



LEA Guide: Using Accountability Data to Plan for Improvement

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How to Use This Guide¹

Utilize this guide to support your team as you engage in the process of using your LEA accountability data to determine action steps for improvement and updates to your LEA Strategic Plan. RIDE has also prepared turn-key slides for LEA leaders to use during the facilitation of the protocol described in this guide. This guide and the accompanying slide deck will be published on the [RIDE accountability web-page](#), where each LEA's accountability data is displayed.

Step 1: Identify needs and prioritize. The LEA improvement process should begin with a meaningful needs assessment. This involves looking at a wide range of data and prioritizing using the high leverage data reported in the RI LEA Accountability System.

Step 2: Brainstorm potential root causes. Once LEAs have identified a high-priority need, the improvement team should consider potential root causes underlying that need. Often these root causes fall into common, broad categories (e.g., “instruction,” or “school climate,” or “student support”). During this step, as many possible root causes should be considered.

Step 3: Identify the critical root(s). The improvement team should then use other data to support or refute potential root causes and some established criteria to narrow root causes down to one or two critical root causes.

Step 4: Select aligned, effective initiatives. LEAs should then consider the critical root cause(s) and identify or design an initiative that will resolve the root cause, preventing them from achieving their desired outcomes. This work should coincide with the creation or updates to the LEA Strategic Plan.

Step 5: Selecting Action Steps. LEAs should identify major action steps necessary to implement their initiatives and coordinate these action steps with various resources (time, talent, and treasure) available to them. LEAs should also ensure their LEA Strategic Plans reflect the work done through this entire process.

Objective

The purpose of this guide is to help LEAs identify initiatives aligned to improve performance in the area(s) of greatest need in the LEA accountability system and incorporate those initiatives into their LEA Strategic Plans. ***As a reminder, LEA Strategic Plans are due July 1st, 2023.***

Note: It is highly recommended that LEAs focus on **one** priority need when first using this tool. The tool was designed with four appendices, tailored to a particular focus area. It is not expected that LEAs use all of these tools, but rather only focus on the appendix that corresponds to their identified need.

¹ RIDE recommends the use of the “Navigation Pane,” (available in the “View” ribbon in Microsoft Word) while using this guide to help move easily between sections and appendices.

Assembling an Improvement Team

As LEA leaders receive their accountability data, they may want to convene an improvement team to analyze their accountability data, identify root causes, and create a plan to address their area(s) of need to allow for multiple stakeholders' perspective and voice, as well as increasing buy-in from the community. LEA improvement teams (or strategic planning team) should consist of approximately 8-12 people. Team members should be representative of the LEA community and its variety of stakeholders, be supported in understanding the various kinds of data that inform LEA decision-making, and include but not be limited to, members who are content experts and decision-makers in the areas being considered for improvement.

When leaders recruit potential team members, it is essential to clearly articulate the purpose and expectations of the team's work. Be sure to communicate to each member the reasons their participation is vital. Emphasize that this is not just an obligatory meeting during which team members "go through the motions" and check off the requisite tasks. Instead, everyone should understand the important role their participation plays toward achieving each meeting's outcome. See the steps at [Assemble an Appropriate Team · Success Gaps Toolkit: Addressing Equity, Inclusion and Opportunity \(ideadata.org\)](#).

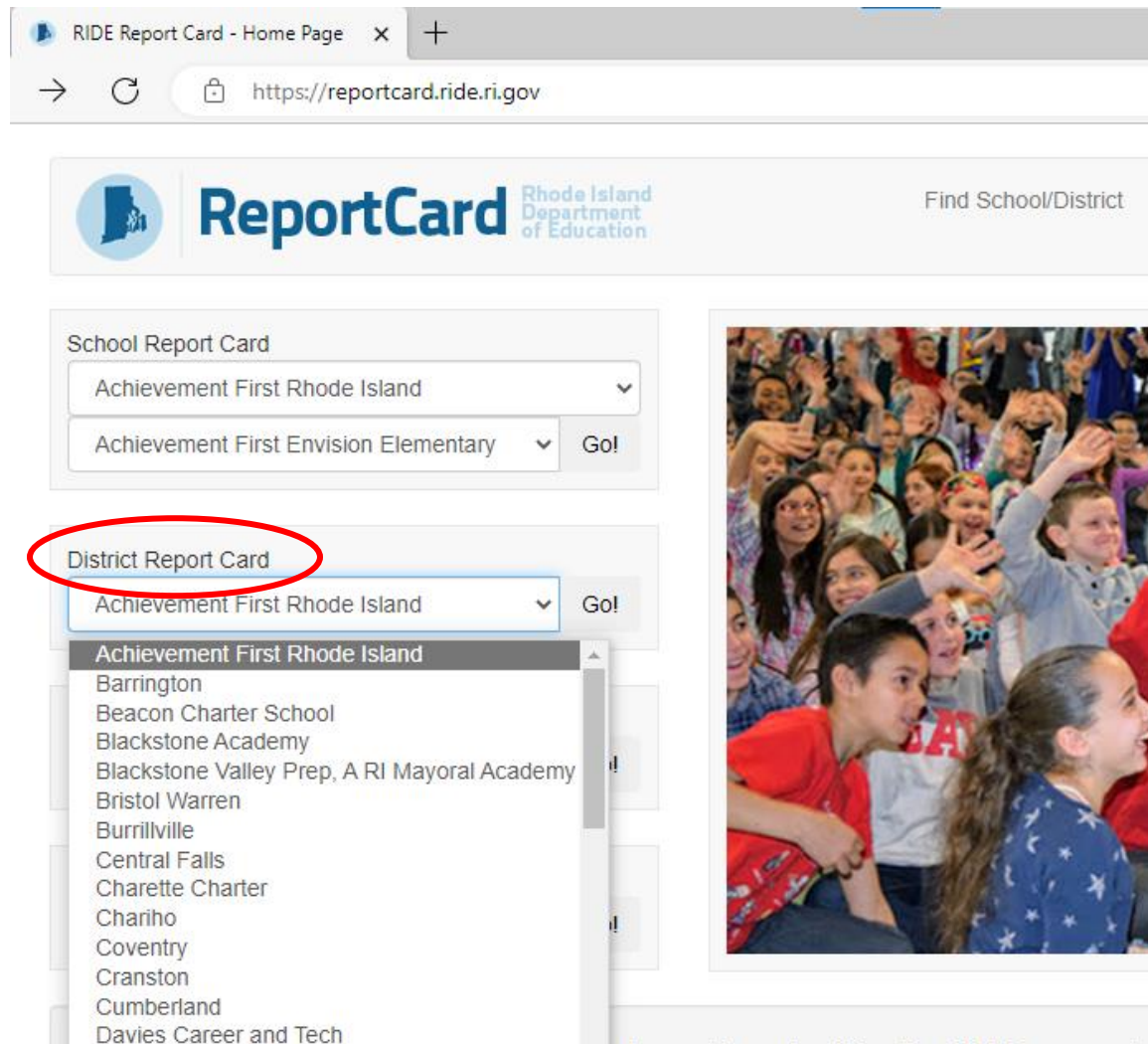
Five crucial items to consider and act upon when building team: [Team Foundations \(mtssri.org\)](#)

1. Mission and Goal
2. Roles and Responsibilities
3. Effective Group Processes
4. Ground Rules
5. Decision Making

Step 1: Reflect on Needs and Prioritize

Review accountability measures to determine greatest area of need:

Prioritized needs should be selected from the “*focus areas*” indicated on the LEA accountability dashboard. To access the LEA Dashboard, go to <https://reportcard.ride.ri.gov> and select the appropriate LEA from the dropdown menu labeled District Report Card.





The screenshot shows a web browser window with the URL <https://reportcard.ride.ri.gov>. The page header includes the "ReportCard" logo for the Rhode Island Department of Education and a "Find School/District" search bar. Below the header, there are two sections for selecting a school report card. The first section, "School Report Card", has a dropdown menu set to "Achievement First Rhode Island" and a "Go!" button. The second section, "District Report Card", has a dropdown menu set to "Achievement First Rhode Island" and a "Go!" button. A red circle highlights the "District Report Card" section. A list of school names is displayed below the dropdown menu, including: Achievement First Rhode Island, Barrington, Beacon Charter School, Blackstone Academy, Blackstone Valley Prep, A RI Mayoral Academy, Bristol Warren, Burrillville, Central Falls, Charette Charter, Chariho, Coventry, Cranston, Cumberland, and Davies Career and Tech. To the right of the dropdown menu is a photograph of a group of diverse students cheering with their hands raised.

From the next screen, click on the accountability tab.

The At A Glance tab provides an overview of various district data that are often requested by parents.

 Detailed View

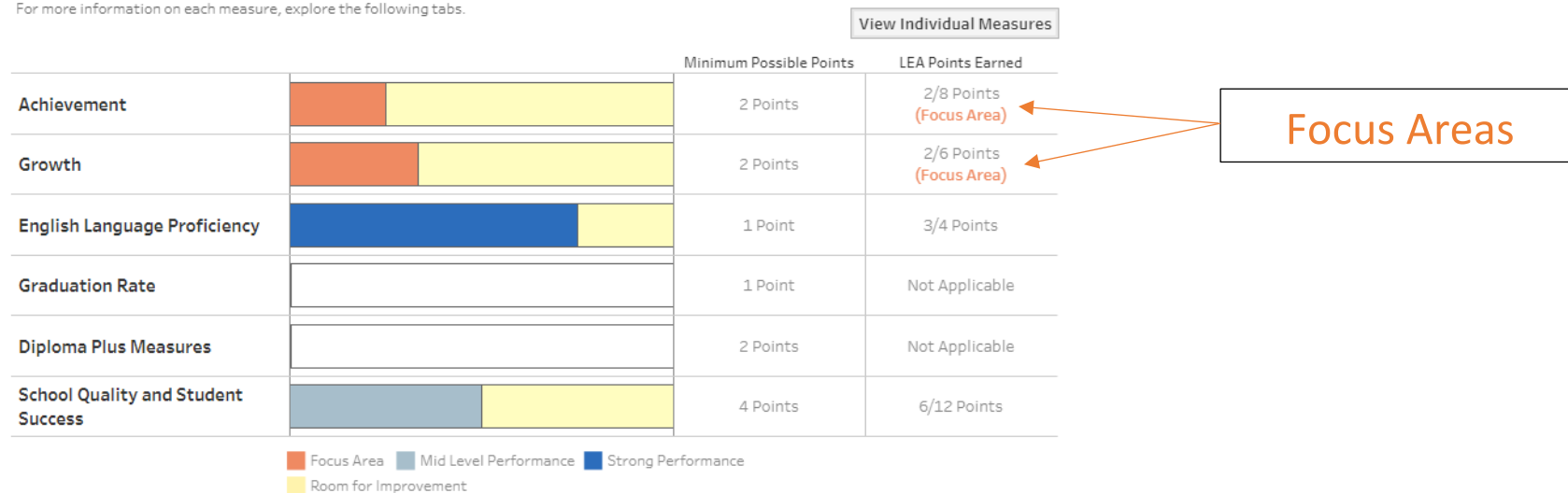
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LEAs will see a dashboard (see Figure 1). Orange represents focus areas, gray represents typical performance, yellow represents room for improvement, and blue represents strong performance. If a metric doesn't apply to an LEA (e.g., graduation for a K-8 LEA) or there aren't enough students to count towards accountability, bars will appear white.

Figure 1. Example LEA Accountability Dashboard

For more information on each measure, explore the following tabs.



If no “focus areas” are indicated, LEAs should prioritize based on low-performing subgroups. If there are no low-performing subgroups, the LEA can choose any area where they believe they have the greatest room for improvement, indicated by the yellow bars.

If a single focus area is indicated, the LEA should prioritize that focus area for root cause analysis.

If there are many focus areas, the LEA should first focus on achievement and growth and/or areas impacting tier I instruction. LEAs can address specific supports for low-performing subgroups in the initiatives and action steps for the prioritized need.

Once an LEA has identified their area(s) of need, they should determine whether or not this need is already addressed in their LEA Strategic Plan SMART+E goals. If yes, the LEA should make sure the initiatives they have designed address the root cause of their identified need. If no, the LEA should include a new SMART+E goal with accompanying initiatives to address this need.

Before beginning to look at additional data, refer to the [Types of LEA Data](#) in the appendix to sort through and inventory your data sources. This will help your team organize and prioritize the data you analyze. Summative assessment data can be found in the [Assessment Data Portal](#) and the Student Data [Portal](#).

Use the guiding questions below to support your team in looking at LEA-level data:

- What percent of students are proficient?
- Given the percentage of students that are proficient, is your core instruction meeting the needs of most students? If not, while improving tier II and III support may be a need, your plan should address improving core instruction.
- Who is proficient?
 - Specific population
 - Specific grade
 - Specific content area
- Are you seeing low growth across all subgroups, subject areas, high achieving, and low achieving students?
- Does an achievement gap exist? Between which populations? Has there been any growth for that population?
 - What supports are in place for those students? Are your strongest resources supporting students with the greatest needs? Are there systems for supporting ALL students (MTSS, special education, ELP)? What do past trends look like?

Finally, LEAs should examine individual school data as well to examine strengths, needs, and trends throughout the LEA. After an LEA arrives at their [District Report Card](#) page, LEAs can compare performance between schools by selecting the “Accountability” tab. Within the LEA, School Improvement Teams should also analyze their accountability data, determine root causes, and create a plan to address these needs. The root cause analysis tools included in this guide could be used to dissect school data in addition to LEA level data.

Step 2: Brainstorm Potential Root Causes

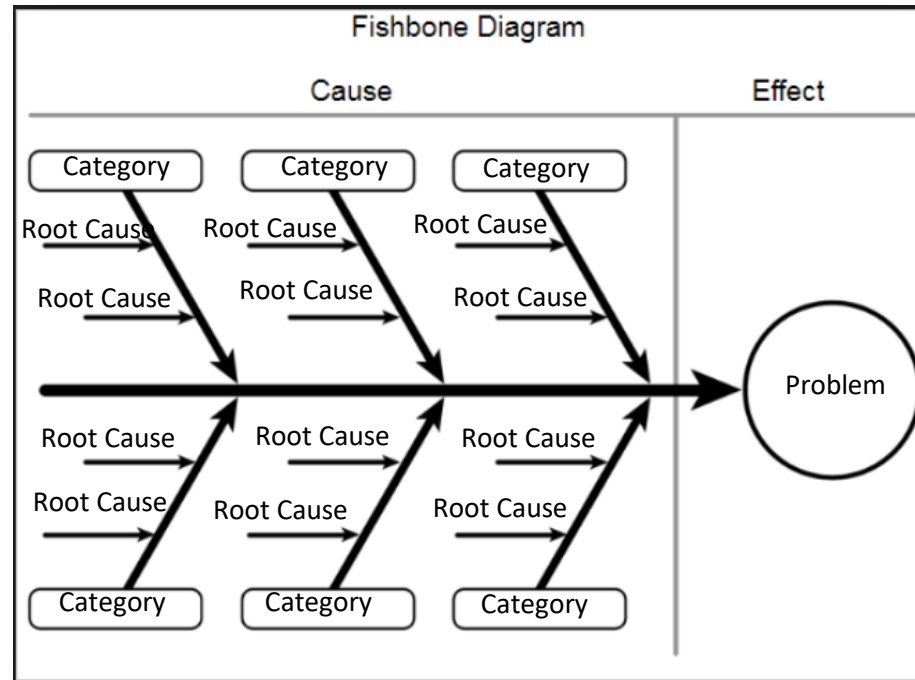
A root cause is defined as, “the deepest underlying cause or causes...that if resolved, will eliminate or substantially reduce the symptom and increase positive outcomes.”²

Root cause analysis is a problem-solving technique which helps ensure teams are trying to solve the **right** problem, with hypotheses informed by thoughtful analysis of multiple sources of data. Root cause analyses help teams avoid relying on gut feelings, inferences, and assumptions. When done at its very best, a root cause analysis includes perspectives of diverse stakeholders.

² Quote adapted from Paul Preuss in **The School Leader’s Guide to Root Cause Analysis**.

There are many ways to perform a root cause analysis, and a frequent approach is the use of a fishbone diagram. The “fishbone” is named because of its resemblance to a fish, with a problem identified at the “head,” broad categories, sometimes pre-defined, other times generated during the analysis, on the outside of the fish’s body along large “bones”, and smaller, branching “bones” representing root causes within each of their respective categories. This is a simple way of visually organizing a large amount of complex information that is discussed during a root cause analysis.

Figure 2. Example Fishbone Diagram



This guide provides guiding questions and fishbone diagrams with recommended categories for each of the following major prioritized needs in the LEA accountability system: Achievement and Growth, English Language Proficiency, Graduation, and Commissioner’s Seal and Post-secondary Success.

The team should consider the guiding questions for each category, and brainstorm and record as many possible root causes within each category as they can. The goal of this stage of the analysis is to consider all reasonable potential causes of the problem. If the team thinks of another category of causes not included on the fishbone, they can add it. Often a cause may belong in more than one category. That’s fine – the categories are designed to encourage broad thinking, not to limit it.

If your prioritized need relates to Achievement and Growth, see the guiding questions and fishbone diagram in Appendix 1.

If your prioritized need relates to English Language Proficiency, see the guiding questions and fishbone diagram in Appendix 2.

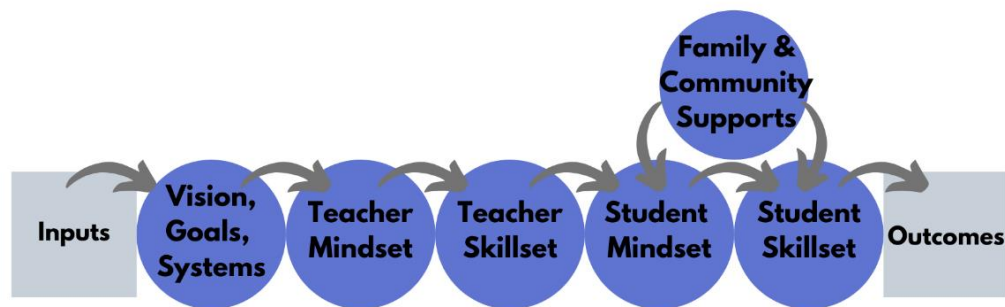
If your prioritized need relates to Graduation, see the guiding questions and fishbone diagram in Appendix 3.

If your prioritized need relates to the Commissioner’s Seal and Post-secondary Success, see the guiding questions and fishbone diagram in Appendix 4.

Step 3: Identifying the Critical Root Cause(s)

Below is a logic model, which provides a graphic representation of a theory of change that can help generate deeper root cause analyses. If the outcomes being produced are not satisfactory to an LEA, they can use a logic model to work “backward” in an effort to deepen thinking in the generation of possible root causes.

Figure 3. Sample Logic Model



Once all possible root causes are identified and the fishbone has been fully populated, LEA teams must work to eliminate root causes they deem least likely to be the true or critical root causes of their performance. In order to do so, a good first step is to triangulate data from multiple sources that are in support or refute a possible root cause. Data triangulation can be done with many sources of data. Some possible data sources for triangulation, aligned to the above logic model, can be found in Appendix v.

Finally, once each possible root cause has been kept or discarded through triangulation, LEAs must continue to eliminate until they have only **one or two** critical roots. In order to do so, for each remaining possible root cause, they should consider the following criteria:

Is the root cause...

- Aligned to needs and LEA goals
- Supported by additional data
- If addressed, likely to have a significant impact (relative to the need)
- Within the LEA’s control
- Alterable within the LEA’s timeframe
- Impacting equity

If your prioritized need relates to achievement and growth, see the “Suggested Data Source” table in Appendix 1.

If your prioritized need relates to English Language Proficiency, see the “Suggested Data Source” table in Appendix 2.

If your prioritized need relates to Graduation, see the “Suggested Data Source” table in Appendix 3.

If your prioritized need relates to Post-secondary Success, see the “Suggested Data Source” table in Appendix 4.

Step 4: Selecting Initiatives

Once critical root causes have been identified, LEAs should select or design initiatives that directly address the identified root cause(s) and would allow them to reach their LEA goal. An initiative is an evidence-based program, intervention, or strategy that your LEA will implement to achieve a particular measurable goal. LEAs and schools focused on improving academic achievement as one of their goals are encouraged to first look at their existing curriculum materials, especially if they have adopted high quality instructional materials (HQIM), to determine the types of supports present within these curricular resources.

RIDE guidance for evidence-based initiatives as defined by ESSA can be found [here](#). If these initiatives are not currently part of the LEA's Strategic Plan, they should be added. Additionally, School Improvement Plans should be updated as needed to support these initiatives. Several clearinghouses and resources for the selection of evidence-based initiatives can be found below.

Links to RIDE evidence-based guidance

- [Video 3B: RIDE Evidence Based Interventions.mp4 <webinar> - Google Drive](#)
- [Evidence-Based Research & Interventions.mp4 - Google Drive](#)

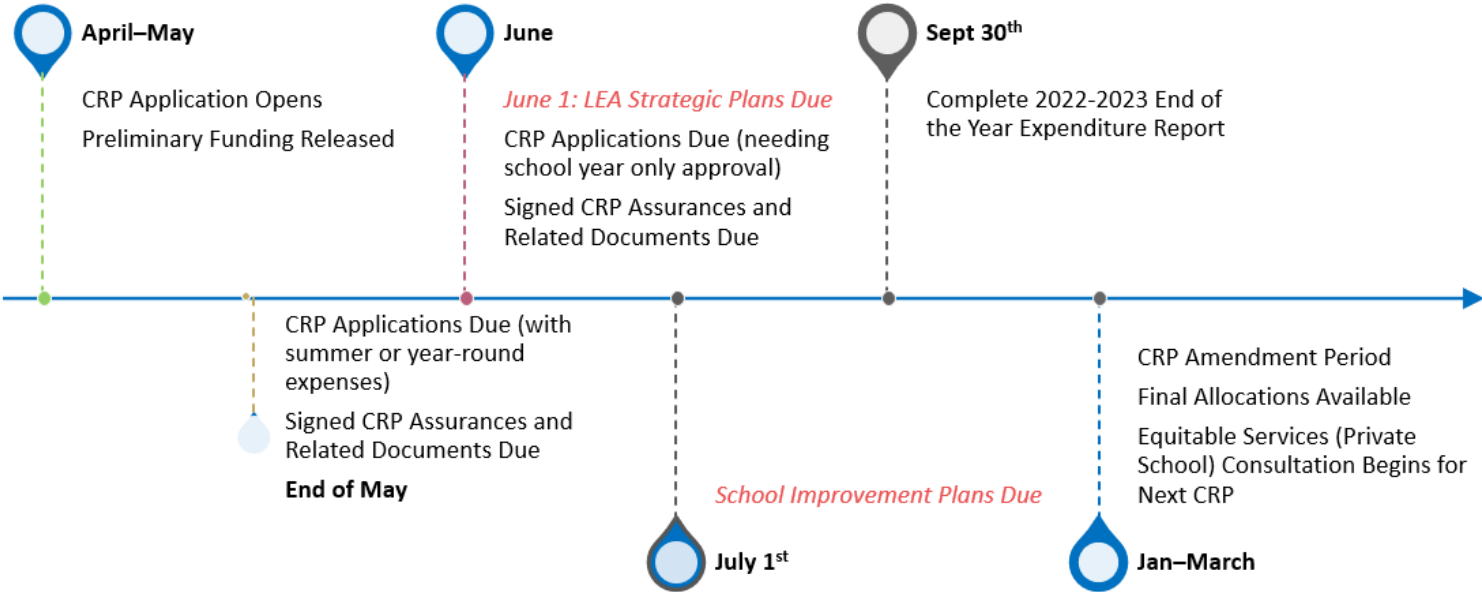
Curated Lists of Evidence-based Interventions:

- [What Works Clearinghouse \(Practices Guide\)](#)
- [Connecticut Department of Education](#)
- [Ohio Department of Education](#)
- [Best Evidence Encyclopedia](#)
- [Results First Clearinghouse](#)
- [ERIC](#)

Step 5: Selecting Action Steps

Each initiative created in step four should have supporting action steps outlined with dates and owners. Action steps should be major tasks and milestones necessary to complete the initiative and meet the LEA’s strategic planning goals. Action steps do not need to describe every detail of implementation, but should encompass major activities that require dedicated time, talent, and treasure (funding, supplies, and materials).

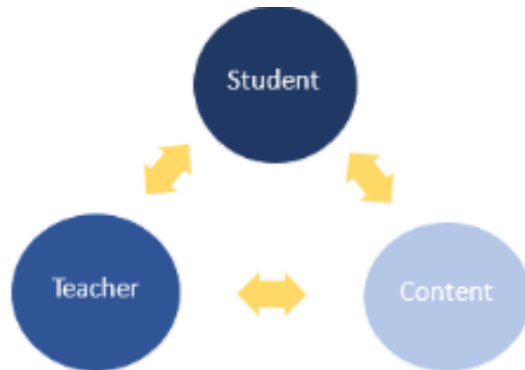
LEAs are encouraged to consider possible sources of funding that may be available to them, including federal Title funds, and ESSER funds. LEA Strategic Plans are required to include how each initiative will be funded. RIDE can support LEAs in the braiding of these and other sources of funding. Please see the timeline below for major milestones related to the Consolidated Resource Plan, ESSER, and strategic planning dates.



Appendix i: Achievement and Growth

Review the seven principles of the Instructional Core and use the guiding questions below to support your team in observing teaching and learning to gather data on curriculum and instruction (City et al., 2009).

1. *Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skills **and** student engagement.*
2. *If you change any single element of the instructional core, you must change the other two.*
3. *If you can't see it in the core, it's not there.*
4. *Task predicts performance.*
5. *The real accountability system is in the task that students are asked to do.*
6. *We learn to do the work by doing the work.*
7. *Description before analysis, analysis before prediction, prediction before evaluation.*

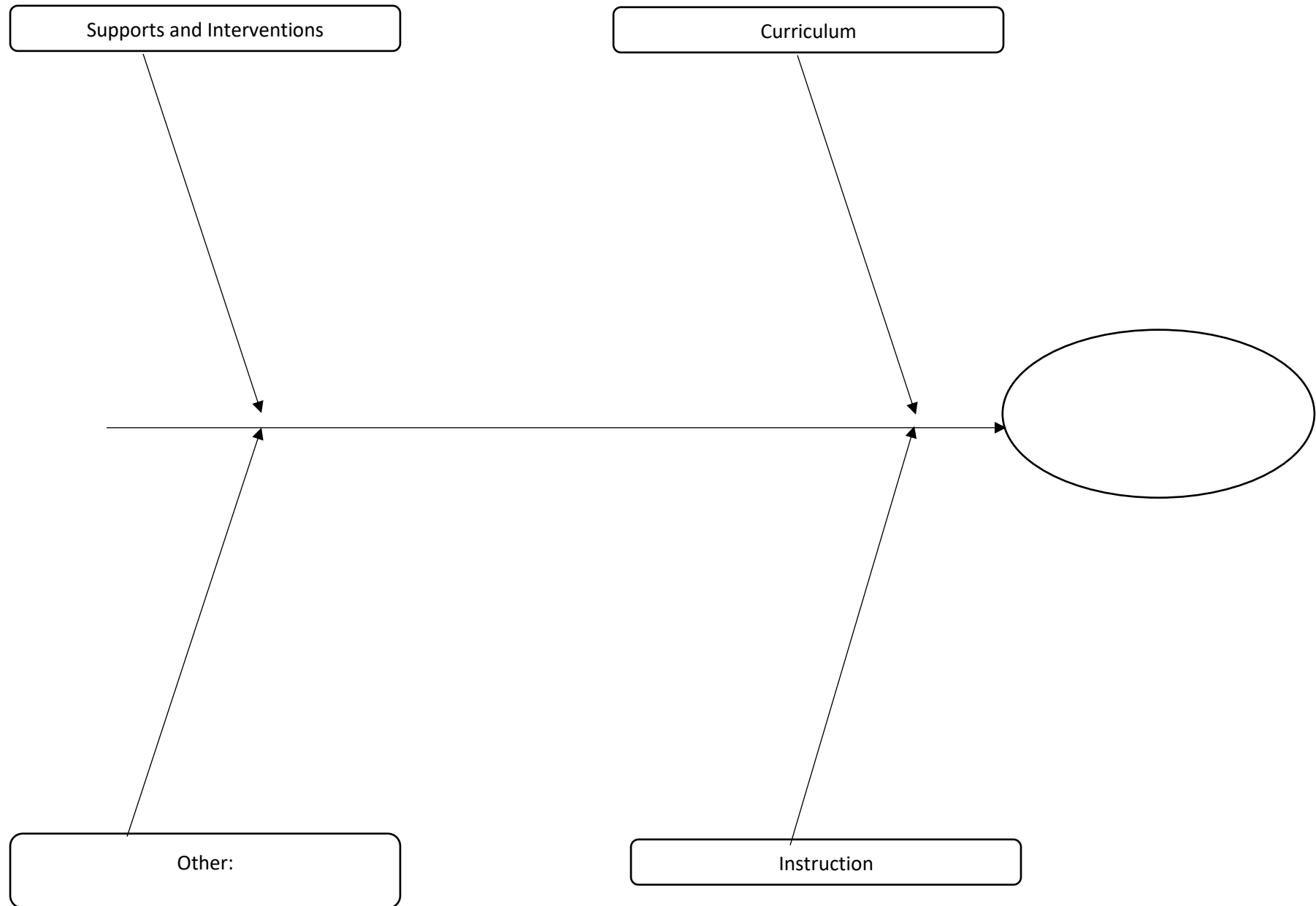


C-Rigor and relevance

T-Knowledge and skill

S-Engagement with learning (what are students doing and saying?)

Use the guiding questions in the table below to brainstorm potential root causes and populate the fishbone diagram:



	Guiding Questions (data must include classroom observation data)	Source	Data/Evidence
Curriculum	<ul style="list-style-type: none"> • Has the school/district adopted an evidence based high-quality curriculum? (Ed Reports status) <ul style="list-style-type: none"> ○ How have you addressed any weaknesses in the curriculum? • What evidence is available to determine if the curriculum is being implemented with integrity (e.g., classroom walkthroughs)? • What supports are available for teachers in implementing the curriculum as intended? • What evidence is there that the curriculum offers support for all types of learners? Is the core curriculum being used to address struggles learners are having or are there a multitude of disconnected materials driving the student experience? 		
Instruction	<p>Do you have a walkthrough tool? Does it address the areas outlined below?</p> <ul style="list-style-type: none"> • What evidence is there of the teacher utilizing materials and support from the HQIM? • Are students being asked to apply concepts and skills aligned to grade level standards? <ul style="list-style-type: none"> ○ Alignment between curriculum, rigor of standards and assignments • If core instruction isn't effective for 80% of students (as demonstrated by % of students meeting/exceeding proficiency or other student level data collected) , what adjustments are LEAs making to HQIM implementation? Are pacing guides being adjusted? • Is there evidence of strong core foundational skills instruction aligned to the Science of Reading? • Is data reviewed as part of a system? PLCs, meetings, data review, etc. • Is there data that tracks achievement and growth of students consistently and timely? • What evidence is there of differentiated instruction, accommodations and scaffolds being used during instruction to support students in acquiring grade-level concepts? • How do teachers provide opportunities and support for students to move toward independence? • Is there evidence that teachers are planning for both independent and collaborative tasks? • Are students engaging in both collaborative structures for completing tasks as well as independently? 		

	<ul style="list-style-type: none"> • How are students grouped to complete tasks? • What evidence is there that all students are provided entry points for engaging with a task? • How does the teacher provide just in time feedback to students while engaged in a learning activity? • When observing students working on a task, what are students saying and/or doing? • When observing students completing a task, what are the strategies used? • What are students actually being asked to do? (i.e., remember, recall, determine, etc.) • What are some ways students can demonstrate proficiency or mastery of a standard? • Is there evidence of teachers actively monitoring the quality of student work? • How will students know when they have been successful in completing the task? • What is the average wait time teachers provide students to think about their answers? • Is “just in time” learning and intervention happening in the classroom? 		
<p>Supports and Interventions</p>	<p>Is there a multi-tiered systemic framework in which data-based decision-making is practiced across all levels of the educational system for supporting students?</p> <ul style="list-style-type: none"> • Are we utilizing our HQIM to differentiate instruction and provide “just in time” interventions using these core materials? • Are there systems in place to ensure appropriate staff support for teaming, learning and time-around interventions and additional student support? • Is there a system/process in place to use data to identify students who need targeted support? • Are literacy interventions and monitoring tools used based on the Science of Reading? • How is progress monitored? • Is data reviewed as part of an MTSS system? • Is there validated evidence-based progress monitoring tool aligned to the targeted instruction in use? • Are there validated evidence-based interventions being used? • Is there evidence of extended learning opportunities for students who have already met expectations of grade-level standards? • Is there a diagnostic process to intensify intervention for students that don’t respond to a validated tier 2 process? 		

	<ul style="list-style-type: none"> • How are evidence-based tier 3 interventions provided to students? • Is supplemental specialized instruction provided by the most expert educator for those skills (including the classroom teacher)? • Is there additional time and support for targeted instruction aligned to AND in addition to core instruction? • What evidence is there of accommodations and scaffolds being used to support students in acquiring targeted skills? 		
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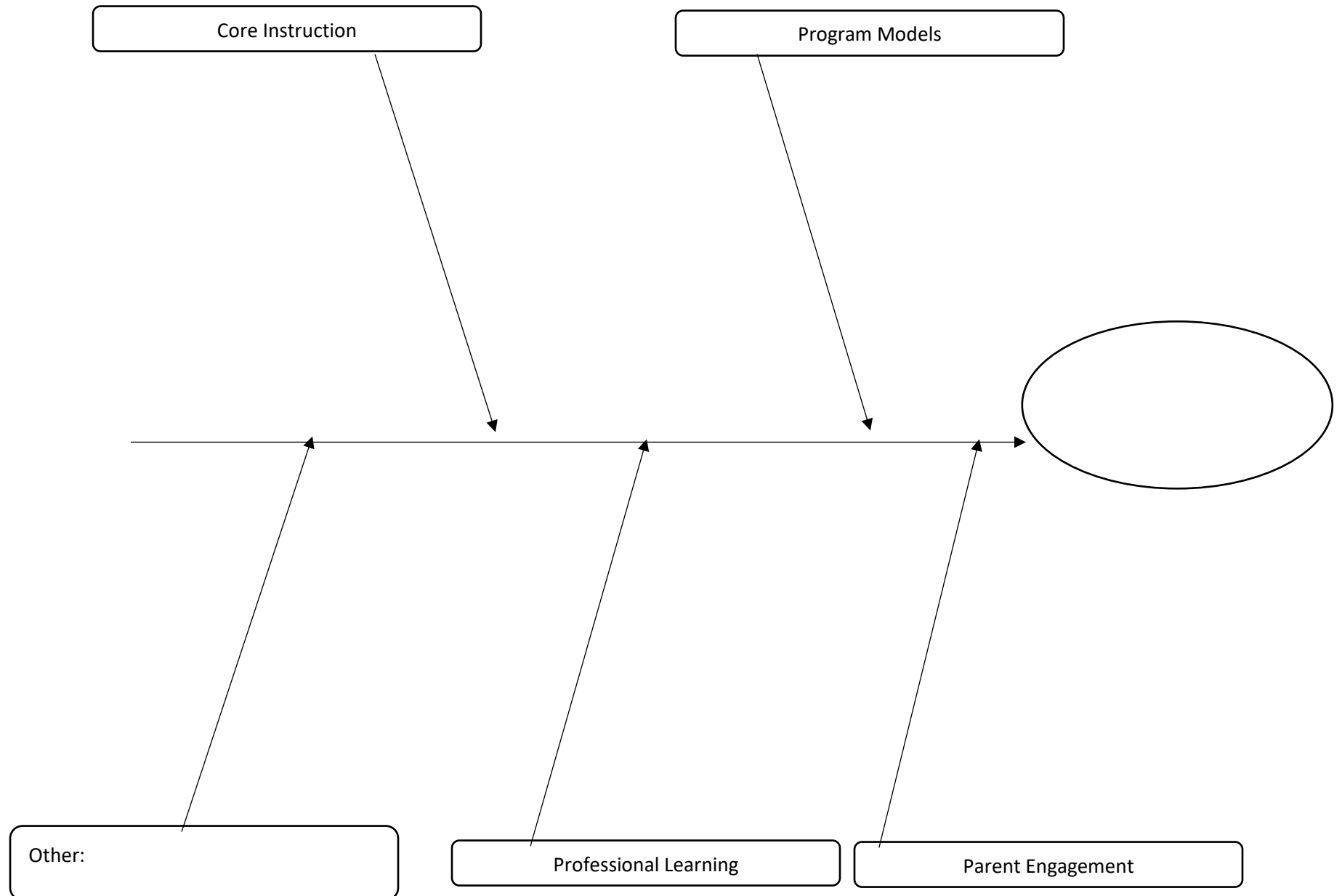
Once you've finished your brainstorming of possible root causes, use the additional data sources and guiding questions here to triangulate with other sources of data and narrow down your possible root causes to one or two critical root causes.

	Suggested Data Sources & Guiding Questions	Data/Evidence
Inputs	<ul style="list-style-type: none"> • Budget <ul style="list-style-type: none"> - <i>Are there places in the budget that address the area of concern?</i> - <i>Do leadership teams engage in ongoing review and evaluation of progress data to determine how to best allocate funding and available resources?</i> • Professional Development <ul style="list-style-type: none"> - <i>What professional development is being provided for the area of concern?</i> • Grant opportunities <ul style="list-style-type: none"> - <i>Are there grant opportunities available to support this area of concern?</i> • Community Partnerships <ul style="list-style-type: none"> - <i>Are there community partnerships that could be leveraged to support this area of concern?</i> 	
Systems	<ul style="list-style-type: none"> • Scheduling sufficient CPT? Interventions? Course selection? Instructional blocks? • Staffing Alignment of time/money to stated priorities • Professional learning structures Time, PL plan aligned to needs, walkthroughs, feedback, and coaching based on the PL 	
Teacher Mindset	<ul style="list-style-type: none"> • SurveyWorks teacher responses <ul style="list-style-type: none"> - <i>Do all teachers believe ALL students can learn and participate in grade level work?</i> • Teacher attendance 	

Teacher Skillset	<ul style="list-style-type: none"> • Teacher evaluation • Personnel Data Collection • Professional Learning Plans, Inventories, and Surveys <ul style="list-style-type: none"> - <i>What PL is necessary to address teacher and student needs?</i> - <i>How valuable is the PL offered? Are teachers using the PL in their practice?</i> • Coaching <ul style="list-style-type: none"> - <i>Is there a structure for supporting teachers?</i> • What is the percentage of teachers who have demonstrated proficiency in the right to read legislation? 	
Student Mindset	<ul style="list-style-type: none"> • SurveyWorks student responses • Attendance data • After school or extra-curricular supports • Individual Learning Plan(s) 	
Family and Comm. Supports	<ul style="list-style-type: none"> • SurveyWorks family responses • Census data • Local surveys 	
Student Skillset	<ul style="list-style-type: none"> • Academic data ELA and Math • Screening Data <ul style="list-style-type: none"> - <i>Is your screening data aligned to the state assessment data in each content, strand or area?</i> - <i>If not, what possible reasons exist for the discrepancy?</i> • Diagnostic and Formative assessment data Content, Strand or area <ul style="list-style-type: none"> - <i>How many students require targeted intervention?</i> • Analysis of student work/student work protocols Classroom work RICAS item analysis (SDP) SAT/PSAT item analysis (College Board) • Summative assessment data (Assessment Data Portal) • Specific demographics • Growth vs proficiency • # of students receiving specialized services • Student Report Card Data 	

Appendix ii: English Language Proficiency

Use the guiding questions in the table below to brainstorm potential root causes and populate the fishbone diagram:



	Guiding Questions (data must include classroom observation data)	Source	Data/Evidence
Core Instruction	<ul style="list-style-type: none"> • How does the district ensure the success of MLLs in the core academic areas? • How has the district implemented the WIDA English Language Proficiency Standards? • Examine student schedules to examine access to instruction and MLL supports. • What procedures are in place for tracking the progress of MLLs with regard to: <ul style="list-style-type: none"> ○ Students making progress toward the attainment of English proficiency; ○ Students who have attained English proficiency; ○ Students who are not making sufficient progress. ○ Students' progress in core content areas? (ELA, Math, Science, Social Studies) • Have you analyzed your HQIM to determine whether MLLs have meaningful access to core instruction? 		
Program Models	<ul style="list-style-type: none"> • Are key members of the MLL team engaged with the district strategic planning team? • What program models do you offer to your MLLs? How is student placement into the program model(s) determined? • How does the district evaluate: <ul style="list-style-type: none"> ○ Program implementation practices? Fidelity of implementation measures? ○ Student performance (such as progress in English language development and academic progress consistent with the district's own goals)? • How does the district determine teaching assignments? • What personnel are responsible for the delivery of ESOL, bilingual, and/or dual language instruction to MLL students? How is the effectiveness of the instruction determined? 		
Professional Learning	<ul style="list-style-type: none"> • How does the district ensure that the required, high-quality professional learning is provided for: <ul style="list-style-type: none"> ○ ALL teachers of MLLs, ○ Principals, 		

	<ul style="list-style-type: none"> ○ District administrators, ○ Instructional coaches, ○ Counselors, ○ Paraprofessionals, ○ Other personnel to enhance their effectiveness in MLLs' academic success? ○ First year staff on MLL program requirements, district practices, and procedures for MLLs? <ul style="list-style-type: none"> ● How does the district ensure that professional learning is then implemented by the staff and has an impact on student outcomes? 		
<p>Parent Engagement</p>	<ul style="list-style-type: none"> ● How does the district ensure that communication has been provided to parents of MLLs in their home language, and encourages them to participate in the development, implementation, and evaluation of programs for MLL students? ● Does the district have a local advisory committee for parents including parents of MLLs, as a stand-alone or as a subcommittee of a larger group, for example school improvement? ● How does the district team develop a process for engaging families, school staff and community partners in MLL programming (which may be adapted over time based on stakeholder feedback)? Or ...increase school capacity to effectively engage families as partners? 		

Once you've finished your brainstorming of possible root causes, use the additional data sources and guiding questions here to triangulate with other sources of data and narrow down your possible root causes to one or two critical root causes.

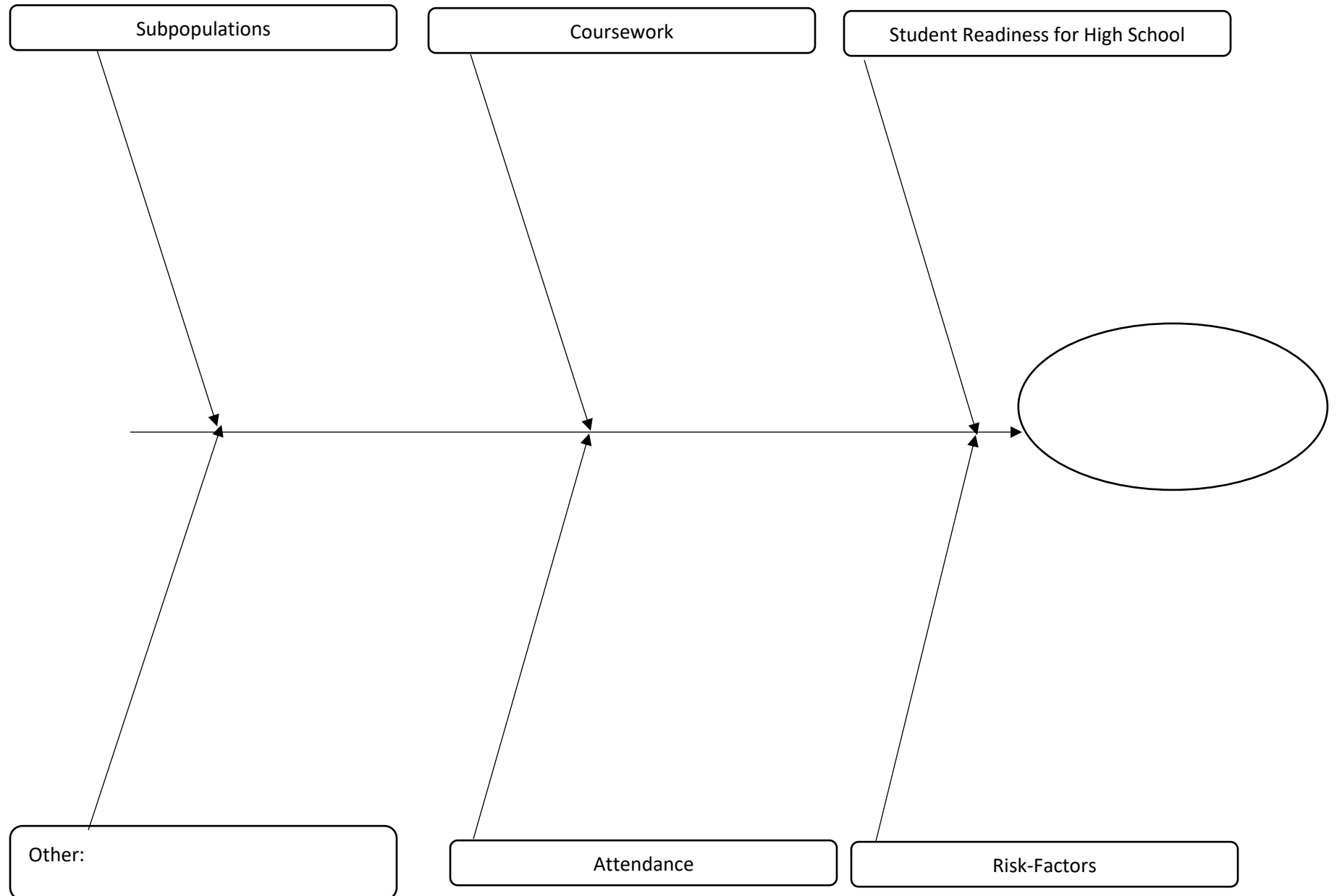
	Suggested Data Sources and Guiding Questions	Data/Evidence
Inputs	<ul style="list-style-type: none"> • Budget (UCOA) <i>Are funds allocated according to need? Are we adequately funding the support for MLLs?</i> • Professional Development <i>To what degree are staff trained on:</i> <ul style="list-style-type: none"> - <i>the WIDA ELD Standards</i> - <i>effective instructional models for MLLs</i> • Grant opportunities <i>Are there grant opportunities available to support language development?</i> • Community Partnerships <i>Are community partners prepared to support MLL students and families?</i> 	
Systems	<ul style="list-style-type: none"> • Scheduling <i>CPT? Interventions? Course selection? Instructional blocks?</i> <i>MLLs' access to core instruction and MLL supports? Access and MLL support with HQCM?</i> • MLL Program Models <ul style="list-style-type: none"> - <i>Are key members of the MLL team engaged with the district strategic planning team?</i> - <i>What program models do you offer to your MLLs? How is student placement into the program model(s) determined?</i> - <i>How does the district evaluate program implementation practices AND fidelity of implementation measures?</i> - <i>How is the effectiveness of the instruction determined?</i> - <i>How does the district evaluate student performance (such as progress in English language development and academic progress consistent with the district's own goals)?</i> • Staffing <i>Are we adequately staffing programs for MLLs? How many staff are ESOL- or BDL-certified?</i> • Alignment of time/money to stated priorities • <i>Is the district measuring student outcomes as a result of professional development?</i> 	
Teacher Mindset	<ul style="list-style-type: none"> • Teacher attendance • SurveyWorks teacher responses <ul style="list-style-type: none"> - <i>Do all teachers believe ALL students can learn and participate in grade-level work?</i> - <i>How do we examine implicit bias in our system?</i> - <i>Do teachers have the skills to provide instruction and assess language development?</i> 	

Teacher Skillset	<ul style="list-style-type: none"> • Teacher evaluation • Personnel Data Collection • Professional Learning <p><i>How does the district ensure that the required, high-quality professional learning on MLLs is provided for all staff, including leaders?</i></p> <p><i>How is the effectiveness of the instruction determined?</i></p> <ul style="list-style-type: none"> • Coaching <p>Is there a structure for supporting teachers?</p> <ul style="list-style-type: none"> • What is the percentage of teachers who have demonstrated proficiency in the right to read legislation? 	
Student Mindset	<ul style="list-style-type: none"> • SurveyWorks Student responses • Attendance data • After school or extra-curricular supports • Individual Learning Plan(s) 	
Family and Comm. Supports	<ul style="list-style-type: none"> • SurveyWorks family responses • Census data • <i>Data on Family & Community involvement in the leadership team in advisory committee, process for engaging families and community partners</i> • <i>How does the district ensure that communication has been provided to parents of MLLs in their home language, and encourages them to participate in the development, implementation, and evaluation of programs for MLL students?</i> • <i>Does the district have a local advisory committee for parents including parents of MLLs, as a stand-alone or as a subcommittee of a larger group, for example school improvement?</i> • <i>Is there a documented process for engaging families, school staff and community partners in MLL programming?</i> 	

<p>Student Skillset</p>	<p>Academic data- ELA and math</p> <p><i>Language development data (ACCESS) and progress of MLLs with regard to:</i></p> <ul style="list-style-type: none"> <i>a. students making progress toward the attainment of English proficiency</i> <i>b. students who have attained English proficiency</i> <i>c. students who are not making sufficient progress</i> <i>d. students' progress in core content areas</i> <ul style="list-style-type: none"> • Screening data <ul style="list-style-type: none"> Is your screening data aligned to the state assessment data in each content, strand or area? If not, what possible reasons exist for the discrepancy? • Diagnostic and Formative assessment data <ul style="list-style-type: none"> Content, strand or area How many students require targeted intervention? • Analysis of student work <ul style="list-style-type: none"> Classroom work RICAS item analysis (SDP) SAT/PSAT item analysis (College Board) ACCESS • Summative assessment data (Assessment Data Portal) • Specific demographics • Growth vs proficiency • # of students receiving specialized services • Student report card data 	
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Appendix iii: Graduation

Use the guiding questions in the table below to brainstorm potential root causes and populate the fishbone diagram:



	Guiding Questions	Source	Data/Evidence
Student Readiness for High School	<ul style="list-style-type: none"> • Do you have a longitudinal data system that follows students from K-12? • Do you have a system to collect data on achievement, attendance, and behavior (beginning with Grade 6)? 		
Attendance	<ul style="list-style-type: none"> • Do you have a system to assess the correlation between attendance and graduation rates? (Beginning as early as 6th grade?) • Do you have a system to measure student engagement in school and/or courses? Are students being asked for feedback on how learning experiences can be more engaging? 		
Subpopulations	<ul style="list-style-type: none"> • Are any student subgroups achieving graduation at disproportionate rates? • Are suspension/discipline policies correlated with graduation rate? • Do you have a system to identify patterns amongst previous cohorts of students who did not graduate? 		
Coursework	<ul style="list-style-type: none"> • Do your attendance, grading, and/or retention policies need updating? • Do you have a system to track high-enrollment, high-failure rate courses? • Do you have a system to inform parents of the progress their students are making toward graduation requirements and/or college and career goals? • Do you have a system to look at the impact of course failures/course taking patterns? <ul style="list-style-type: none"> ○ For example, is there a correlation between failing Algebra I and going on to complete high school? • Is the ILP being implemented consistently across grades 6-12? • How are you implementing the comprehensive school counseling curriculum? 		
Risk Factors	<ul style="list-style-type: none"> • What is the impact of non-controllable student factors (i.e., demographics)? • What is the impact on the school environment? 		

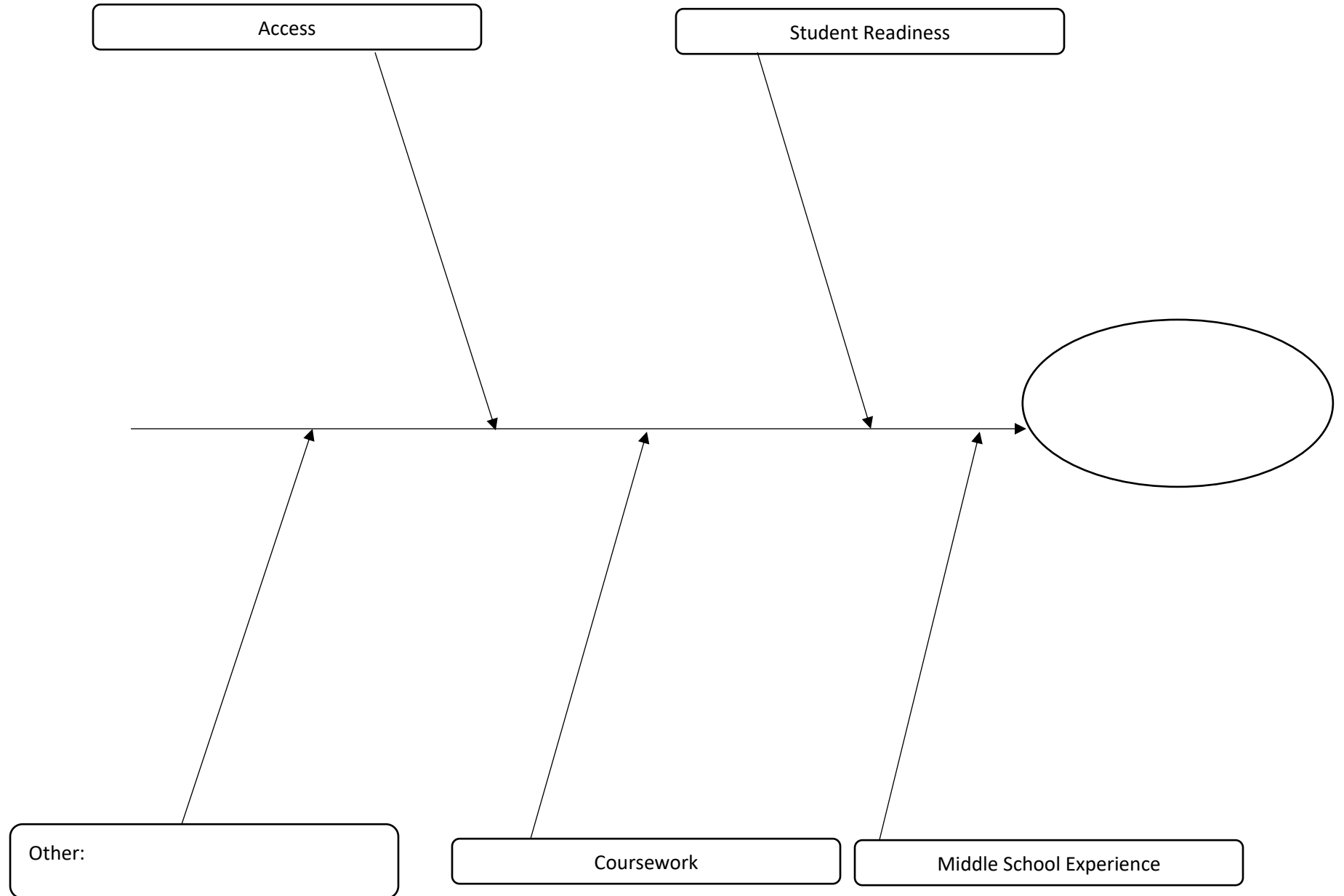
Once you've finished your brainstorming of possible root causes, use the additional data sources and guiding questions here to triangulate with other sources of data and narrow down your possible root causes to one or two critical root causes.

	Suggested Data Sources and Guiding Questions	Data/Evidence
Inputs	<ul style="list-style-type: none"> • Professional Development What professional development is being provided for the area of concern? • Funding/grant opportunities Are there funding/grant opportunities available to support this area of concern? • Community Partnerships Are there community partnerships that could be leveraged to support this area of concern? 	
Systems	<ul style="list-style-type: none"> • Scheduling CPT? Interventions? Course selection? Instructional blocks? • Staffing What is your current staffing structure? Is there enough staff to offer the necessary coursework? School-based mental health staff (i.e., social worker, school psychologist, student assistance counselor, school counselor)? • Courses How many sections are offered of each course? Are you offering the courses necessary for postsecondary success? How do students access courses needed for postsecondary success? • Student Supports Do you have a comprehensive school counseling program? Do you have a system in place to support students' Social-Emotional Learning? • Alignment of time/money to stated priorities • What is your process for assessing the readiness of students to access AP, Dual, and Concurrent enrollment opportunities? • What is the process for preparing students to access AP, Dual, and Concurrent enrollment opportunities? • What is the process for communication with staff regarding district strategic planning? Initiatives? Changes to program offerings? School Report Cards? 	
Teacher Mindset	<ul style="list-style-type: none"> • SurveyWorks Teacher Responses • Teacher Attendance • Do all teachers believe ALL students can learn and participate in grade-level work? • Do teachers believe that all students should be given the opportunity to participate in advanced course-taking opportunities? 	

	<ul style="list-style-type: none"> • Are teachers aware of the postsecondary success opportunities for students? Are teachers aware of the associated requirements for students (i.e., transcript vs articulated credit). 	
Teacher Skillset	<ul style="list-style-type: none"> • Personnel Data Collection • Professional Learning • Coaching <p>Is there a structure for supporting teachers? Student-Teacher relationships?</p>	
Student Mindset	<ul style="list-style-type: none"> • SurveyWorks Student responses • Attendance data • After-school or extra-curricular supports • Individual Learning Plan(s) 	
Family and Comm. Supports	<ul style="list-style-type: none"> • SurveyWorks family responses • Communication of course opportunities to families <p>Frequency? Modes? Translation?</p>	
Student Skillset	<ul style="list-style-type: none"> • Academic data- ELA and Math <p>Do you have a screening process in place? Do you have a system to review diagnostic and formative assessment data? How many students require targeted intervention?</p> <ul style="list-style-type: none"> • What is your process for assessing the readiness for students accessing AP, Dual, and Concurrent enrollment opportunities? • What is the process for preparing students to access AP, Dual, and Concurrent enrollment opportunities? • Summative assessment data (Assessment Data Portal) • RIDE Data Center • RIDE ILP Dashboard • RIDE PrepareRI Dashboard <p>AP, Dual and Concurrent Enrollment, CTE (career technical education) Data portals</p> <ul style="list-style-type: none"> • Specific demographics • Growth vs proficiency • Number of students receiving specialized services • Student Report Card Data 	

Appendix iv: Commissioner's Seal and Post-secondary Success

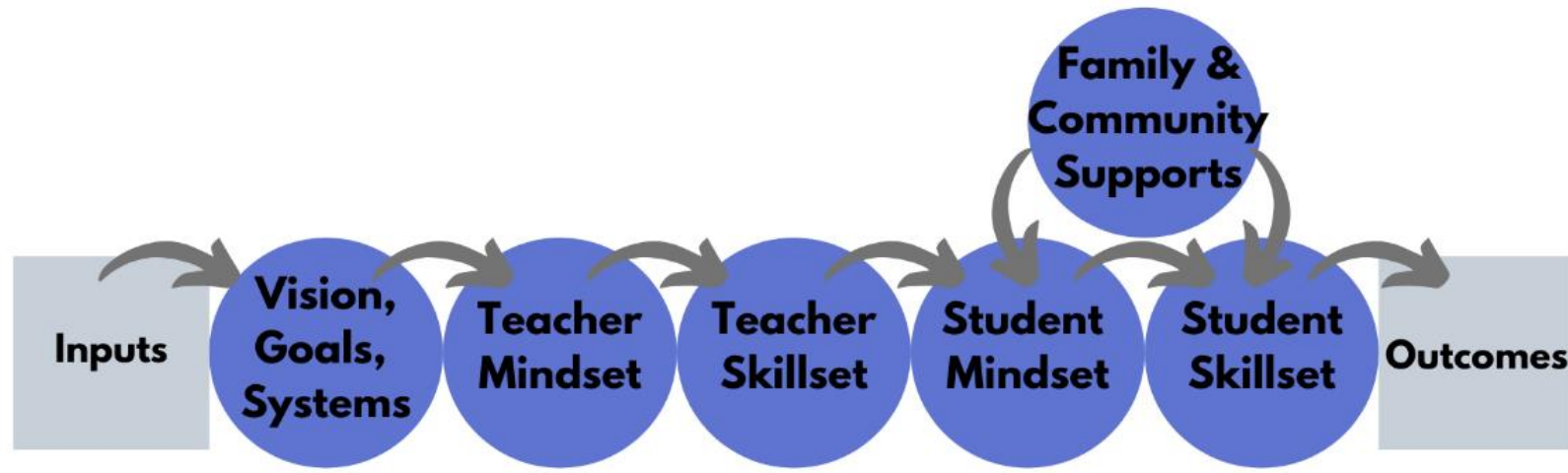
Use the guiding questions in the table below to brainstorm potential root causes and populate the fishbone diagram:



	Guiding Questions	Source	Data/Evidence
Student Readiness	<ul style="list-style-type: none"> • Do students have the necessary prerequisites needed to participate in the full range of college preparatory coursework, AP and/or Dual/concurrent Enrollment opportunities? • Are students successful when they take these courses? • Are students (and their families) aware of/do they understand the importance of the courses/the Commissioner’s Seal? 		
Access	<ul style="list-style-type: none"> • Are all students able to access the necessary learning experiences? • Are our schools able to staff these learning experiences? • Are there effective, accessible routes to certification for our educators to provide these learning experiences to students? • What is the plan to get additional teachers certified/trained? • What professional development opportunities have been made available to teachers to run these courses during the day? • How many sections of necessary courses are being offered each quarter/semester/school year? • Do you have a system to collect data on the number of students obtaining a Commissioner’s Seal each year? • Are any student subgroups achieving the Commissioner’s Seal at disproportionate rates? • Are there any student subgroups that are missing the target of the Commissioner’s Seal/Diploma Plus measures at disproportionate rates? • How does the school schedule impact student's ability to enroll in the full range of college and career-ready courses? 		
Middle School Experience	<ul style="list-style-type: none"> • How are we making information about opportunities available to students and their families before they enter high school? • How are we preparing our students (in career technical education (CTE) and all subjects) for high school readiness in middle school? • Is there strong communication between the middle and high school(s) in the district? • Are students completing the Individual Learning Plan scope and sequence throughout middle school? 		
Coursework	<ul style="list-style-type: none"> • Are all students being expected to, and provided with the opportunity to enroll in the full range of college and career-ready coursework? • Are all students informed of early college opportunities? • Are all students being informed of CTE opportunities? • Are students completing their CTE bundles? 		

	<ul style="list-style-type: none">• Is the difference between articulated compared to transcript credit creating barriers for our students?• What is the rate of success for students in CTE?• Are there any subgroups of students who are not successful in CTE programs at a disproportionate rate?<ul style="list-style-type: none">• Are students required to take remedial coursework upon enrolling in postsecondary?		
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Appendix v: Types of LEA Data



Inputs	Vision, Goals, Systems (Leadership)	Teacher Mindset	Teacher Skillset	Student Mindset	Family and Community Supports	Student Skillset	Outcomes
Financial data	Scheduling data	SurveyWorks	Classroom observations	SurveyWorks	SurveyWorks	Diagnostic and Formative assessment data	Performance on state assessments
Curricular quality data	Staffing data	Teacher Responses	Teacher evaluation	Student responses	family responses	Grades	Graduation rates
Hiring and recruitment data	Teacher and principal retention data			Attendance data	Census data	Pass rates	Post-secondary Attainment
Enrollment data	SurveyWorks			After school or extra-curricular participation			Employment
Student Placement data	Building Admin. Responses						
	Building Admin. Evaluations/PD						

Appendix vi: References/Additional Resources

Assemble an Appropriate Team from IDEA Data Center, Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity, <https://ideadata.org/toolkits/assemble-an-appropriate-team/>

[BRIDGE-RI \(mtsri.org\)](https://www.mtsri.org/)

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving learning and teaching*. Cambridge, MA: Harvard Education Press.

Conducting a Root-Cause Analysis with Stakeholders from Ohio Department of Education, [Conducting-a-Root-Cause-Analysis-with-Stakeholders.pdf.aspx \(ohio.gov\)](#)

Determine Actionable Root Cause(s), from IDEA Data Center, Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity, [Determine Actionable Root Cause\(s\) · Success Gaps Toolkit: Addressing Equity, Inclusion and Opportunity \(ideadata.org\)](#)

The State and District Role in Root Cause Analysis from Office of Elementary & Secondary Education, [The State and District Role in Root Cause Analysis - Office of Elementary and Secondary Education](#)

Achievement and Growth Resources and Professional Development Providers

Provider/Resource and Overview	Sample Offerings
<p>MPA: 589 OE PK-12 School Redesign and Strategic Support Services</p> <p>This Master Purchasing Agreement provides a list of RIDE vetted vendors to provide district and school strategic planning and redesign services, including associated specialized services to support community-driven and evidence-based school redesign efforts, for schools in the state of Rhode Island.</p>	<p>The purpose of the services these vendors provide will be to better engage students, families, and school communities, as well as to prepare and equip students for postsecondary success in college, career, and the 21st century workforce, while also specifically focusing on rapidly improving outcomes for students in low-performing schools and LEAs. Vendors could assist with the creation and revision of LEA Strategic Plans and School Improvement Plans.</p> <p>MPA: 589 OE PK-12 School Redesign and Strategic Support Services</p>
<p>High Quality Professional Learning Providers that support curriculum implementation.</p>	<p>Instruction Partners: Instruction Partners is a nonprofit organization that partners with schools, systems, regional service providers, and state departments of education to support excellent instruction for all students, with a focus on students in poverty, students with disabilities, multilingual learners, and students of color. Engagements include instructional observations, on-the-ground support, close thought partnership, and capacity-building.</p> <p>Schoolkit: In partnership with local educators, we improve instruction and leadership through content and curriculum-specific training.</p> <p>TNTP: TNTP offers a range of support to partners, from strategic advice to multi-year execution.</p> <p>Teaching Lab: Teaching Lab specializes in curriculum-based professional learning, using our evidence-based model of professional learning, coined Head, Heart, Habits, and Equity.</p>
<p>National Institute for School Leadership</p>	<p>NISL Program - NCEE: NCEE’s NISL program is the most widely used research-proven professional learning program for school leaders in the country. It prepares school leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on equity.</p>

Differently Abled Student Resources and Professional Development Providers

Provider/Resource and Overview	Sample Offerings
<p>Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the success of children and youth with disabilities</p> <p>CEC provides professional development, and helps professionals obtain conditions and resources necessary for effective professional practice.</p>	<p>Both online and in person learning with reduced fees for members</p> <p>Professional Development Council for Exceptional Children</p> <p>Custom Trainings Council for Exceptional Children</p> <p>Online Learning Council for Exceptional Children</p> <p>In-Person Learning Council for Exceptional Children</p>
<p>Novak Education provides high-quality, evidence-based professional development on Universal Design for Learning (UDL), multi-tiered systems of support (MTSS), evidence-based tiered interventions, inclusive practices, and effective leadership practices.</p>	<p>In-person and virtual Embedded and sustained professional development for all stakeholders - classroom teachers, teacher assistants/ paraprofessionals, and school/district leadership. 1:1 instructional coaching and curriculum planning with classroom teachers & school level walkthrough & leadership consultation on topics such as</p> <ul style="list-style-type: none"> • Project based learning • Social emotional learning • Trauma-informed supports • Universal design for learning • Multi-tiered systems of support/ • Culturally responsive teaching/Culturally sustaining pedagogy <p>Professional Development (novakeducation.com)</p>
<p>Metropolitan Center for Research on Equity and the Transformation of Schools</p> <p>NYU Metro Center focuses on driving equity and access in school settings--especially when confronting issues of difference across race, gender, gender identity, national</p>	<p>Conferences, workshops, books, open access journal;</p> <p>The Innovations in Equity and Systemic Change (IESC) provides professional development, technical assistance, and consultancy to educational institutions in general and special education.</p> <p>Centers, Programs and Projects - Metrocenter NYU Steinhardt</p> <p>2023 Prioritizing Equity Conference: Past, Present, and Future NYU Steinhardt</p>

<p>origin, socioeconomic status, and other identities historically marginalized in educational spaces.</p>	
<p>CAST offers a variety of opportunities for educators at any level to expand and enrich their understanding and implementation of Universal Design for Learning (UDL) from basics to advance and large-scale implementation</p>	<p>Self-Paced Online Courses, Live Virtual Courses, Customized Professional Learning CAST: Institutes & Online Courses CAST: UDL Implementation Planning</p>
<p>National Association of School Psychologists (NASP) is a professional association representing more than 25,000 school psychologists, graduate students, and related professionals throughout the United States and an additional 25 countries worldwide.</p>	<p>On-demand and live events, in person and online Professional Development (nasponline.org) The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. PREPaRE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response. PREPaRE Training Curriculum (nasponline.org) Catalog Home - National Association of School Psychologists (inreachce.com) NASP Advanced Skills Institute (ASI) (nasponline.org)</p>
<p>International Dyslexia Association (IDA) is an international association dedicated to providing education and support, resources and services to teaching professionals, advocates and individuals and families impacted by dyslexia and other related learning differences.</p>	<p>Conferences, workshops, and free conference recordings International Dyslexia Association - ...until everyone can read! (dyslexiaida.org) Upcoming Events – International Dyslexia Association (dyslexiaida.org) Free Conference Recordings - International Dyslexia Association (dyslexiaida.org) IDA's Free Webinar Series - International Dyslexia Association (dyslexiaida.org)</p>
<p>Iris Center The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.</p>	<p>Online modules, tools and resources for multiple areas of special education including high leverage practices & evidence-based practice summaries IRIS (vanderbilt.edu) IRIS School & District Platform (vanderbilt.edu) IRIS Products (vanderbilt.edu) for available modules</p>

<p>OCALI provides evidence-based resources and high-quality professional development inspiring change and promoting access for people with disabilities.</p> <p>Designed for those who support, instruct, work with, or live with someone with autism, the Autism Internet Modules (AIM) guide users through case studies, instructional videos, pre- and post-assessments, discussion questions, activities, and more.</p>	<p>Autism Internet Modules</p> <p>OCALI State / Regional Language and Literacy Development Resource Crosswalk</p>
<p>CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. CASEL translates research into action through field-tested SEL resources and school district partnerships nationwide</p>	<p>Events & Webinars - CASEL</p> <p>2023 SEL Exchange - CASEL</p> <p>SEL in School Districts - CASEL</p> <p>SEL Fellows Academy - CASEL</p>
<p>NE Basecamp Embedded, effective, affordable coaching and professional learning, customized for your school or district.</p>	<p>In-person and virtual Embedded and sustained professional development for all stakeholders - classroom teachers, teacher assistants/paraprofessionals, and school/district leadership.</p> <p>1:1 instructional coaching and curriculum planning with classroom teachers.</p> <p>School level walkthrough & leadership consultation on topics such as</p> <ul style="list-style-type: none"> • Project based learning • Social emotional learning • Trauma-informed supports • Universal design for learning • Multi-tiered systems of support/ • Culturally responsive teaching/Culturally sustaining pedagogy <p>About Us United States New England Basecamp (nebasecamp.org)</p>
<p>WestEd building impactful, inclusive systems and communities nationwide that produce improved outcomes for a vast number of students with disabilities.</p>	<p>Special Education Research, Services, and Resources (wested.org)</p> <p>Technical Assistance (wested.org)</p>

<p>The Autism Project</p>	<p>Understanding ASD, visual supports, self-regulation, and more: individual workshops and multi-week series, both online and in person, to impactfully support people on the autism spectrum (in school, at home, at work, and in the community) Homepage - The Autism Project Private Professional Development Training - The Autism Project</p>
<p>ASHA Professional learning for audiologists and speech-language pathologists.</p>	<p>Online and in person, professional membership reduces cost American Speech-Language-Hearing Association ASHA</p>
<p>TechACCESS Lending Library and Project AT Provides training and tools that promote and support the independence and achievement of people with disabilities through the use of technology.</p>	<p>Project AT class- trains providers in the use of low and high tech in the classroom. RI Materials Access Center- Library of instructional materials Home - TechACCESS of Rhode Island (techaccess-ri.org) Rhode Island Materials Access Center - TechACCESS of Rhode Island (techaccess-ri.org)</p>
<p>The Center on PBIS is grounded in the values of comprehensive prevention, based on human-centered science, and implemented through collaborative partnerships, centered in equity, to improve social, emotional, behavioral, and academic outcomes. The purpose of the new Center is to improve the capacity of state educational agencies (SEAs), local educational agencies (LEAs), and schools to <u>establish, scale-up, and sustain the PBIS framework</u> to (a) scale up tier 2 and 3 systems to improve outcomes for students with or at-risk for disabilities, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students.</p>	<p>Center on PBIS PBIS Leadership Forum and prior session materials PBIS.org Practice Briefs PBIS.org Practice Guides</p>
<p>No Cost</p>	

<p>RIDE RI Math Project – SSIP Evidence-based math instruction for data-based individualization and specially designed instruction – free but requires application and commitment</p>	<p>Coaching of school and district in concert with online asynchronous learning in BRIDGE-RI</p> <p>RI Math Project (google.com)</p> <p>Emily.Klein@ride.r.gov</p> <p>State Performance Plan Rhode Island Department of Education (ri.gov)</p>
<p>BRIDGE-RI Free RIDE-supported PL to increase school and district implementation of MTSS and evidence-based practices with fidelity by providing resources and effective learning opportunities for educators. BRIDGE-RI aims to strengthen collaboration, communication, and leadership to promote equitable outcomes.</p>	<p>Synchronous and asynchronous online learning and coaching across the Tiers; SEL, math, reading, writing, early language development, diversity and equity; free online account</p> <p>BRIDGE-RI (mtssri.org)</p>
<p>RIDE Foundations of Math for Alternate Assessment</p>	<p>A non-consecutive 7 day intensive training in understanding the concepts of math and applying that to lessons and IEP goals for students who take the alternate assessment.</p> <p>Contact person: Maryann.mello@ride.ri.gov</p> <p>7 day training (non-consecutive days) Cohort 2 is scheduled to start in the fall 2023 Cohort 3 is scheduled to start in December 2023</p>
<p>RIDE State Personnel Development Grant (SPDG) to improve literacy outcomes through Science of Reading & structured literacy within MTSS</p>	<p>Free training on LETRS, AIM Pathways, Conscious Discipline, systems coaching VCoP, dyslexia</p> <p>Requires application and commitment Contact person: Mary.Spencer@ride.ri.gov</p>
<p>Progress Center Information, resources, and support for local educators and leaders responsible for the <i>development</i> and <i>implementation</i> of high-quality educational programming for</p>	<p>IEP development and improving progress for DAS; free online account</p> <p>Homepage Progress Center (promotingprogress.org)</p> <p>Training Progress Center (promotingprogress.org)</p>

<p>students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals</p>	
<p>National Center on Intensive Intervention (NCII) Data-based individualization (DBI) is NCII’s approach to intensive intervention. It is a research-based process for individualizing and intensifying interventions through systematic use of assessment data.</p>	<p>Online learning of intensive intervention with data-based individualization and explicit instruction online courses – free account Homepage NCII (intensiveintervention.org)</p>
<p>TIES Center provides evidence-based knowledge and resources designed to help you create high-quality fully inclusive classrooms and schools for all students with significant cognitive disabilities.</p>	<p>Resources- articles, videos, tools, reports, TIES helps educators, parents, and administrators create and support inclusive school communities TIES Center</p>
<p>Meadows Center for Preventing Educational Risk (MCPER) MCPER supports educators with practical knowledge and tools, rooted in high-quality research in the areas of mathematics, STEM, reading, writing, cognitive psychology, neuroscience, bilingual education, special education, and early childhood.</p>	<p>booklets, lesson plans, videos, handouts, and other practical materials that align with the latest high-quality research findings Get Free Support - Projects & Partnerships - For Educators (meadowscenter.org)</p>
<p>PaTTAN Pennsylvania Training and Technical provides a full array of professional development and technical assistance targeted to improving student results.</p>	<p>Professional development series, webinars, PaTTAN - Home</p>

Multilingual Learner Resources and Professional Development Providers

Provider/Resource & Overview	Sample Offerings
<p>RIDE <u>Multilingual Learners (MLLs) / English Learners (ELs)</u></p>	<p><i>Rhode Island Blueprint for Multilingual Learners Success</i></p> <p><i>Rhode Island's Strategic Plan for Multilingual Learners Success</i></p> <p><i>High Quality Instructional Framework for Multilingual Learners (MLL) to Thrive</i></p> <p><i>MLL/EL Toolkit</i></p> <p><i>Professional Learning</i></p> <p><i>Regulations and Guidance</i></p> <p><i>Resources for Educators and Administrators</i></p> <p><i>And other!</i></p>
<p><u>WIDA</u></p> <p>A consortium of states, territories, and federal agencies dedicated to research, design, and implementation of high-quality, culturally and linguistically appropriate system, built on standards, assessments and professional learning, to support MLLs in K-12 contexts.</p>	<p><i>Professional Learning:</i> A wide-range of high-quality, research-informed, practice-oriented professional learning in a variety of formats and topics, such as:</p> <ul style="list-style-type: none"> • State-sponsored eLearning workshops (self-paced and/or facilitated) offered via WIDA Secure Portal • At-cost workshops for districts, schools, small teams, or individuals • Assessment webinars and workshops <p><i>24/7 Resource Library:</i></p> <ul style="list-style-type: none"> • English Language Development Standards Framework • Online learning modules • Instructional planning supports, such as Can-Do Descriptors

	<ul style="list-style-type: none"> • Key topic focus bulletins • Research articles and publications
<p>English Learners Success Forum (ELSF)</p> <p>ELSF is a collaboration of researchers, teachers, district leaders, and funders who are passionate about improving the quality and accessibility of instructional materials for English learners.</p>	<p>Guidelines: free, comprehensive guidelines to ensure ELA, math, and science instructional materials support multilingual learners. Educators, school administrators or district leaders can use ELSF’s Benchmarks of Quality to review instructional materials or to help with materials adoption.</p> <p>Resources: free resources designed to illustrate activities and scaffolds that can be strategically built into lessons and units to deepen and accelerate English learners’ content area learning over time.</p>
<p>Ellevation</p> <p>Offers a three-pronged approach with a data platform, collaboration opportunities, and strategies for differentiated instruction.</p>	<p>Ellevation Platform is an EL program management platform that organizes all EL student data, supports meeting and monitoring processes, enables accurate reporting and supports instructional planning for multilingual students.</p> <p>Ellevation Strategies provides job-embedded professional development to develop educators’ capacity to support English Learners in their language acquisition and content mastery. Sample modules include “Introduction to Newcomers,” Foster Interactions with Academic Conversations,” and “Fortify Student Speaking Output.” See their Program Guide for more details.</p> <p>Ellevation Math is a supplemental teaching tool that develops academic language and provides practice in writing, reading, and listening. (Designed for MLLs in grades 3-9.)</p>
<p>Center for Applied Linguistics (CAL)</p> <p>Non-profit organization that promotes language learning and cultural understanding by providing research, resources, and policy analysis.</p>	<p>CAL Solutions offers customized research-based professional development, such as in-person institutes, online courses, training of trainers workshops, and others.</p> <p>CAL SIOP team provides a wide range of services, including SIOP Model workshops, job-embedded professional development such as guided lesson design and coaching, hybrid workshops that combine online courses with face-to-face workshops, and technical assistance to help teachers integrate content and language instruction effectively.</p> <p>Bilingual and Dual Language Education team offers services to schools and districts that are planning or implementing bilingual, dual language or two-way immersion programs.</p>

	<p>Immigrant and Refugee Integration offers customized professional development and technical assistance services for service providers, schools, and communities working with newcomer populations.</p>
<p>TESOL</p> <p>International association focused on advancing professional expertise in English language teaching to speakers of other languages in multilingual contexts. Provides programs, tools, and resource to advance expertise in English language teaching.</p>	<p>Education and Events: In-person and online workshops and conferences, as well as on-demand self-study and facilitated courses.</p> <p>Publications and Research: resources and research on best practices, trends, etc. in the field of English language teaching. Includes TESOL Press (the latest in research, practice, and pedagogy in a full range of publications, including print and electronic books, journals, blogs, and newsletters), TESOL Press Bookstore (titles span a wide variety of topics within the EL teaching field), and TESOL Resource Center (lessons plans, activities, teaching tools, etc.).</p>
<p>Engage2Learn</p> <p>Partners with public schools nationwide to create real, sustainable growth through talent development and smart professional learning.</p>	<p>Professional Learning: competency-based professional learning, evidence-based coaching and support, individualized learning pathways, and educator and student growth data analytics.</p> <p>Talent Development: using the five pillars of culture & strategy, career development, coaching, competency pathways, and connected data, e2L works with public schools to increase teacher and staff retention and job satisfaction, while improving outcomes for learners.</p>
<p>Understanding Language: Language, Literacy, and Learning in the Content Areas</p> <p>Understanding Language (Stanford University) aims to heighten educator awareness of the critical role that language plays in the Common Core State Standards and Next Generation Science Standards.</p>	<p>Creating Systemic Improvement Plans for Multilingual Learners: School districts have sought to create systemic plans for multilingual learners that move beyond compliance to insure coherence across their programs, policies and practices for their students and families. Understanding Language partners with districts to co-create, implement and refine multi-year systemic improvement plans.</p> <p>In the following videos, we describe the essential components of these plans--the Language Development Approach, the Core Competencies for Educators of MLLs and the Professional learning Plan--and how Understanding Language's Professional Learning Essentials provides a foundation for all three components.</p> <p>Professional learning: We create and conduct in-person, virtual, and hybrid professional learning opportunities for educators, school and district leaders, and professional development organizations. We also help states and districts create professional development plans that address supporting diverse students, including multilingual learners.</p>

<p><u>ElevatED</u></p> <p>ElevatED Learning Services is dedicated to providing professional development to educators of Multilingual Learners (MLLs). Specializing in the areas of collaborative learning, language and content integration and scaffolding, we provide an array of professional development workshops, coaching, and curricular support in which teachers gain new knowledge, skills, and tools necessary for designing and implementing rigorous curricula for Multilingual Learners.</p>	<p><i>Workshops:</i> All of the workshops listed below are appropriate for teachers grades 3-12, whether they are new to the profession or seasoned veterans. Each workshop is designed to meet the needs of all content area teachers as well as those certified in English as a Second Language or Bilingual Education.</p> <p><i>Coaching</i></p> <p>We provide coaching (both virtual and in-person) for individual teachers as well as school leaders looking to improve their instruction for Multilingual Learners (MLLs). This work begins with professional development workshops, where educators learn key strategies for designing and implementing effective curriculum for MLLs.</p> <p>In order to maximize the impact of these workshops, a member of the ElevatED Learning Services team subsequently works with a small number of teachers in adapting curriculum to help them incorporate what they have learned into their own instruction, as well as to develop a longer-term action plan for moving forward. Coaching also entails observing teachers in action in the classroom and providing feedback to them on the implementation of new strategies and activities. We conduct needs-assessments and feedback for leaders as well, after having participated in co-observations of multiple classes together to discuss patterns noted and determine the most high-leverage moves for supporting teachers in better serving their MLL students.</p>
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Graduation Rate and Postsecondary Success Resources and Professional Development Providers

Provider/Resource and Overview	Sample Offerings
<u>All Course Network</u>	<ul style="list-style-type: none"> • Yearly offering of credit-bearing courses available to RI students for summer, fall, and spring semesters. • CCRI Running Start and Enrichment Courses • RWU and JWU Dual Enrollment
<u>American School Counselor Association</u>	<ul style="list-style-type: none"> • National School Counseling Association offers professional development opportunities via webinars, in person professional development series and an annual conference. Website provides a variety of free resources to support school counseling programming.
<u>College Board – Resources for Advanced Placement</u>	<ul style="list-style-type: none"> • AP Daily: Practice Sessions, a new video series focused on practicing free-response and multiple-choice questions. • Daily Videos to review and continue building knowledge of course content and skills • Live Review Recordings • Classroom Resources
<u>College Board – Pre-AP Resource Library</u>	<ul style="list-style-type: none"> • Resources for: <ul style="list-style-type: none"> ○ Coordinators and Administrators ○ Course Audit Administrators ○ Teachers ○ All Audiences • Classroom User Guide – Pre AP For All • Tools for communicating with parents • Sample meeting resources
<u>College Board – Big Future Toolkit for Counselors</u>	BigFuture is a free and personalized online guide to help students plan for college, pay for college, and explore careers. We’ve put together this collection of counselor resources to help your students learn more about post-secondary planning. In this toolkit, you’ll find ready-to-use resources such as PowerPoints, lesson plans, handouts, and demonstrations.
<u>College Board – Professional Development</u>	Find College Board events and workshops—local, national, international, and online.
<u>College Planning Center of Rhode Island</u>	<ul style="list-style-type: none"> • FAFSA Support, College Planning support
<u>Onward We Learn</u>	<ul style="list-style-type: none"> • High School Advisory • Counseling • Transition support

	<ul style="list-style-type: none"> • FAFSA renewal and verification • Career exploration • Leadership development • Goal setting • Referrals to university/college resources • Workshops • Reenrollment supports
<u>RIC Concurrent Enrollment(EEP)</u>	<ul style="list-style-type: none"> • The mission of the Rhode Island College Early Enrollment Program is to provide qualified high school students the challenge and opportunity to earn transferrable college credits at an affordable price. The EEP staff works collaboratively and cooperatively with high school and college faculty to offer a rigorous postsecondary experience to students in their own supportive high school environment. The EEP is committed to maintaining the standards of excellence as established by the National Alliance of Concurrent Enrollment Partnerships of which we are a founding member.
<u>RIDE School Counseling Web Page</u>	<ul style="list-style-type: none"> • Listing and registration of professional development opportunities throughout the year. • School Counseling Resource Hub • ILP Data Dashboard • ILP Toolkit • FAFSA Dashboard and resources
<u>Rhode Island School Counselor Association</u>	<ul style="list-style-type: none"> • Annual in person conference, Professional Development and resources on their website to support school counseling programs.

<p><u>URI Concurrent Enrollment</u></p>	<ul style="list-style-type: none"> • High School teachers deliver URI approved college course content in the high school classroom. • High school teachers can only teach the URI approved department syllabus with all designated books and course materials. • High school teachers are supervised by a URI faculty member. Supervision may include on site visits, observation of classes, reading student papers, checking teacher comments on student work and teaching model lessons. • High school teachers are expected to attend dual/concurrent information meetings, participate in any online forums, meet URI established protocols regarding registration and student drops, attend any specific professional development training required by the URI department and have the appropriate facility and resources necessary to teach an approved class at your high school.
<p><u>PrepareRI Work-Based Learning</u></p>	<p>The implementation toolkit is a resource for Rhode Island educators and other work-based learning providers serving K-12 students. It brings together definitions, guidance, and implementation resources in one location and includes:</p> <ul style="list-style-type: none"> • Roles and responsibilities for work-based learning • Rubric for high-quality work-based learning • Governor’s Workforce Board Guidance • Work-based learning implementation examples, including the PrepareRI Internship Program • Work-based learning data collection specifications