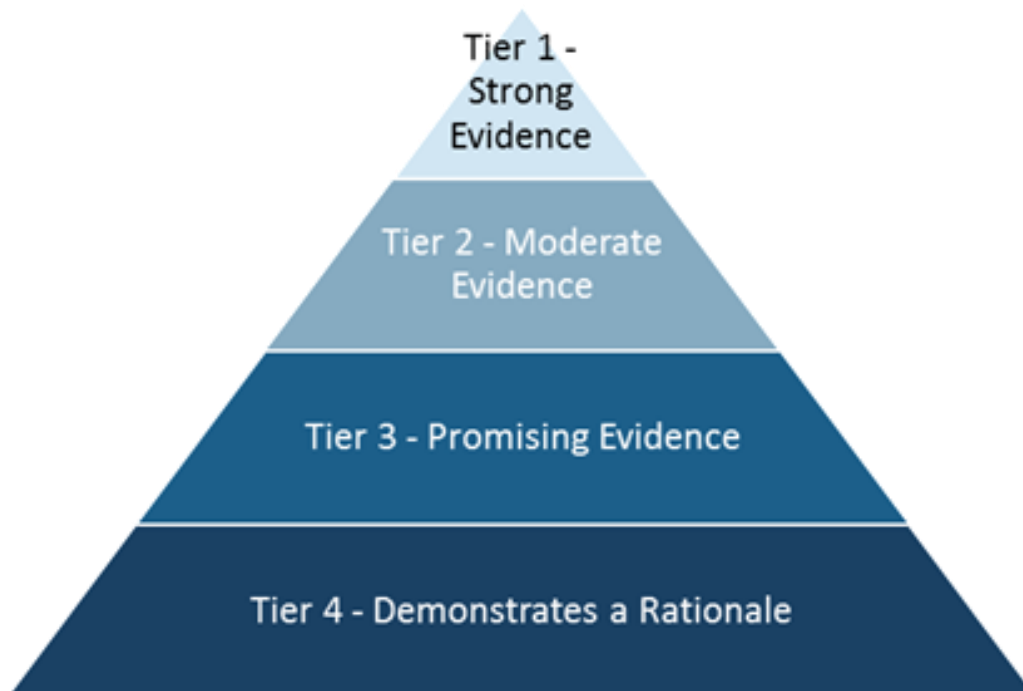
- Quasi-experimental design (i.e., has treatment and control group, **NOT assigned randomly**)
- Large sample - at least 350 students or other units
- More than one site (school, district, or state)
- Produces a statistically significant, positive outcome
- Relevant to your context (i.e., similar student population/setting)

Tier 3 - Promising Evidence (Correlational Study)

- Correlational study (i.e., examines relationship between treatment and outcome, does not establish causation)
- Uses statistical control for selection bias
- Produces a statistically significant, positive outcome

Tier 4 - Demonstrates a Rationale (Logic Model + Research + Effort to Study)

- Logic model (i.e., identifies key components of proposed intervention, describes relationship between components and relevant outcomes)
- Relevant research or intervention suggest improving relevant outcomes is **likely**
- Includes an effort to study the impact of the intervention (or points to one happening elsewhere)
- Consider including fidelity of implementation



VII. Improvement Plan & School Redesign Plan

Developing a Comprehensive School Improvement Plan

A high quality school improvement plan helps summarize and organize the findings of the collaborative team's needs assessment and root cause analysis, the evidence basis for the selected intervention(s) and the plan for implementation into the future. Gathering all of these elements in a single, organized place will allow RIDE, the LEA, the CAB, the school and the general public understand at a high level what the school's improvement efforts entail and how they intend to achieve better results in the future.

LEAs, in conjunction with CABs and schools, may select or develop a school improvement plan template that best meets their local needs, however RIDE recommends several features that should be present in order to best satisfy the requirements of ESSA including those pertaining to the application for all types of school improvement grants. A school improvement plan that captures the following elements will bring together all elements for 3-5 school improvement strategies or interventions:

1. **Strategy description and justification:** To satisfy this element, the selected strategy should be described at a high level along with the relevant data from the needs assessment and root cause analysis, with enough detail to provide insight into why this strategy is appropriate to address the root cause of the need identified by collaborative team. The most appropriate domain of the Rhode Island Framework for Comprehensive School Improvement should be indicated, along with other areas of alignment with an LEA theory of action or framework as desired.
2. **Evidence Basis:** This element should provide the research basis for the selected strategy including direct citations of the relevant scholarly articles, published papers, or other sources of evidence that were consulted. This section should also include the highest tier of evidence support as outlined in ESSA and above in Section VI. Any additional context about how the research relates to the selected intervention, including areas where the strategy may be modified to meet local needs should also be described.
3. **Funding Strategy:** This section indicates what sources of funding will be used to support the implementation of the intervention and a high level summary of the estimated support from each source. Sources may include the various types of school improvement grants, other federal grants under ESSA, other federal grants beyond ESSA (IDEA, Perkins, etc.), local funds, or other money such as private philanthropy. A thoughtful school improvement plan will braid funding from multiple sources to build a coherent, impactful set of intervention activities. This section does not need to replicate the budget narrative in the funding application, but merely provide the high-level

overview of major anticipated costs and funding sources for the given strategy.

4. **Milestones and Goals**: In this section, the required major implementation milestones (e.g. trainings to be held, supplies to be purchased, schedules to be developed and implemented, data routines to be established), leading indicators (e.g. attendance and suspension, survey responses, interim assessment data), and lagging indicators (annual proficiency and/or growth rates, graduation rates, school accountability performance) should be delineated over the life cycle of the intervention. These data should clearly link to those identified in the needs assessment and this link should be made explicit in the description. The timeline will vary depending on the intervention and the school improvement plan, but in no case should a timeline exceed the maximum desired time frame to exit from identification status. This section will provide the basis for interim evaluations of progress of implementation of the intervention and should be updated as data become available.
5. **Monitoring Plan**: This section will detail how the LEA, CAB and school will monitor progress of implementation throughout the course of a year. Frequent short-cycle monitoring is necessary to identify areas in need of course-correction so that necessary modifications to strategies and implementation can be made in order to meet long-term goals delineated in the previous section within the time frame specified. This section should identify when monitoring will take place, and for each date, what elements of the implementation milestones and goals will be considered and how progress will be evaluated. Monitoring plans should be responsive to needs and changing context and should be updated as frequently as needed in order to best meet the long term goals within the specified timeframe of the comprehensive school improvement plan.

Comprehensive School Redesign Plan

It is expected that schools opting to implement school redesign efforts should provide a tailored version of their school improvement plan, which we will refer to as a Comprehensive School Redesign Plan. Further guidance on the essential elements of this type of plan will be provided by RIDE no later than the end of February, 2019.

VIII. 1003 Comprehensive Funding Application Guidance

Introduction to School Improvement Funding under ESSA: Summary of Programs

Rhode Island reserves seven percent of its Title I funding for school improvement activities. Approximately half of these funds will be distributed to schools identified as in need of comprehensive support and improvement through formula allocations (School Improvement: Support grants). These formula awards will be subject to a narrative and budget review that prioritizes expenditures connected to improving teaching and learning based on the Needs Assessment findings and Root Cause Analyses. RIDE will allocate the remaining 50% of school improvement funds through a competitive process to LEAs with schools identified as in need of either comprehensive or targeted support and improvement to support a variety of innovative practices, school redesign, and the sharing of best practices. *Guidance for applications from schools with subgroups for targeted support and improvement will be provided under separate cover.*

The following guidance provides an overview of the purpose, eligibility and specific considerations for each of these funding streams. In partnership with their local Community Advisory Board(s), LEA's and/or individual schools are invited to strategically apply for all those programs for which they are both eligible and interested. New this year, RIDE is providing a single application form that can be leveraged to apply across all programs. The intent of this format is to allow LEAs to braid funds so that competitive dollars can intentionally supplement formula funds. All LEAs with schools identified for comprehensive support are highly encouraged to apply for school improvement support grants and they may additionally elect to apply to as many of the competitions as they believe will best support their schools. Upon evaluation, RIDE may elect to provide partial awards. It is expected that the average total award to a single CSI school, across all strategies which request competitive funding support, will range from \$10,000 to \$100,000 depending on goals and scope.

RIDE will evaluate each application against multiple criteria, including but not limited to:

- The alignment of proposed strategies to the state and local context (including alignment to an LEA theory of Action, the RI Framework for Comprehensive School Improvement and needs assessment and root cause analyses data)
- The extent to which proposed strategies meet the evidence criteria required under ESSA

- The extent to which Community Advisory Boards, School level stakeholders and other community members were engaged in application design and will be engaged in the school improvement process.
- The clarity of the outcome goals and process to evaluate and monitor the implementation of selected strategies; and
- An analysis of each LEA’s plan to develop capacity at the LEA to support implementation at both the LEA and school levels and to implement and sustain improvement efforts once funding expires

Guidance on the characteristics of high quality responses is embedded within this packet, following the summary of each grant type. Applicants are highly encouraged to consult this tool to ensure that they provide strong and complete application response.

Grant Type	Formula or Competitive	Award Period	Use of Funds	Total Funding Available ²	Estimated Award Size
School Improvement: Support	Formula ³	2 to 4 years	Evidence-based school improvement activities as outlined in an approved school improvement plan.	\$1,305,834 reserved by formula.	\$103/student at each identified school
School Improvement: Innovation	Competitive	1 to 2 years	Innovative, evidence-based, novel strategies or initiatives intended to augment school improvement interventions.	Up to \$2,210,879.80 + any unused support funds, to be divided upon all competitive funding streams.	\$10,000 - \$100,000 per school across all streams
School Improvement: Dissemination	Competitive	1 to 2 years	Disseminating proven practices from any LEA or education service provider into schools identified as in need of Comprehensive Support and Improvement.		
School Redesign: Planning	Competitive	1 year	Incubating or investigating school redesign models or		

² Funding available covers total amount for entire state, across all years of requested funding.

³ Schools will only have access to these formula dollars if they submit an application for a *School Improvement: Support grant*

			school turnaround leadership.		
School Redesign: Implementation	Competitive	1 to 4 years	Implementation of an approved school redesign models to improve performance at a chronically low performing school identified for additional state intervention.		

A. School Improvement: Support Grants

Rhode Island will reserve up to 50% of the Title I school improvement set-aside for School Improvement Support grants. These grants will directly support LEAs' school improvement plans for schools identified as in need of comprehensive support and improvement. The total amount made available to each LEA will be based on the October 1st, 2018 enrollment figures for each identified school. Per student funding levels for schools identified for comprehensive support and improvement will be approximate, to the extent possible, to the average per-pupil funding which priority schools received under previous 1003(a) funding. Following this, for 2019, \$103 has been reserved per pupil.

Support Grant Timeline Flexibility
LEAs may apply for two years of implementation funding from School Improvement: Support grants. LEAs may also request to include funding for a year of planning prior to implementation, as well as a year of sustainability after implementation. .
Successful implementation of the LEA's selected strategies and meeting identified performance criteria will be required for the LEA to continue to receive grant funding.

Timeline Considerations for School Improvement: Support Grants				
Identification Type	Allowable award years	What happens if school is re-identified next year?	What happens if school exits identification next year?	
Newly Identified CSI	4	School may request additional funding for up to 3 years to supplement its original support grant.	Multi-year plan submitted	Single Year Plan submitted
Re-Identified CSI	2	Schools may request addition funding for up to 1 year to supplement its original support grant. At this time, school should consider how a support grant could assist with redesign planning.	If a school that exits CSI status had previously received a multi-year award, they may retain their funds through the full grant period, regardless of identification status.	If a school that exits CSI status had previously received a single year award, they will no longer be able to apply for additional years of support funding.

Please note the following important considerations regarding the *School Improvement: Support Grants*:

- Allowable expenses from *School Improvement: Support grants* are materials/supplies, salaries, consultants and equipment necessary to implement evidence-based strategies for school improvement that are directly linked to CSI schools' comprehensive school improvement plans or comprehensive school redesign plans.
- Upon reviewing the requests of CSI schools, the LEA may choose how to best distribute its support grants across the district. However, it is expected that LEAs will allocate funding in a manner that is equitable to the needs across the CSI schools in their LEA.
- In addition to school level supports, funds may provide assistance for district level systems support. This may include staff or consultants dedicated to school improvement across schools or materials that will be shared across multiple buildings. However, all district support requests must be tied to particular strategies at specific schools.

Planning year funding is not available to support strategies at schools that were previously identified under NCLB. However, RIDE will establish a mini grant fund to support all transitioning schools in their efforts to establish community advisory boards and to conduct needs assessments and root cause analyses. Approximately \$15,000 will be reserved for each CSI school. The process for applying for these funds will be released in January of 2019.

- LEAs will not receive the total amount of funding made available to them unless they submit requests for funding to cover strategies that total that amount. In order to receive funding, applicants must demonstrate that they meet the baseline criteria for support grants (*which is outlined under the application instructions section of this packet*). Any unused support funding will be added to the total pool available for competitive dollars.
- In addition to local dollars, LEAs, CABs and schools should consider their Support Grant funding to be the **primary** set funding of school improvement provided by the State. All other grant funds outlined in this guidance are competitive and will be evaluated based on their comparative strengths, beyond their ability to meet the baseline criteria for funding.
- It is expected that all LEAs which request funding will request the maximum available from support grants before seeking competitive 1003 funds.

Support Grant Funding Availability Chart

The following chart provides an overview of the total amount of funding available to each district for support grants:

District	School(s)	N Students	Available Funds
Cranston	NEL/CPS Construction Career Academy	175	\$18,025.00
Pawtucket	Samuel Slater Middle School	806	\$83,018.00
	Lyman B. Goff Middle School	775	\$79,825.00
	Charles E. Shea High School	825	\$84,975.00
	District Total	2,406	\$247,818.00
Providence	Dr. Jorge Alvarez High School	755	\$77,765.00
	Alfred Lima, Sr. Elementary School	499	\$51,397.00
	Carl G. Lauro Elementary School	822	\$84,666.00
	Nathan Bishop Middle School	689	\$70,967
	Gilbert Stuart Middle School	907	\$93,421.00
	Roger Williams Middle School	789	\$81,267.00
	Hope High School	999	\$102,897.00
	Mount Pleasant High School	921	\$94,863.00
	Robert L. Bailey IV Elementary School	386	\$39,758.00
	Dr. Martin Luther King, Jr. Elementary School	490	\$50,470.00
	Governor Christopher DeSesto Middle School	902	\$92,906.00

	William B. Cooley, Sr. High School and the Providence Academy of International Studies	416	\$42,848.00
	West Broadway Middle School	468	\$48,204.00
	District Total	9,043	\$976,852.00
Woonsocket	Harris School	441	\$45,423.00
Sheila Skip Nowell	Sheila Skip Nowell Leadership Academy (Central Campus & Capital Campus)	160	\$16,480.00
RI Deaf	Rhode Island School for the Deaf	77	\$7,931.00
RINI	RI Nurses Institute Middle College	272	\$28,016.00
DCYF	DCYF Alternative Education Program	52	\$5,356
Chariho	Chariho Alternative Learning Academy	52	\$5,356

B. School Improvement: Innovation Grants

School Improvement: Innovation Grants will support the initiation of innovative strategies to improve student achievement at low-performing schools. Through its strategy specific responses, LEAs will define what innovative practice looks like for them and describe how their proposed strategy meets this definition. Each year, RIDE will identify priorities for these funds. While LEAs are not required to apply under these priorities, competitive preference will be given to those who propose solutions under these areas.

For the first cycle of School Improvement Innovation Grants, RIDE's identified priority area is **High Quality Materials and Instructional Transformation**. The agency seeks innovative applications which focus on leveraging high quality curricular materials and associated professional development to improve student outcomes in CSI schools.

In future years, RIDE will determine priorities, in part, through trends that emerge from the LEA needs assessments as well as trends that emerge within statewide accountability. RIDE also proposes that LEAs consider what innovative practice would look like to them within each of the school improvement domains. Some examples include:

Talent Management & Collaboration:

- The design, creation or expansion of LEA-wide talent management strategies;
- Development of educators to support special populations of students (those with IEPs or ELL)

LEAs are encouraged to be mindful of the following consideration when choosing to apply for *innovation* grants:

- While nothing precludes LEAs from including innovative strategies in their *School Improvement: Support* grants, *School Improvement: Innovation* grants should serve to augment an LEA's *School Improvement: Support* grant and spur LEAs to initiate innovative school improvement strategies.
- It will be up to each LEA to provide a local definition of "innovation" and explain how its proposed strategies meet this definition.

LEAs may submit more than one innovation strategy within the same cycle for different innovative enterprises. LEAs may also apply to implement innovation grants at one or a cluster of schools.

- It is expected that through the implementation process, innovation grants will be evaluated for outcomes.
- Ideally, innovation grant initiatives will be added to the RIDE's Teaching and Learning Resource Hub, once they prove to have an impact on student achievement that is validated through research. LEA's may reserve a small percentage of their funding for a compelling program evaluation.
- Eligible LEAs are those with schools identified as in need of comprehensive support and improvement in addition to those schools with targeted subgroups – *guidance for ATSI/TSI schools will be provided in a separate document.*
- Applications will be considered as part of the larger portfolio for competitive funding. There is not a specific award amount reserved solely for *School Improvement: Innovation Grants*. Award size will be determined each year based on the quality and number of applications received within and across funding streams.
- Unlike *Support* grants, the *Innovation* grants will be evaluated both against the baseline criteria for funding under ESSA (evidence basis, etc.) and also the strength of the application relative to those of other LEA applicants. Guidance on the characteristics of strong applications as well as the specific questions to be answered are provided in the next section of this packet.

- LEAS may apply for up to two years of Innovation Grant Funding. It is expected that those LEAs which elect to fund robust program evaluations will request two years of funding in order to build the strongest evidence base for their practices.

C. School Improvement Dissemination Grants

RIDE recognizes that all Rhode Island students are more likely to improve when we work together to share best practices. To that end, Rhode Island will leverage *School Improvement: Dissemination Grants* to spur any LEA to share best practice to support Rhode Island's lowest performing schools. Rhode Island will award School Improvement: Dissemination Grants on a competitive basis to LEAs with CSI schools that collaborate with those implementing high quality evidence-based strategies. Any LEA (including charter LEAs) that currently employs an evidenced based strategy which they would like to share may join into a partnership with a CSI school, and receive a subgrant from *School Improvement: Dissemination Awards*. If the partnership is based on a school-level relationship, the school disseminating best practice must not be identified for comprehensive support and intervention.

Through the application process, RIDE will vet the evidence basis for submitted LEA practices. Those which meet the required evidence under ESSA will be added to the Teaching and Learning Resource Hub. In future years, this will serve as a directory of potential supports for LEAs with identified schools. It is anticipated that Dissemination Grant awards will increase in number over time, as evidence-based strategies and their implementation guidance are codified across the state and/or included in RIDE's Teaching and Learning Resource Hub.

Those LEAs seeking funding from *Dissemination* grants should be mindful of the following considerations:

- As with all school improvement grants, strategies for dissemination must meet the criteria for evidence tiers I through III as defined by ESSA. It is expected that partnerships will arise between LEAs using evidence-based strategies and those LEAs with identified schools that have similar characteristics.
- Specific to the dissemination grants: LEAs may apply independently or as a consortium. If a group of LEAs elects to apply as a consortium, the group must select an eligible lead LEA (one with comprehensive identified schools) to apply for the full sum of funding. This lead LEA will be responsible for managing subgrants to all other LEAs and partners.
- LEAs wishing to disseminate best practices may not apply directly for these funds. However, they should feel comfortable reaching out to RIDE for support in finding partner LEAs/schools. Those LEAs seeking support in evaluating the evidence basis of their practices may request support from RIDE by reaching out to Pascale Pierre Thompson, Associate Director of School Improvement (Pascale.thompson@ride.ri.gov).

- In special circumstances, applications will be considered for partnerships within a single LEA between a CSI school and a non-identified school. While some CSI schools may have budding best practices, they may not apply to be the provider of dissemination services unless they exit status.
- It is expected that LEA applicants will demonstrate the commitment of all parties to the partnership in writing. Ideally this will be in the form of an MOU however a letter of support from all parties or alternative documentation will be accepted.
- Applications for School Improvement: Dissemination Grants will be considered as part of the larger portfolio for competitive funding. There is not a specific award amount reserved solely for School Improvement: Dissemination grants.

In the same manner as all competitive funds within the 1003 set aside, applications for Dissemination grants will be evaluated not only against baseline criteria for eligibility but also will be compared across all other applications received. Award size will be determined each year based on the depth, quality and number of applications received, across all school improvement funding streams. Guidance on the specific questions and criteria for high quality responses are included in the next section of this packet.

D. School Improvement Redesign Planning and Implementation Grants

Competitive *School Improvement: Redesign grants* are reserved for LEAs that wish to take bold action with their schools identified for comprehensive support and improvement by initiating a School Redesign effort. Rhode Island will require any school identified for comprehensive support and improvement that has failed to meet exit criteria within four years of identification to undergo School Redesign. Schools that were previously identified under NCLB as priority will have 2 years before they are required to initiate this process.

While not a requirement, nothing prevents an LEA, in partnership with its Community Advisory Board, from initiating School Redesign for a school identified for comprehensive support and improvement before its status triggers this intervention.

LEAs may apply for two phases of a School Redesign effort: Planning (to support the year prior to the initiation of a School Redesign effort) and Implementation (to support the first two years of a School Redesign effort). LEAs may apply for both phases together, or apply for either phase independently. All applicants requesting implementation funding must have a pre-selected model for school redesign. However, those who request planning funds may use the year to explore multiple models and determine which the best fit is for their school community. The model selected by LEAs with support from their Community Advisory Boards should be grounded in data accompanied by a thoughtful analysis of why school improvement efforts thus far have been insufficient.

School Redesign Planning Grants

School Redesign Planning Grants may cover a wide array of activities that enable LEAs to strategically investigate and plan for School Redesign efforts. **Schools that were previously identified as Priority under NCLB may apply for implementation funding but are not eligible for planning grants.** Planning grant activities may include (but are not limited to): a planning year for school leadership team to design a new school model; site visits for school leadership teams and CABs to visit high performing schools; the incubation of a future school leader as an apprentice at a high performing school; partnerships with a school support organization to help lead the design and implementation efforts; and professional development for school staff to help prepare them for the launch of a new school model.

School Redesign implementation grants

School Redesign implementation grants will help support the first two years of implementation of a School Redesign effort. LEAs may use these grants to augment their *School Improvement: Support* grants to ensure the successful implementation of the school design. Any application for these funds must include a plan describing how the School Redesign effort will be sustained after the expiration of the grant.

LEAs may choose from one of the give following School Redesign Models:

1. **Empowerment:** A school is redesigned pursuant to the Rhode Island General Law 16-3.2-1: *The School and Families Empowerment Act*, with elements including: alternative governance, an empowered leader, and a comprehensive list of autonomies and performance targets agreed upon by the school and its Community Advisory Board, the LEA , and RIDE.
2. **Restart:** A school is re-opened under the management of a charter management organization, educational management organization, or other state-approved managing entity with a proven record of successfully operating Schools.⁴
3. **Small Schools of Choice:** An evidence-based whole school reform model, where a school is reorganized into one or more “small schools” (roughly 100 students per grade) which emphasize student-centered personalized learning programs and relationships between students and adults; a rigorous and well-defined instructional program; long instructional blocks that promote interdisciplinary work; and a focus on post-secondary preparation.

⁴ If CMO – they must be willing to demonstrate their readiness through the charter application (if new to Rhode Island) or expansion (if existing Rhode Island charter operator) process.

4. **LEA Proposed Redesign:** An LEA-designed alternative model, which meets the following criteria: a) a high-quality school leader, b) a new school model, and c) significant school autonomy. This may include an alternative governance model for the school.
5. **Closure:** A school ceases all operations and students are relocated to schools that are not identified as in need of comprehensive support and improvement. Funds are leveraged to support transition of students into higher quality seats.

All schools opting for redesign must submit a School Redesign Plan rather than a School Improvement Plan. Guidance will be provided by RIDE on the essential elements of this tool. LEAs' redesign plans will be subject to approval by the Rhode Island Council for Elementary and Secondary Education as well as the local Community Advisory Board. Once approval is granted, schools engaged in School Redesign will be publicly classified as "New School Redesign" instead of a school identified for comprehensive support and improvement for up to two years, though they will still be treated as schools identified for comprehensive support and intervention for the purposes of state monitoring and federal funding.

Applications for *School Improvement: Redesign Implementation and Planning* grants will be considered as part of the larger portfolio for competitive funding. There is not a specific award amount reserved solely for Redesign grants. Award size will be determined each year based on the quality, number and type of applications received. It is anticipated that Redesign grant awards and applications could increase over time, as the accountability within the ESSA state plan is actualized.

School Improvement Funding Application Instructions

A. Timeline

Applications for school improvement funding will be released on January 11, 2019 and submissions will be due to RIDE by May 15th, 2019. It is anticipated that highly rated applicants will be provided with an on-site interview and final award determinations are expected to be made in the late summer.

B. Submission Instructions

Completed applications should be submitted via email as a single PDF document including all required elements and optional attachments. Guidelines on time of day of deadline and appropriate email address for submission are forthcoming.

C. Application Components

All applicants for School Improvement Funding must submit a response to the universal request for proposals included within this packet. Within this application are sections which allow each eligible LEA to apply for *School Improvement: Support* grants, and also to compete for Innovation, Dissemination and Redesign funding. This application format was created to intentionally challenge LEAs to thoughtfully braid multiple funding sources based on the findings of their needs assessments and the selection evidence-based strategies that most strongly resonate with their local context. Completed applications for schools identified as CSI must include:

1003 Application Components FY19	
Required for all CSI schools	<ul style="list-style-type: none">• LEA Theory of Action• Applicant Checklist• School Improvement Plan or School Redesign Plan for each CSI school
Required if requesting funding	<ul style="list-style-type: none">• Applicant Information & LEA Assurances• School Improvement Budget Form• School Improvement: Strategy specific questions (Support)
Optional	<ul style="list-style-type: none">• School Improvement: Strategy specific questions (Innovation, Dissemination, Redesign: Planning, Implementation or Closure)

1. Application Checklist

An application checklist is provided within the application tool. LEAs must use this tool to indicate to reviewers that they have included all necessary application components and to highlight the location of each component within their submission. An LEA may indicate that a section is not applicable to them, if it is not required by their application type, by writing “n/a” in the associated checklist box. Thoughtful completion of this form will allow reviewers to ensure that all essential application components are acknowledged.

2. Applicant Information Form & LEA Assurances

LEAs must provide a cover page with district information and a signed set of assurances. Assurances must be signed by the superintendent, principal of each CSI school, and CAB Representative from each participating school. This form is located in the School Improvement Funding template.

3. LEA Theory of Action for School Improvement

It is imperative that each LEA put forth a school improvement theory of action that guides their work, while allowing for differentiation of support to each identified school. A robust application for funding clearly links each request to a clear vision, set of strategies and outcomes. The LEA theory of action will serve as the LEA's demonstration of an organized and cohesive strategy around School Improvement.

As an articulation of this theory of action, each LEA must submit a logic model and an accompanying narrative. This narrative will be assessed in reference to the quality of responses to all bullets under the relevant sections. The narrative components are broken up into 4 sections. Within each section, the LEA may choose to respond to each question individually or cluster responses into a single narrative. The following table outlines the required questions and the criteria of high quality responses under each narrative component question cluster.

Guidance on LEA Plan Narrative

Guidance on LEA Plan Narrative		
Narrative Component:	LEA Priorities, Theory of Action, and Capacity Word Limit: 1,000 words	Required Elements of High Quality Responses
Questions	<ul style="list-style-type: none"> • What are your LEA-wide priorities? How did you set them, and how will your school improvement work address the critical areas of climate culture, instructional transformation, leadership and talent management? • Describe the actions that the LEA has taken, or will take, to determine its capacity to provide adequate resources and related support to its theory of action for each identified school in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention(s) it has selected on the first day of the first school year of full implementation. • The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement its theory of action and the school-based intervention(s) fully and effectively. • Identify the relevant team members and their roles to develop and support the LEA’s theory of action and the implementation of interventions at each identified school. 	<p>A high quality response to the LEA Priorities, Theory of Action and Capacity section of the LEA Plan adheres strictly to a 1,000 word limit and accomplishes all of the following:</p> <ul style="list-style-type: none"> • LEA clearly states its district-wide priorities as well as any specific priorities that are differentiated for CSI schools. A thorough response will draw direct connections to the RI Framework for Comprehensive School Improvement and will be grounded in an explanation of the data and processes that were used to set priorities. • LEA provides an honest assessment of its readiness to enact its school improvement theory of action and outlines the process by which this assessment has been made. • For areas where LEA has the greatest room for improvement in school improvement monitoring and support, LEA describes the process by which it will ensure proper adjustments are made prior to /starting with the first day of implementation of school improvement grants. When possible, this response describes any LEA-level supports that

		<p>are included in its funding request(s) to achieve this goal.</p> <ul style="list-style-type: none"> LEA provides an organized description (recommended by chart or table) of the structure of district and school level staff that will be responsible for leading the school improvement work across the LEA. This chart will include names of individuals, titles, school affiliation and a short description of the responsibilities that each individual will oversee. <p>These short descriptions should be as specific as possible and should mirror the scope of work included in the grant application. For example, the role of a principal at a school that has requested innovation funding should look different than the role of a principal at a school that is undergoing redesign.</p>
Narrative component	<p>Community and Family Involvement</p> <p>Word limit: 1,000 words</p>	Required Elements of High Quality Responses
Questions	<ul style="list-style-type: none"> Describe how the LEA will meaningfully engage families and the community in the planning and implementation of the selected interventions on an ongoing basis, including leveraging their input for greater collective impact. Describe your strategy to assemble and support CAB(s) and their involvement in every subsequent stage of the school improvement process. Please identify involved community members and their roles to provide guidance and oversight to improvement efforts of the LEA and at identified schools 	<p>A high quality response to the Community and Family Involvement section of the LEA Plan adheres strictly to a 1,000 word limit and accomplishes all of the following:</p> <ul style="list-style-type: none"> LEA puts forward a plan by which it will meaningfully engage families and the community in the planning and implementation of the selected interventions on an ongoing basis, including leveraging their input for greater collective impact. Responses will clearly outline which family engagement strategies will be the direct role of

	<ul style="list-style-type: none"> • Community roles identified by the Rhode Island ESSA State Plan include, but are not limited to, parents, students, educators, elected officials, business leaders, representatives of advocacy organizations, nonprofit community-based organizations, community faith and cultural organizations, community early childhood and after school or summer programs, and other community-based interest groups (please indicate individuals serving on CABs). • LEA must describe the criteria by which it will ensure that each CAB member has an authentic interest in the success of the school community. 	<p>the LEA and which strategies are those which the LEA will hold the schools responsible for implementing. LEA response to family engagement should not be limited to the involvement of its CAB(s).</p> <ul style="list-style-type: none"> • LEA describes the process by which it has assembled community advisory boards. Within this description, LEA provides an outline of the number of CABs it has assembled and provides a short description of the rationale by which schools were clustered for the purposes of CAB guidance. • LEA provides an overview of the process it employed for recruiting and selecting CAB members including an outline of the local criteria that the LEA used to ensure that each CAB member has an authentic interest in the specific (school) community the CAB serves. This description includes the LEA's rationale for the number of CABs it will leverage and the parameters that it will ask CABs to exist within. <i>Some examples of this include guidance on number of members and time commitment of CABs.</i> • LEA provides a detailed list of CAB members. This list (ideally presented in chart or table format) is differentiated by CAB (if LEA has multiple) and provides names, professional affiliations, and association to the community served by each CAB member. If the CAB has a designated leader/chairperson, that is noted within the chart. <i>(chart does not count towards word limit)</i>
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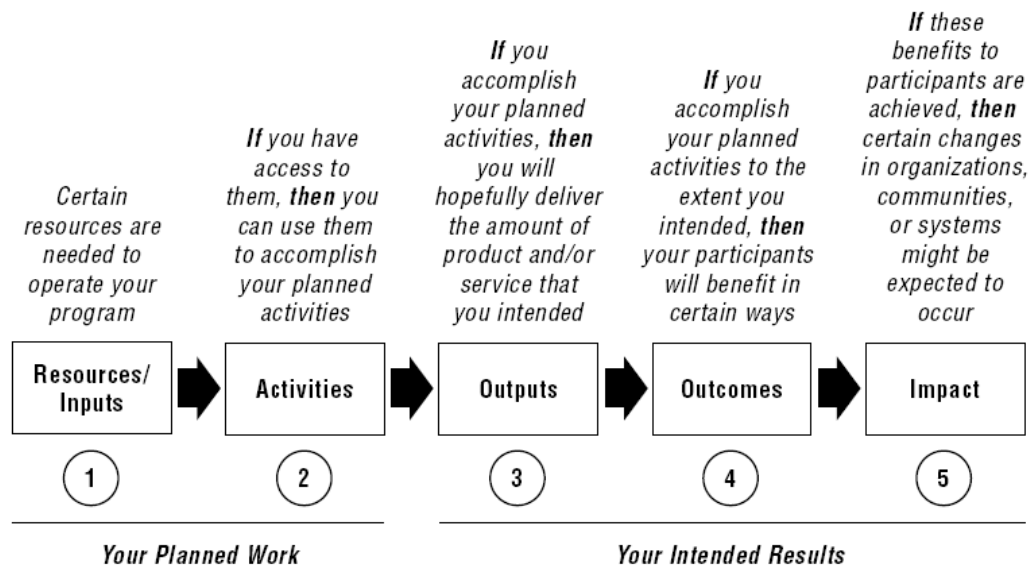
		<ul style="list-style-type: none"> LEA describes its plan for engaging CABs in the school improvement process. In as much detail as possible, LEA describes the technical assistance that it will provide as well as the mechanisms it has put in place to ensure that feedback from the CABs is incorporated into improvement efforts.
Narrative Component	Need Identification and Intervention Selection Word limit: 1,000 words	Required Elements of High Quality Responses
	<ul style="list-style-type: none"> Describe how the LEA has supported the selection and implementation of a needs assessment, including how the LEA selected an appropriate needs assessment tool, assembled the necessary data, and supported schools and CABs in using this tool and data to determine areas of need. ⁵ Describe how the LEA will support the implementation of a Root Cause Analysis by schools and CABs to determine the root causes of needs identified in the needs assessment. ⁶ Describe how the LEA will support the selection of interventions/strategies aligned to the root-causes of need and for those interventions/strategies funded by 1003 School Improvement Grant funds, ⁷how the LEA will ensure those interventions/strategies are supported by ESSA Evidence Tiers I-III. 	<p>A high quality response to the Need Identification and Intervention Selection section of the LEA Plan adheres strictly to a 1,000 word limit and accomplishes all of the following:</p> <ul style="list-style-type: none"> LEA provides a description of the process it used to conduct a needs assessment. The description outlines the tool that was used and notes when variations existed across schools within the LEA. The LEA provides an overview of the supports it provided to schools (such as data compilation) as well as the responsibilities it deferred to its school communities and CABs. As applicable, LEA provides a description of the root cause analysis protocol employed by its schools. LEA notes which elements of the process were uniform across all schools and which were differentiated by CAB or school.

		<p>LEA provides an overview of its role in the RCA process including but not limited to RCA tool selection and school and CAB support.</p> <ul style="list-style-type: none"> • LEA provides a description of the role it played in the selection of evidence based strategies. What parameters were schools given by the LEA and what types of training was provided to ensure that schools understood the nuance of funding availability under 1003.
Narrative Component	<p>Funding and Monitoring Questions</p> <p>Word Limit: 1,000 words</p>	Required Elements of High Quality Responses
Questions	<ul style="list-style-type: none"> • What are the indicators of successful fiscal management of a school improvement strategy? Which steps will you take to ensure that your LEA is an effective steward of funds, including but not limited to 1003 School Improvement Grant funds. • How will the LEA coordinate local funds, 1003 funds, other state, federal, and private funds to support effective and efficient implementation of school improvement efforts. • How will the LEA sustain the reforms after the funding period closes? • Describe how the LEA will provide effective oversight and support for implementation of selected intervention(s) and attainment of outcomes, including annual goals for student achievement on state assessments in both reading/language arts and mathematics. • If applicable, describe how the LEA will hold charter school operators, or other external providers/partners/consultants accountable for meeting grant requirements. 	<p>A high quality response to the funding and monitoring section of the LEA Plan adheres strictly to a 1,000 word limit and accomplishes all of the following:</p> <ul style="list-style-type: none"> • LEA describes the process by which it will manage all 1003 funding to ensure that schools have timely access to grant funds and are prepared to meet all fiscal deadlines for expenditures and reporting. High quality answers outline specific indicators which the LEA will look for to know that they are on track to meeting their goals. • LEA describes the process by which 1003 funds will be used to supplement all other funding at the school level to support school improvement efforts. • LEA puts forward a detailed monitoring plan for the programmatic oversight of 1003 grant activities. Plan includes an overview of the LEA’s structure

		<p>for monitoring detailed goals (at minimum tied to ELA and Math) and describes a process by which support will be given when a strategy is not achieving its goals.</p> <ul style="list-style-type: none"> • Should an LEA opt to leverage a strategy that requires the support of a charter school operator, consulting partner or subcontracted organization, the LEA provides a description of the process by which it will hold said partners accountable. High quality responses will describe how goals will be set with partners in addition to how they will be monitored and supported when course adjustments are needed.
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4. LEA Plan Logic Model

Ambitious, broad, bold goal-setting is an important component of the application process. RIDE is looking to fund applications that offer a clear logic model (see the example below from The Pell Institute & The Council for Opportunity in Education). The proposal or initiative should begin with an ultimate end goal in mind, and milestone goals along the way—both formative and summative—during the funding period.



Each LEA must provide a logic model which outlines its theory of action for school improvement and describes the logic by which the LEA believes that its proposed efforts will yield meaningful change.

5. Budget

Please use the braided budget template in Excel to articulate your holistic funding request for school improvement dollars. Your single submission per LEA must outline the total requests of all eligible schools across all school improvement funding streams (support, innovation, dissemination, redesign planning and/or innovation) to which your LEA has applied.

These funds should be used to: conduct LEA-level activities designed to support implementation of the selected school intervention strategies, and to support school improvement activities at either the school or the LEA level, for each identified school in the LEA’s application. Please note that a LEA’s budget should cover all the years of full implementation and be of sufficient scope and size to implement the selected school intervention strategy in each school for which requests funding.

6. Strategy Specific Questions

For each strategy which you are proposing, please answer all questions listed below in the associated charts of questions. Please note that there is one chart associated with the Support, Innovation, and Dissemination grants and a separate chart for those applying for Redesign. Each of the charts below outline the expected elements of high quality responses and word limits, which will become the basis for the evaluative rubric. Please be mindful to include all elements within your application.

a. Support, Innovation and Dissemination

School Improvement Grants <i>Support, Implementation and Dissemination</i>				
Questions	Expected Elements of High Quality Responses.			
Name of LEA	Please provide the name of the LEA applying for funding. Should a cohort of LEAs apply as a consortium for a dissemination grant, please clearly label the lead LEA who will act as the fiscal agent for the grant.			
Participating School(s)	Please list all schools that will participate in this strategy. An LEA need only to submit one set of responses per strategy (this may span across multiple schools).			
Which grants is funding this activity? <input type="checkbox"/> Support <input type="checkbox"/> Innovation <input type="checkbox"/> Dissemination	Please select the funding stream under which you are requesting support for your strategy. The expectations of high quality responses are dependent on the stream selected. Each strategy should be funded only by one stream. As a reminder, an LEA must elect to spend down all of its Support funding prior to requesting implementation or dissemination grants.			
	Word Length	Support	Innovation	Dissemination
Name of Strategy	n/a	Please provide the name of the evidence-based strategy which you are seeking to be funded. It is imperative that the name of the strategy provided within this template matches the name given to the same strategy within the associated budget template that each LEA submits.		
Identified Need(s) and Rationale	250	<ul style="list-style-type: none"> LEA provides an overview of the need for the selected intervention strategy. The 	<ul style="list-style-type: none"> LEA provides an overview of the need for the selected intervention strategy. The response 	<ul style="list-style-type: none"> LEA provides an overview of the need for the selected intervention strategy. The response

		<p>response draws upon the results of the needs assessments and root cause analyses conducted by each school’s collaborative team. Whenever possible, school-level data is included in the rationale. In addition, LEA describes the rationale that each collaborative team used to determine that the particular strategy was a strong fit for its school community.</p> <ul style="list-style-type: none"> • LEA describes the extent to which this strategy is a continuation of, or departure from, previous efforts. • If this program is a continuation from previous practice, LEA describes how it is using data to make modifications and improve the program. 	<p>draws upon the results of the needs assessments and root cause analyses conducted by each school’s collaborative team. Whenever possible, school-level data is included in the rationale. In addition, LEA describes the rationale that each collaborative team used to determine that the particular strategy was a strong fit for its school community.</p> <ul style="list-style-type: none"> • LEA describes the extent to which this strategy is a continuation of, or departure from, previous efforts. • LEA provides a local definition of Innovation and describes the rationale by which it considers the proposed strategy to be innovative. 	<p>draws upon the results of the needs assessments and root cause analyses conducted by each school’s collaborative team. Whenever possible, school-level data is included in the rationale. In addition, LEA describes the rationale that each collaborative team used to determine that the particular strategy was a strong fit for its school community.</p> <ul style="list-style-type: none"> • LEA describes its rationale for requesting the support of a partner LEA to mitigate its needs.
<p>Partners and/or Qualified Vendors</p>	<p>250</p>	<ul style="list-style-type: none"> • Applicant lists any consultants, partners or qualified vendors that it will contract with to support the project and provides an overview of the track record of their success in supporting similar work. 	<ul style="list-style-type: none"> • Applicant lists any consultants, partners or qualified vendors that it will contract with to support the innovation project and provides an overview of the track record of their success in supporting similar work. 	<ul style="list-style-type: none"> • Applicant names the partner-LEA from which it will be receiving support. • Applicant provides documentation of support for the partnership. Ideally this is codified through a tentative MOU or letter of support.

				<ul style="list-style-type: none"> • Should the applicant be applying on behalf of a consortium of LEAs, the applicant describes the structure of its multi-LEA partnership and demonstrates its readiness to oversee a project of the proposed scale. • LEA describes the role of the partner LEA in the proposed strategy. • Applicant lists any additional consultants that it will contract with to support the dissemination project and provides an overview of the track record of their success in supporting similar work.
Evidenced-Based Research Summary	300	<ul style="list-style-type: none"> • Applicant provides an overview of the evidence basis for the selected strategy. At a minimum, this description includes: <ul style="list-style-type: none"> ○ Categorization of Evidence Tier (I,II,III) ○ Name (or link) to Study (ies) that support evidence claim ○ Evidence that strategy meets the requirements for the stated evidence 	<ul style="list-style-type: none"> • Applicant provides an overview of the evidence basis for the selected strategy. At a minimum, this description includes: <ul style="list-style-type: none"> ○ Categorization of Evidence Tier (I,II,III) ○ Name (or link) to Study (ies) that support evidence claim ○ Evidence that strategy meets the requirements for the stated evidence tier, as the LEA plans to implement it, within its local context. ○ The track record of success in of the partner LEA 	

		tier, as the LEA plans to implement it, within its local context.	
Time period of funding	100	<ul style="list-style-type: none"> LEA describes the number of years of funding which it is requesting for this strategy. LEA should clearly label if the amount of time for the implementation of a strategy varies by school or if it is consistent across all implementation locations. It is expected that whenever possible, school that have not been previously identified will request 4 years of funding and schools that were previously labeled as “priority” will request 2 years of support. 	<ul style="list-style-type: none"> LEA describes the number of years of funding which it is requesting for this strategy. LEA should clearly label if the amount of time for the implementation of a strategy varies by school or if it is consistent across all implementation locations. It is expected that LEAs will request up to 2 years of funding for an innovation strategy. It is expected that those strategies under which funding is requested for program evaluation will request the full two years of funding.
Goals and Outcomes:	200	LEA provides an overview of the objective of the strategy and its associated outcome goals. Whenever possible, these goals should be differentiated by school. Rationale for stated goal should be grounded in evidence produced by the	

		local needs assessment and root cause analysis and must refer to baseline data for the indicators to be targeted by the strategy.	
Resources:	200	LEA provides a description of all resources that it is requesting in support of implementation of the grant. This response should be separated by those supports which will be placed at the school level and those resources that will be allotted to the district office to ensure the successfulness of a given strategy.	<ul style="list-style-type: none"> • LEA provides a description of all resources that it is requesting in support of implementation of the grant. This response should be separated by those supports which will be placed at the school level and those resources that will be allotted to the district office to ensure the successfulness of a given strategy. • LEA provides an overview of the materials and services that it will receive in exchange for subgrants to other LEA(s)
Evaluation	250	<ul style="list-style-type: none"> • LEA provides an overview of how it will monitor its schools' progress towards meeting the outcome goals for the specific strategy proposed. • As applicable, applicant provides a description of how it will leverage a formal system of program evaluation within its grant application to track progress towards outcome goals and/or work towards the expansion of the evidence basis of the proposed strategy. 	
Management Plan	250	<ul style="list-style-type: none"> • Applicant describes its implementation goals and provides a description of how it will measure its progress towards meeting them. Applicant clearly outlines the role of the LEA, school and CAB in the processes of implementation and implementation monitoring. As much as possible, the proposed plan is specific to the individual school and the individual strategy proposed. 	

		<ul style="list-style-type: none"> Applicant describes how its grant management process will be used to ensure that expenditures related to this strategy happen in a timely and efficient manner, aligned to the timeline of the strategy proposal.
Alignment to the SI Framework and LEA Theory of Action for School Improvement	100	LEA provides a short statement describing the alignment of this proposed strategy to the LEA theory of Action for School Improvement and the RI Framework for Comprehensive School Improvement.
How will the LEA provide oversight, coordination and support to participating schools?	150	LEA provides a description of the specific steps it will take to provide oversight, coordination and support to schools employing this specific strategy. As applicable, LEA describes which changes in policy or practice it must make to ensure that schools are able to meet their implementation goals.

b. Redesign Implementation and Planning: Empowerment, Restart, Small Schools of Choice and LEA Designed Redesign

School Redesign Grants	
<i>Empowerment, Restart, Small School Choice and LEA Designed Redesign</i>	
Name of LEA	Please provide the name of the applicant LEA.
Name of School	Please provide the name of the school applying for redesign. Note: As redesign is a uniquely local strategy, one application chart should be submitted per school which applies for redesign planning and/or implementation.
Model Selected <input type="checkbox"/> Empowerment <input type="checkbox"/> Restart	Please select the model of redesign to which your school is applying. Should you be requesting implementation funding without a planning year, it is expected that you will have already selected your model of choice. Should you elect for planning only or planning and implementation, you may elect “Redesign model TBD” to focus on model selection during your implementation year. Should you elect for closure, please do not fill out this set of questions but instead skip forward to the closure question chart (section c).

<input type="checkbox"/> Small School Choice <input type="checkbox"/> LEA Designed Redesign <input type="checkbox"/> Redesign model TBD		
<p>Which grants is the LEA applying for on behalf of the selected school?</p> <input type="checkbox"/> Planning <input type="checkbox"/> Implementation <input type="checkbox"/> Both	<p>Please indicate whether this redesign grant is aimed at planning, implementation or both. As an important reminder, schools that were previously identified as “priority” are not eligible for a planning year. Applicants should only apply for both planning and implementation at this time should they have already selected a redesign model.</p>	
<p>Strategy Name</p>	<p>Please provide the name of the strategy. It is imperative that the name of the strategy matches the name of the strategy provided within your submitted budget template.</p>	
	<p>Word Limit</p>	<p>Components of Expected Responses</p>
<p>Which factors have led your school community to consider redesign?</p>	<p>250</p>	<p>Applicant provides a description of the factors that have caused its school community to consider (or decide upon) redesign. Whenever possible, school grounds response in data from its needs assessment and/or root cause analysis. School acknowledges the level of commitment necessary to redesign and provides a rationale for its preparedness to succeed in a redesign planning and/or implementation effort.</p>
<p>Which redesign efforts or design challenges has your school engaged in or applied for (currently or within the last 3 years)? Describe your efforts. How will the project you are currently describing be an extension or departure from this work?</p>	<p>150</p>	<p>Applicant notes any redesign efforts, design challenges or other redesign efforts which it has engaged in or applied for (examples: LEA driven whole school changes: academies, pathways, governance changes, etc.), Redesign sponsored by a private design challenge: XQ, Barr Foundation, Carnegie Corporation, Nellie Mae Education Foundation, New Schools Venture Fund, etc.). School notes the goal of each redesign effort and the extent to which its efforts were employed. Using as specific data as possible, school notes the level of staff buy-in for the work. Lastly, school described how the proposed redesign to be funded through 1003 will be an extension or departure from this work.</p>

<p>Which stakeholders in your school community have been engaged in discussing and crafting this application?</p> <p><i>If your school is requesting a planning grant to determine which model best suits the community, please describe the process you will employ to achieve this goal.</i></p>	<p>200</p>	<p>As redesign is a serious decision which requires the commitment of a whole school community, it is expected that all those who apply for this funding will have actively engaged their stakeholders (CABs, Families and students, school staff, community partners and LEA). Please Describe the process by which your school has engaged these stakeholders to ensure authentic feedback is given towards the redesign process.</p> <p>Should you be electing for a planning year to determine your redesign model, please describe how community engagement will play a role in your decision making.</p>
<p>For those requesting planning grants: Who will be involved in the planning stages and which activities will you take part in to ensure that your exploration process is rigorous and yields school-wide consensus on a future redesign strategy? What role will your local Community Advisory Board play?</p>	<p>300</p>	<p>Those LEAs which are requesting redesign planning grants (with or without implementation funding) should describe the process they will employ for selecting a model and preparing to implement it. LEA should describe the implementation goals associated with the planning year and the process by which the Community Advisory Board will support and hold the school accountable to meeting those goals.</p>
<p>A short description of the use of requested funds for each school considering redesign (What are you requesting to purchase and why is it necessary to the success of your grant?)</p>	<p>150</p>	<p>School provides an overview of the types of items and services that they are requesting to purchase in support of school redesign planning and/or implementation. This response should be separated by those supports which will be placed at the school level and those resources that will be allotted to the district office to ensure the successfulness of a given strategy.</p>

If your school community has already determined a Redesign model that is best suited to your school, please respond to the following questions:

Questions	Word Limit	Characteristics of High Quality Responses by Model Type			
		Empowerment	Restart	Small Schools of Choice	LEA Designed Redesign
<p>What excites your school community about this model and why you feel that this is the best fit for improving your school? <i>Please refer to your needs assessment and root cause analyses whenever possible.</i></p>	200	<p>School provides a rationale for its selection of a specific redesign model. Leveraging the results of its needs assessment and root cause analysis, the school describes why the selected model is the most likely to yield comprehensive school improvement in its local context. Whenever possible, school alludes to evidence that its community stakeholders (CAB, LEA, Teachers/staff, families) are on board. This may include the submission of letters of support or other supplemental materials (which will not count towards the word limit).</p>			
<p>Describe the actions that the district and school have taken, or will take, to design and implement a plan consistent with the requirements of this model.</p> <p>Describe the timeline for implementation including the dates by which you the applicant hopes to achieve core implementation and outcome goals.</p>	600	<p>School describes the actions that it has taken, or plans to take to meet the following requirements of empowerment:</p> <ul style="list-style-type: none"> • alternative governance • an empowered leader • Establishment of a comprehensive list of autonomies • performance targets agreed 	<p>School describes the actions that It has taken, or will take, to meet the following requirements of the restart model:</p> <p>A school is re-opened under the management of a charter management organization, educational management organization, or</p>	<p>School describes the actions that It has taken, or will take, to meet the following requirements of the small schools of choice model:</p> <ul style="list-style-type: none"> • school is reorganized into one or more “small schools” (roughly 100 students per grade) • emphasize student- 	<p>School describes the actions that It has taken, or will take, to meet the following requirements of the LEA Designed Redesign model:</p> <ul style="list-style-type: none"> • a high-quality school leader • a new school model • Significant school autonomy. • Consideration of an alternative governance model for the school.

	<p>upon by the school and its Community Advisory Board, the LEA , and RIDE.</p>	<p>other state-approved managing entity with a proven record of successfully operating Schools.</p>	<p>centered personalized learning programs and relationships between students and adults;</p> <ul style="list-style-type: none"> • a rigorous and well-defined instructional program • long instructional blocks that promote interdisciplinary work; and • a focus on post-secondary preparation. 	
	<p>School provides a list of implementation milestones and target outcome goals and the associated timeline by when they should be accomplished. At a bare minimum this includes quarterly milestones for the first year of implementation and annual milestones for all subsequent years of funding.</p>			

c. Redesign Implementation and Planning: Closure

School Redesign: Planning and Implementation Grant <i>Closure</i>		
Name of LEA	Please provide the name of the LEA proposing to close a school.	
Name of School	Please provide the name of the school applying for redesign. Note: As closure is a uniquely local strategy, one application chart should be submitted per school which applies for closure planning and/or implementation.	
Strategy Name	Please provide the name of the strategy. It is imperative that the name of the strategy matches the name of the strategy provided within your submitted budget template.	
Model Selected Closure	word count	Characteristics of a High Quality Response
Which grants is the LEA applying for on behalf of the selected school? <input type="checkbox"/> Planning <input type="checkbox"/> Implementation <input type="checkbox"/> Both	LEA indicates if the school is requesting planning, implementation or combination funding for closure. Those which request implementation funding must have already determined that closure is the correct next step for their school. However, those who request planning may leverage the dollars to explore if closure is a feasible solution for their school community.	
Which factors have led your school community to consider closure? Whenever possible, please provide evidence from your needs assessment and root cause analysis.	200	School provides an overview of the factors which have driven it to consider or decide upon closure. School outlines why it does not feel that other redesign efforts will be more fruitful. School leverages evidence from its needs assessment and root cause analysis to support its claims.

<p>Which stakeholders in your school community have been engaged in discussing and crafting this application? How have they been engaged and what have been the outcomes of your engagements?</p>	<p>300</p>	<p>School provides an overview of the steps it has taken to engage its community (school staff, LEA, parents, partners and CAB) in electing for school closure planning and/or implementation funding. School outlines the results of its engagement by providing an overview of the feedback it received and by synthesizing the opportunities and challenges of closure raised through these processes.</p>
<p><i>If your school is requesting a planning grant to determine if closure is the best model to support the students in your school, please describe the process you will employ to achieve this goal.</i></p> <p>OR</p> <p>If your school is requesting implementation funding, please describe the process you will employ to ensure that the school is closed in a responsible manner which ensures that all students from the school community are provided with a better school option.</p>	<p>200</p>	<p>Schools requesting planning grants to determine if closure is appropriate for their school community describe the implementation goals that they have for the planning year of their grant. A management plan is provided which describes who (or which groups) will be responsible for each step in the process. Additionally a timeline is indicated (at least on a quarterly basis) outlining what must be done to ensure that a decision regarding closure can be made by the end of the grant period.</p> <p>If a school has already decided to close and implementation funds will be used to initiate the process, the school describes its implementation goals (on at least a quarterly basis). A management plan is provided which describes who (or which groups) will be responsible for each step in the process.</p>
<p>Provide a short description of how you will use grant funds to support closure planning or implementation.</p>	<p>150</p>	<p>School outlines the way that it will use school improvement dollars to support its closure activities. This response will serve as a narrative to accompany the budget tool. It should clearly be indicated which resources will be contributed to the school level and where resources will be leveraged to support systematic change through the LEA.</p>

IX. Technical Assistance Tools & Additional Resources

Needs Assessment Tool

Rhode Island Model Aligned Needs Assessment:

The attached needs assessment is designed as a model for use or adaptation by LEAs with schools identified for comprehensive support and improvement. It satisfies all criteria of the comprehensive needs assessment, including comprehensiveness, alignment to the Rhode Island Continuous School Improvement Framework and the Rhode Island statewide accountability system, valid and measurable indicators, and allows for prioritization. To make the best use of this needs assessment, LEAs should gather data that will inform judgements of performance and priority for each listed indicator, including triangulated judgements from different sources of school and LEA data, as appropriate, in addition to contextual data such as LEA, state, or national goals, averages, benchmarks etc.

For your reference, example data sources, when known, have been indicated in the “example data sources” column. You are encourage to add data sources to this column to track where individual data elements originated as you pull together additional data. It is likely that many data points will inform multiple indicators. Data should be copied in the forms of graphs, charts, tables, or individual data points in the space provided in the tool. This will help inform the root cause analysis, comprehensive school improvement planning, and application for school improvement funds.

To prepare school and CAB collaborative teams to use the data to inform their assessment of needs, LEAs should also make sure, prior to beginning the analysis of the data, all parties are familiar with the basic principles of educational metrics and the RI statewide accountability system. For your reference, any indicator that derives directly from the RI statewide accountability system will be noted as such in the accountability elements column.

For each Framework Domain several guiding questions have been provided for consideration of the collaborative team as they analyze the data for each indicator. Collaborative teams should first examine each indicator, make notes of their analysis, including additional questions, areas of agreement and disagreement, and avoid blame-seeking or problem solving at this stage. They should merely be engaging with “what the data can and cannot tell them about teaching and learning at the identified school. After data have been analyzed across all domains in every indicator, the collaborative team should return to each indicator in order to record their determinations (on a scale of 1-4) of the relative performance and the importance for the given indicator. They should include rationale in the notes section, describing why they arrived at each of these judgements. This will help inform the root cause analysis, comprehensive school improvement planning, and application for school improvement funds. Once the collaborative team has rated every indicator on these two scales, they are ready to identify (3-5) priority indicators and proceed to the root cause analyses for priority indicators.

Rhode Island Framework for Comprehensive School Improvement Domain: High Quality Materials and Instructional Transformation

Guiding questions for this domain:

- Are all students being assigned grade level work? How do we know?
- Are there agreed upon high leverage instructional strategies that are modeled, practiced, coached across the school?
- How do we know that supports offered to students are effective? What evidence do we have to suggest that they should be continued?
- Do the patterns we see in the data change by grade or course?
- Does our school schedule maximize student learning time?
- How are teachers assigned to students?

Indicator	Accountability Elements	Example Data Sources
<p>Students achieve in mathematics overall</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] No Data</p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Achievement</p>	<p>SEA – Accountability Report Card</p>
<p>Data:</p> <p>Analysis:</p>		

<p>Student subgroups achieve in mathematics</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Achievement, Targeted Subgroups</p>	<p>SEA – Accountability Report Card</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Students grow in mathematics overall</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Growth</p>	<p>SEA – Accountability Report Card</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Student subgroups grow in mathematics</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Growth, Targeted Subgroups</p>	<p>SEA – Accountability Report Card</p>
<p>Data:</p>		

Analysis:		
<p>Students achieve in English language arts overall</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	Achievement	SEA – Accountability Report Card
Data:		
Analysis:		
<p>Student subgroups achieve in English language arts</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	Achievement, Targeted Subgroups	SEA – Accountability Report Card
Data:		
Analysis:		
<p>Students grow in English language arts overall</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	Growth	SEA – Accountability Report Card

<p>Data:</p> <p>Analysis:</p>		
<p>Student subgroups grow in English language arts</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Growth, Targeted Subgroups</p>	<p>SEA – Accountability Report Card</p>
<p>Data:</p> <p>Analysis:</p>		
<p><i>Students achieve in science overall</i></p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p><i>Achievement</i></p>	<p><i>SEA – Accountability Report Card</i></p>
<p>Data:</p> <p>Analysis:</p>		
<p><i>Student subgroups achieve in science</i></p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>	<p><i>Achievement, Targeted Subgroups</i></p>	<p><i>SEA – Accountability Report Card</i></p>

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
English learners achieve timely proficiency in English Language Proficiency <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>	English Language Proficiency	SEA – Accountability Report Card
Data: Analysis:		
Students obtain diplomas overall (high) <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>	Graduation	SEA – Accountability Report Card
Data: Analysis:		

<p>Student subgroups obtain diplomas (high)</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Graduation</p>	<p>SEA – Accountability Report Card</p>
<p>Data:</p> <p>Analysis:</p>		
<p><i>Graduates earn a commissioner’s seal (high)</i></p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p><i>Graduation Proficiency</i></p>	<p><i>SEA – Accountability Report Card</i></p>
<p>Data:</p> <p>Analysis:</p>		
<p>Graduates earn college credit, approved CTE credential, and/or credit-qualifying AP score, and by 2022 a seal of biliteracy and/or pathway endorsements (high)</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Diploma Plus</p>	<p>SEA – Accountability Report Card</p>

<p>Data:</p> <p>Analysis:</p>		
<p>Students have access to diverse, well-rounded course offerings outside of the school day including extended-learning opportunities and after-school programming</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Students have access to diverse, well-rounded course offerings within the school day included electives/specials</p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Students have access to and participate in advanced coursework (mid/high)</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>	<p>Diploma Plus</p>	<p>SEA – TCS, ACN, Accountability Report Card</p>

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Course enrollment data
Data: Analysis:		
Students have access to and participate in high-level math classes (mid/high). <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>	Achievement, Growth, Exceeding Expectations, Graduate Proficiency Diploma Plus	SEA – TCS, ACN, Accountability Report Card LEA – Course enrollment
Data: Analysis:		
ELs receive WIDA level-appropriate language development instruction <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		

<p>ELs receive WIDA level-appropriate content instruction with language development supports</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>English Language Proficiency, Targeted Subgroups</p>	<p>SEA – TCS, Accountability Report Card, SurveyWorks</p> <p>LEA – Course enrollment, teacher eval</p>
<p>Data:</p> <p>Analysis:</p>		
<p>There are no achievement gaps between recently exited (monitored) ELs and students who were never identified as ELs on common assessments</p> <p>Or</p> <p>ELs are able to perform without language supports at levels commensurate with students who were never identified as ELs on common assessments</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		

<p>Students with IEPs receive appropriate hours of high quality instructional support in the least restrictive environment</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Targeted Subgroups</p>	<p>SEA – TCS, Special Education Census, Report Card, SurveyWorks</p> <p>LEA – IEP data, course enrollment, teacher eval</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Educators use evidence-based strategies to effectively differentiate instruction based on student need</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – Teacher eval</p> <p>LEA – Classroom observations, Lesson Plans, Teacher eval</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Educators use data to guide their instruction</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – Teacher eval</p> <p>LEA – Lesson Plans, Teacher eval, CPT protocols</p>

<p>Data:</p> <p>Analysis:</p>		
<p>Educators use different kinds of assessments to evaluate students and differentiate their instruction to meet student needs</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>LEA – Classroom assessments, common assessments, CPT protocols</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Educators regularly receive support to modify and improve curriculum and content based on student performance to ensure it best fits student need</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>LEA – Curricular analysis, CPT protocols</p>
<p>Data:</p> <p>Analysis:</p>		

<p>Educators have access to current and past classroom-based assessment results and regularly use this data to drive instruction and content development</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>LEA – LEA assessment data, CPT protocols</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Educators are implementing a high-quality ELA curriculum accessible to all students</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Educators are implementing a high-quality math curriculum accessible to all students</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		

<p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Parents and local stakeholders are aware of curriculum quality and decisions regarding curriculum implementation.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>LEA – Curricular analysis</p>
<p>Data:</p> <p>Analysis:</p>		
<p>An LEA-wide system for assessing student learning using multiple measures exists and is implemented at the school</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		

RI Framework for Comprehensive School Improvement Domain: Turnaround Leadership

Guiding questions for this domain:

- What routines and structures provide mechanisms for timely communication and support between the LEA and the school?
- Are teachers included as part of the leadership team in the school? What structures or flexibilities would be needed in order to include teachers in the leadership team?
- What decisions are made by the LEA? By the school?

Indicator	Accountability Elements	Example Data Sources
<p>Administrators receive timely and meaningful feedback on their performance</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – Admin SurveyWorks</p> <p>LEA – Admin eval</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Principal is adequately supported and trained in multi-cultural competence</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
Administrators feel the LEA adequately supports them and the external demands on time are manageable <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – Admin SurveyWorks
Data: Analysis:		
Teachers know and agree with the school’s mission and approach being taken to achieve it <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – Teacher SurveyWorks
Data: Analysis:		

<p>Principal leads reflection and revision of the school’s mission</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Principals are given the necessary authority to use their school leadership team to regularly make decisions about mission, curriculum and instruction and school policy.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – Admin SurveyWorks
<p>Data:</p> <p>Analysis:</p>		
<p>School(s) maintain an active and effective school improvement team that meets regularly and oversees implementation all aspects of school improvement.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		LEA – School Improvement meeting minutes, schedules

<p>Data:</p> <p>Analysis:</p>		
<p>Principal routinely evaluates the effectiveness of the schools English Learner Program using valid and reliable data</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers feel that the school has a positive work environment in which the principal treats them fairly and creates environment of open communication.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – SurveyWorks
<p>Data:</p> <p>Analysis:</p>		

RI Framework for Comprehensive School Improvement Domain: Talent Development and Collaboration

Guiding questions for this domain:

- How is professional learning planned?
- What structures and supports are given so that common planning time is used well?
- Are there opportunities for conversations that build an understanding of vertical articulation within content domains?
- How is feedback provided to teachers? Is there a shared understanding of high leverage instructional practices?
- How are teachers hired in the school? What profile of applicant does the school need and how is that decided?
- How are teachers hired in the school? What profile of applicant does the school need and how is that decided?

Indicator	Accountability Elements	Example Data Sources
<p>Teachers receive the high quality professional learning opportunities</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks, Professional Learning Audit</p> <p>LEA – Teacher attendance at PD, PD Exit Tickets</p>
<p>Data:</p> <p>Analysis:</p>		

<p>Teachers receive the right amount of professional development according to perceived need</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p> <p>LEA – Teacher attendance at PD, PD Exit Tickets</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers receive the right amount of professional development in referring students to health and social services</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers receive the right amount of professional development in classroom management</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		<p>SEA – SurveyWorks</p>

<p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers collaborative planning time is regularly used to identify and improve quality curricular materials and for lesson planning and development</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers receive timely and meaningful feedback on their performance</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks, Teacher eval</p>
<p>Data:</p> <p>Analysis:</p>		

<p>Most professional development offerings align to teacher need</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – ECN data</p> <p>LEA – PD records</p>
<p>Data:</p> <p>Analysis:</p>		
<p>The school schedule includes protected time for teachers to meet in collaborative data teams and they regularly discuss data.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>LEA – School schedules</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Principals have knowledge of and some control over the hiring and see it as transparent, timely, and fair, and that the LEA's orientation and support process is sufficient.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		<p>LEA – Hiring policy</p>

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
Teachers are very involved in hiring decisions at the school. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Hiring policy
Data: Analysis:		
The LEA has an effective talent management process that supports improving schools <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Hiring policy
Data: Analysis:		

<p>Open positions are identified early and posted in a timely manner (i.e., prior to the end of the current school year or shortly thereafter) to ensure access to the best recruits.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		LEA – Hiring policy, Vacancies
<p>Data:</p> <p>Analysis:</p>		
<p>The LEA has developed a comprehensive and expansive recruitment strategy that includes tapping into traditional and non-traditional pathways and internal and external candidates.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		LEA – Hiring policy, Vacancies
<p>Data:</p> <p>Analysis:</p>		
<p>Superintendents have the right to make involuntary transfers and exercise this right in the rare instances in which mutual consent placement cannot be accomplished.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		LEA – Hiring policy

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
Hiring is criterion-based and evidence of instructional effectiveness and student achievement (when possible) is used in the process. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Hiring policy
Data: Analysis:		
Mutual Consent (agreement between school and the teacher being placed there) is accomplished prior to the placement of a teacher in a school whether this teacher is a new hire or transfer. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Hiring policy
Data:		

Analysis:		
Seniority is not used as the sole or primary criteria to determine hiring and/or placement. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Hiring policy
Data:		
Analysis:		
Teachers and administrators who came from outside the LEA (i.e. external candidates) are well-represented within the existing staff. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		LEA – Hiring policy
Data:		
Analysis:		
The LEA has a clearly articulated incentive strategy to help support filling positions in hard-to-staff schools and subjects.		LEA – Hiring policy

<p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>The LEA implements a comprehensive orientation process for new employees that utilizes research-based protocols and reinforces LEA goals and expectations for quality instruction.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>LEA – Orientation policy</p>
<p>Data:</p> <p>Analysis:</p>		
<p>The LEA implements a comprehensive induction process for new employees that utilizes research-based protocols and reinforces LEA goals and expectations for quality instruction.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA –Induction training/support, LEA – Induction policy</p>

Data:

Analysis:

Principals regularly exercise their ability to dismiss poorly performing teachers prior to tenure decisions.

Weak Performance 1 2 3 4 *Strong Performance* [] *No Data*

Unimportant 1 2 3 4 *Important*

LEA – dismissal records

Data:

Analysis:

RI Framework for Comprehensive School Improvement Domain: Climate and Cultural Shift

Questions for this domain:

- How do high expectations manifest themselves in daily interactions in the school?
- What do we do to engage parents/families that do not engage in school activities?

Indicator	Accountability Elements	Example Data Sources
<p>Students have high attendance and few are chronically absent.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	Student Attendance	SEA – Report card LEA – Attendance
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers have high attendance and few are chronically absent.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>	Teacher Attendance	SEA – Report card LEA – Teacher Attendance

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
<p>Data:</p> <p>Analysis:</p>		
<p>Schools have and students meet high academic expectations</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>	<p>Exceeds Expectations Math/ELA</p>	<p>SEA – Report card</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Parents see their child’s teacher as having high expectations for their child and more than half of the students feel that their school prepared them for a host of post high school opportunities.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p>
<p>Data:</p> <p>Analysis:</p>		

<p>Parents feel that their goals for their child(ren) and the school’s goals for their child(ren) are aligned.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – SurveyWorks
<p>Data:</p> <p>Analysis:</p>		
<p>Parents receive frequent communications from teachers and the principal about their child(ren)’s academic performance and understand how their child is being assessed and how performance standards are determined.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – SurveyWorks
<p>Data:</p> <p>Analysis:</p>		
<p>Most students report having a trusted adult at school they can come to with problems.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		SEA - SurveyWorks

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
Disciplinary actions are often implemented in a fair and/or judicious manner such that suspensions are limited in number and reserved for major infractions. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>	Suspension Rate	SEA – Report card, Disproportionality. LEA – Suspensions report
Data: Analysis:		
The disproportionality for suspension of students with disabilities is below the risk ratio. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – Report card, OSCAS Office, Suspension Data LEA – Suspensions report
Data: Analysis:		

<p>The disproportionality for suspension of students identified as racial/ethnic minorities is below the risk ratio.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – OSCAS Office, Suspension Data
<p>Data:</p> <p>Analysis:</p>		
<p>The disproportionality for suspension of students identified as English Learners is beyond the risk ratio.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>School improvement team regularly reviews and adjusts school policy on managing student discipline and behavioral issues to make them more effective.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		SEA – SurveyWorks LEA – Suspensions report, Discipline referrals

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
Bullying is rarely a problem in the LEA and schools generally have an effective response when it is reported. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – SurveyWorks LEA – Discipline referrals
Data: Analysis:		
Bullying is rarely a problem and teachers generally have an effective response when it is reported. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – SurveyWorks
Data: Analysis:		

<p>Policies regarding the substance and nature of teacher-led advisory programs are often consistently implemented across schools in the LEA. (mid/high)</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p> <p>LEA – Student wellness surveys</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Members of the school community agree that the school is a safe place.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Students have access to necessary counseling and programs to facilitate a safe, positive, and caring learning environment and feel that their teachers care about them personally, and talk to their teachers regarding issues including those relating to their family life, peer group, and academic needs.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p>		<p>SEA - SurveyWorks</p>

<i>Unimportant</i> 1 2 3 4 <i>Important</i>		
Data: Analysis:		
Parents and stakeholders are well-informed about curricular decisions. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – SurveyWorks
Data: Analysis:		
There are a variety of effective classes for parents including parenting workshops and classes focused on helping student achieve academically. <i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i> <i>Unimportant</i> 1 2 3 4 <i>Important</i>		SEA – SurveyWorks LEA –
Data: Analysis:		

<p>The school has a welcoming culture and involves parents and community members in some decisions regarding school policy and practice.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p> <p>LEA –</p>
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers receive sufficient and quality support to work with families to involve them in instruction.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p>
<p>Data:</p> <p>Analysis:</p>		

RI Framework for Comprehensive School Improvement Domains: Shared Responsibility and Equity

Indicator	Accountability Elements	Example Data Sources
<p>The school and LEA engages in community and parent outreach in languages parents, families and community members can understand.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>The school and LEA engages in community and parent outreach and creates effective results, and parents feel that the LEA is knowledgeable about and respectful of the community.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – SurveyWorks LEA –
<p>Data:</p>		

Analysis:		
<p>Quality opportunities exist for local businesses and community-based organizations to become involved in the school</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – SurveyWorks LEA – CAB reports
Data:		
Analysis:		
<p>Students with IEPs who are no longer enrolled in secondary school have been employed or enrolled in post-secondary school within one year of leaving secondary school. (mid/high)</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		SEA – IEP data(?) LEA – Transition programming data
Data:		
Analysis:		
<p>Teachers have good working relationships and coordinate their work with staff working with English learners.</p>		

<p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers have good working relationships and coordinate their work with staff working with learners with disabilities.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>There is a school-wide or LEA-wide language policy in place supporting English language learners.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p>		

Analysis:		
<p>There is designated, full-time person at the LEA in charge of data analysis and use to facilitate school-based collaborative use of data and data-driven instruction.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
Data:		
Analysis:		
<p>Principals and teachers generally report that the data they receive from the LEA is timely, and accurate, and useful for their daily instructional practice.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
Data:		
Analysis:		
<p>Teachers have access to LEA/school-wide assessments and annual, benchmark, and state assessments and RTI resources, and information regarding their students' IEPs, FRL and ELL status, this data is timely, and easily interpretable for use.</p>		

<p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		
<p>Data:</p> <p>Analysis:</p>		
<p>Teachers have access to LEA/school-wide assessments and annual, benchmark, and state assessments and RTI resources, and information regarding their students' IEPs, FRL and ELL status, this data is timely, and it is regularly used to drive instruction and content development.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA – SurveyWorks</p> <p>LEA – Assessment use</p>
<p>Data:</p> <p>Analysis:</p>		
<p>LEA has established the necessary infrastructure to effectively store, analyze, and/or disseminate student data including support staff for these purposes.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		

<p>Data:</p> <p>Analysis:</p>		
<p>The LEA’s policies, procedures, and practices are preventative of the over identification of students at risk for Special Education placement such that one group of students disaggregated by race exceeds the risk ratio for disproportionality but the rates of disproportionality are not growing.</p> <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		<p>SEA –Risk ratio data, Special education census</p>
<p>Data:</p> <p>Analysis:</p>		
<p>The LEA provides resources to directly support distributed leadership such that the schools have access to at least one of the following:</p> <ul style="list-style-type: none"> • Stipends for teacher leaders • External consultants to support professional development in teaming. • Substitutes to release teachers from classrooms to participate in school policy decisions <p><i>Weak Performance</i> 1 2 3 4 <i>Strong Performance</i> [] <i>No Data</i></p> <p><i>Unimportant</i> 1 2 3 4 <i>Important</i></p>		

Data:

Analysis:

Application Tool

Please use the tool below to format your School Improvement grant applications. LEAs need only to submit one copy of this form and include responses on behalf of all affected identified schools. Further guidance on the use of these tools is included in the section above.

I. School Improvement Funding: Applicant Information Form			
LEA Name			
Applicant Contact Person			
Position			
Email Address			
Phone Number			
<p>Master Strategy List: Please provide a list of all strategies for which you have requested funding support and identify their associated implementation locations and total amount requested. Be careful to ensure that figures presented below match both the individual strategy applications as well as your budget document.</p>			
Strategy Name	SI Funding Stream	Implementation School(s)	Total Requested
			\$
Total Funding Requested across All Streams			\$
<p>A district and its entities must provide the following assurances as part of the application for a School Improvement Grant.</p> <p>The district must assure that it will:</p> <ol style="list-style-type: none"> 1. Use its School Improvement Grant to implement, fully and effectively, an intervention in each school that the district commits to serve consistent with final requirements; 2. Establish annual goals for student achievement that on the State’s assessments in both reading/language arts and mathematics and measure progress on learning indicators in order to monitor each school that it serves 			

- with the School Improvement Grant, and establish goals (approved by RIDE) to hold accountable its school(s) that receive school improvement funds;
3. If it implements a restart model in a school, include in its contract or agreement terms the authority to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
 4. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select, and provide oversight to external providers to ensure their quality;
 5. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to sustain the reform efforts after the funding period ends and provide technical assistance to schools on how they can sustain progress in the absence of SIG funding;
 6. Report to RIDE the school-level data required, including all relevant baseline data for the year prior to SIG implementation;
 7. Ensure that each school that it commits to serve receives all of the state and local funds it would normally receive in the absence of these school improvement funds, as well as all other funds or resources that align with the proposed interventions.
 8. Upon award, adhere to all funding deadlines outlined in a school’s Grant Award Notification.

The district agrees to these aforementioned assurances

_____ Yes

_____ No

CAB Representative(s) printed names and Signature(s) for each CSI School	School Name	CAB Representative Signature	Principal Signature
Superintendent Signature			

II. Application Checklist

Required Component	File name (if not in main PDF) and/or Page Number in LEA application.
Applicant Information Form and LEA Assurances	

LEA Theory of Action Narrative	
LEA Theory of Action Logical Model	
Budget Form	
School Improvement Plan or School Redesign Plan for each CSI School	
Strategy Specific Questions	
Optional Attachments	
<ul style="list-style-type: none"> • Letters of support and/or MOA from partner agencies or CAB • Research papers supporting evidence tier of selected interventions • Articles/tools used to conduct needs assessments • Other information as elected by LEA 	<p>Indicate which have been submitted and their location within the application.</p>
III. LEA Plan	
LEA Priorities, Theory of Action, and Capacity <i>please provide narrative below</i>	

Community and Family Involvement

please provide narrative below

Need Identification and Intervention Selection

please provide narrative below

Fund Monitoring

please provide narrative below

IV. LEA Plan Logic Model

please provide logic model below or in attached PDF.

V. Strategy Specific Questions

School Improvement Grants <i>Support, Implementation and Dissemination</i>	
Name of LEA	
Participating School(s)	
Which grants is funding this activity?	<input type="checkbox"/> Support <input type="checkbox"/> Innovation <input type="checkbox"/> Dissemination
Name of Strategy	
Identified Need(s) and Rationale	
Partners and/or Qualified Vendors	
Evidenced-Based Research Summary	
Time period of funding	
Goals and Outcomes:	
Resources:	
Evaluation	
Management Plan	
Alignment to the SI Framework and LEA Theory of Action for School Improvement	
How will the LEA provide oversight, coordination and support to participating schools?	

b. Redesign Implementation and Planning: Empowerment, Restart, Small Schools of Choice and LEA Designed Redesign

School Redesign Grants <i>Empowerment, Restart, Small School Choice and LEA Designed Redesign</i>	
Name of LEA	
Name of School	
Model Selected	<input type="checkbox"/> Empowerment <input type="checkbox"/> Restart <input type="checkbox"/> Small School Choice <input type="checkbox"/> LEA Designed Redesign <input type="checkbox"/> Redesign model TBD
Which grants is the LEA applying for on behalf of the selected school?	<input type="checkbox"/> Planning <input type="checkbox"/> Implementation <input type="checkbox"/> Both
Strategy Name	
Which factors have led your school community to consider redesign?	
Which redesign efforts or design challenges has your school engaged in or applied for (currently or within the last 3 years)? Describe your efforts. How will the project you are currently describing be an extension or departure from this work?	

<p>Which stakeholders in your school community have been engaged in discussing and crafting this application?</p> <p><i>If your school is requesting a planning grant to determine which model best suits the community, please describe the process you will employ to achieve this goal.</i></p>	
<p>For those requesting planning grants: Who will be involved in the planning stages and which activities will you take part in to ensure that your exploration process is rigorous and yields school-wide consensus on a future redesign strategy? What role will your local Community Advisory Board play?</p>	
<p>A short description of the use of requested funds for each school considering redesign (What are you requesting to purchase and why is it necessary to the success of your grant?)</p>	
<p><i>If your school community has already determined a Redesign model that is best suited to your school, please respond to the following questions:</i></p>	
<p>What excites your school community about this model and why you feel that this is the best fit for improving your school? <i>Please refer to your needs assessment and root cause analyses whenever possible.</i></p>	
<p>Describe the actions that the district and school have taken, or will take, to design and implement a plan consistent with the requirements of this model.</p> <p>Describe the timeline for implementation including the dates by which you the applicant hopes to achieve core implementation and outcome goals.</p>	

c. Redesign Implementation and Planning: Closure

School Redesign: Planning and Implementation Grant <i>Closure</i>	
Name of LEA	
Name of School	
Strategy Name	
Model Selected	Closure
Which grants is the LEA applying for on behalf of the selected school?	<input type="checkbox"/> Planning <input type="checkbox"/> Implementation <input type="checkbox"/> Both
Which factors have led your school community to consider closure? Whenever possible, please provide evidence from your needs assessment and root cause analysis.	
Which stakeholders in your school community have been engaged in discussing and crafting this application? How have they been engaged and what have been the outcomes of your engagements?	
<p><i>If your school is requesting a planning grant to determine if closure is the best model to support the students in your school, please describe the process you will employ to achieve this goal.</i></p> <p>OR</p> <p>If your school is requesting implementation funding, please describe the process you will employ to ensure that the school is closed in a responsible manner which ensures that all students from the school community are provided with a better school option.</p>	
Provide a short description of how you will use grant funds to support closure planning or implementation.	

Evidence-Based Interventions in Federal Funding

Federal Program	Do LEAs submit research on evidence tier for RIDE to approve funds?	Are LEAs required to spend funds on evidence-based interventions?	Expectations for use of evidence-based practices (EBP) in this program <i>(For specific questions, see your RIDE program specialist as outlined in your federal program document library in AcceleGrants.)</i>
Title IA	No	No - however, in order to receive funds, LEAs must comply with Sec. 1116 requirements	Under Sec. 1116, every LEA receiving Title I funds is required to annually evaluate the content and effectiveness of its written parent/family engagement policy. The LEA must use the results of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent/family engagement policy.
School Improvement (Title I – 1003)	Yes	Yes – part of the evaluation of funds application is the use of EBP and Tiers	All school improvement activities must be evidence-based at tiers 1-3.
Title II	No	Yes - LEAS must consider evidence-based research when selecting a strategy	PD programs must be Evidence-based with a minimum of one evidence-based research study that aligns with one of the Tiers (I-IV) for each intervention budgeted with Title II; documentation should be saved at the LEA level and be submitted by the LEA at the request of the SEA
Title III	No	No - Title III does not explicitly name EBP and tiers.	A related concept of <i>highest available level of evidence</i> is required for professional development. Also, Title III funds must support “effective” approaches, methodologies, and language instruction educational programs (LIEPs). The state and LEAS should consider “rigorous, relevant research” in determining effectiveness of LIEPs.
Title IVA	No	No	EBP are not required for every activity but are included in the law in 3 sections under safe and healthy students. Activities may include evidence-based (1) drug and violence prevention, (2) trauma-informed practices, (3) and strategies to reduce exclusionary discipline practices, if the

			State determines that such evidence is reasonably available.
21 st Century (Title IVB)	No	No	EBP are not strictly required, but the law includes language allowing for their use. Subgrantees can include EBP in the initial 5-year application. If appropriate, program and activities shall be based on evidence-based research.
IDEA	No	No	Coordinated Early Intervening Services/CEIS for general education students K-12 and Specific Learning Disability Criteria use the NCLB language of “scientifically based”