

# REDESIGN TRAINING FOR SCHOOLS AND LEAS

Tuesday, January 14, 2025



**RIDE** Rhode Island  
Department  
of Education

SchoolWorks  
Assessing Quality, Building Capacity



# WELCOME!

Please indicate:

- Your Name
- Your School/LEA/Org
- Your Redesign Role



ENSURE TEAMS UNDERSTAND THE KEY TOOLS,  
TERMINOLOGY, & PHASES OF THE REDESIGN  
APPLICATION PROCESS

**TRAINING  
OBJECTIVE**

# TRAINING AGENDA



**Welcome and Getting Started**



**Overview: School Redesign & Four Domains for Rapid School Improvement**



**Key Tools: Redesign Technical Guidance, Application, & Rubric**



**Key Terminology: Redesign Focus, Key Design Elements, Enabling Practices, and Needs Assessment**



**Redesign Application Process: Reviewers, Review Phases, and Timeline**



**Questions**







# SCHOOL REDESIGN



# SCHOOL REDESIGN

Rhode Island's ESSA State Plan has identified School Redesign as the more rigorous intervention for schools identified for Comprehensive Support and Improvement (CSI) that fail to meet the State's exit criteria within four years.

**CSI schools that fail to meet the exit criteria within four years of identification must undergo School Redesign to fundamentally transform the underlying conditions of a school that have been barriers to improvement.**

School redesign is therefore an opportunity to authentically engage educators and the school community to fundamentally remove barriers to improvement, and in the process, redesign and relaunch the school.

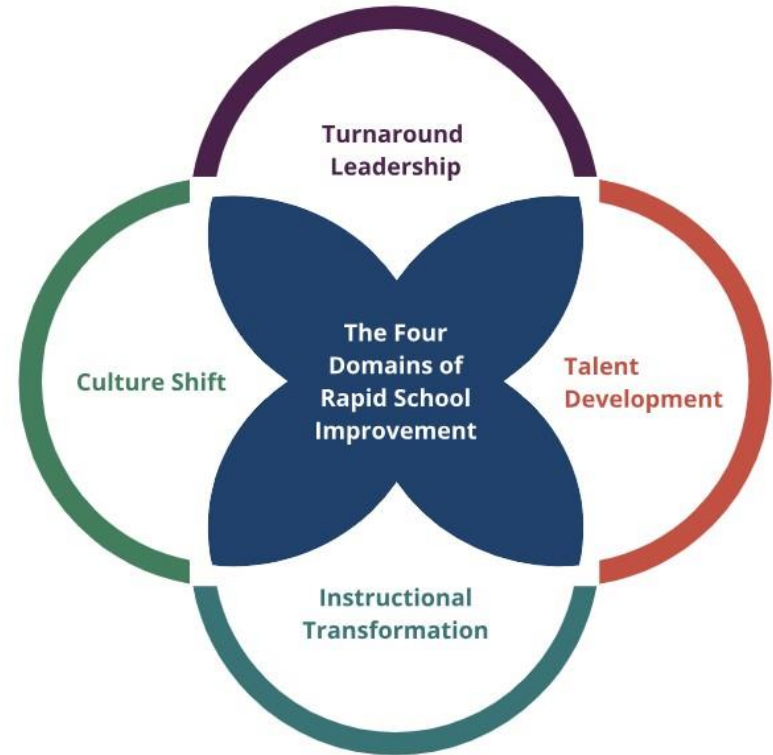
**It is the responsibility of the LEA to drive redesign improvement efforts at the district level through the establishment of effective systems, structures and enabling conditions to support the rapid turnaround required at a redesign school.**



# THE FOUR DOMAINS FOR RAPID SCHOOL IMPROVEMENT<sup>1</sup>

[The Center for School Turnaround and Improvement \(CSTI\) at WestEd](#) is a nationally recognized leader in the research and development of solutions that support systemic improvement for all schools.

- [The Four Domains for Rapid School Improvement](#) outline the key issues for state, district, and school leaders to consider when planning for successful and sustainable school improvement.
- Both LEAs and schools engaged in redesign should use this framework as they develop and write the School Redesign Application.
- **To successfully launch a redesign school and sustain improvement, LEAs should focus on addressing these domains both at the individual school and LEA levels.**





## Empowerment

School becomes an "Empowerment" school after a 2/3 teacher vote and local approval. Empowerment enables school leaders to have a comprehensive set of autonomies and regulatory flexibilities.



## Small Schools of Choice

School reorganizes into 2 or more new, smaller schools (roughly 100 students per grade) that emphasize student-centered personalized learning programs. Students have flexibility to choose which small school they attend.



# RI School Redesign Models

for low-performing ("comprehensive") schools



Redesigning school conditions to help every student and educator succeed

## Restart

School "restarts" as a school under the management of a charter or educational management organization or other state-approved managing entity, with clear performance expectations.



## LEA Proposed Redesign Model

School initiates an LEA-developed school redesign model that includes at least a high-quality school leader, a new school model, and significant school autonomy.



## Closure

School closes and students relocate to higher-performing schools.







# KEY TOOLS



# KEY TOOLS

## REDESIGN TECHNICAL GUIDANCE\*

Outlines information about the process and gives tips about how to approach each stage of the application.

## APPLICATION\*

Contains the questions and prompts that schools will respond to.  
The application is a template that will be typed into and should not be reformatted.

## REDESIGN RUBRIC\*

Lists the standards by which responses will be evaluated and provides the rating and corresponding evaluative comment for each standard



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(\*) Link to tool provided

# REDESIGN TECHNICAL GUIDANCE

**Outlines the phases of Redesign Application review**

**Gives an overview of the review timeline, entities involved, and review outcomes**

**Articulates detailed guidance for how to approach each stage of the application process**

**Provides additional resources**



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# REDESIGN APPLICATION

**Provides the prompts that schools must respond to**

**Requires schools to explain how the Redesign Plan was informed by stakeholders and research/evidence/data**

**Application contains four parts that have sections about academics, school climate, operations, and finances – each section has prompts**

**The submitted application should provide a robust plan for Redesign Implementation**



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# REDESIGN RUBRIC

**Outlines the standards by the which the submitted application will be evaluated**

**Provides characteristics of responses that meet the standards**

**Indicates whether sections and standards are met, partially met, or not met and why**



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# STANDARD-LEVEL RATINGS

## MEETS

- ✓ Demonstrates the characteristics of a response that meets the standard
- ✓ Satisfies all criteria

## PARTIALLY MEETS

- ✓ Demonstrates many/most of the characteristics of a response that meets the standard
- ✓ Can feasibly be clarified and brought to meets with a verbal answer during the capacity interview




## DOES NOT MEET

- ✓ While some of the characteristics of a response that meets the standard may be evident, there are substantial gaps OR the criteria is not addressed at all
- ✓ Cannot be feasibly clarified and brought to meets with a verbal answer during the capacity interview





# STANDARD-LEVEL RATINGS EXAMPLE

Section 3.1: Mission, Vision, Key Design Elements, and Goals			
iii.	<ul style="list-style-type: none"> <li>In the application, the applicant identifies three key design elements: 1) CTE pathways through relationship with design partners such as NAF and local community organizations; 2) innovative and instructional practices (e.g., PBL and cross-curricular studies, including Advanced Placement (AP) and dual enrollment); and 3) comprehensive student supports, including social-emotional learning, Eager POWER, and the POWER block.</li> </ul>	Meets	
iv.	<ul style="list-style-type: none"> <li>The applicant states the school will adopt district goals (e.g., to improve ELA and math proficiency 10 percent year over year for all students on PSAT and SAT EBRW; student attendance, community engagement and culture evaluated through SurveyWorks). However, articulated goals do not specifically reflect intended outcomes of full implementation of the redesign plan in 3–5 years. Further, the application does not include growth targets, subgroup goals, or goals that align with the school’s focus and key design elements (e.g., CTE pathway and instructional pathways).</li> </ul>	Does Not Meet	
v.	<ul style="list-style-type: none"> <li>In the application, the applicant describes a typical school day for a student and a teacher that relay an understanding of how the school will look, feel, and sound once the redesign model has been implemented. For example, classrooms will be the center of learning with staff room walls covered in data charts and buzzing with activity and peer engagement. Students, dressed in scrubs for their lab, will be engaging in lessons that review previously learned material and build and practice new skills in small groups.</li> </ul>	Meets	



# SECTION-LEVEL RATINGS

## MEETS

- ✓ All or nearly all (~80%) standards are rated meets in the section
- ✓ Cannot earn a rating of Meets if there are one or more standard-level ratings of Does Not Meet

## PARTIALLY MEETS

- ✓ Most (~60%-75%) standards are rated meets in the section
- ✓ Can be rated PM if only one standard-level rating is Does Not Meet (unless if the DNM is because it was not addressed at all)

## DOES NOT MEET

- ✓ None, few, or only some (<55%) of standard-level ratings are Meets
- ✓ There are substantial gaps in the section



# SECTION-LEVEL RATINGS EXAMPLE



Section 3.3: Daily Schedule		
Section Rating: Meets		
<p>Characteristics of a response that meets the standard:</p> <ol style="list-style-type: none"> <li>Completes Appendix D by submitting a detailed daily schedule for each grade level served; schedules should indicate how time will be chunked throughout the day, as well as how many instructional minutes students will receive</li> <li>Presents a description of the daily schedule that indicates how it supports effective implementation of the school redesign model, focus, and key design elements (e.g., CTE focus is reflected in schedule, key design element around SEL is supported through advisory/morning meeting block, etc.)</li> <li>Provides a thorough explanation of how the daily schedule supports student learning and achievement (e.g., double blocks of literacy, embedded time for remediation/intervention/enrichment, etc.)</li> <li>Outlines how the daily schedule will effectively support teacher planning and collaboration (e.g., common planning time, etc.)</li> </ol>		
Standard	Feedback	Standard Rating
i.	<ul style="list-style-type: none"> <li>Appendix D includes schedules for each grade level and for a teacher, showing instructional periods are shorter on Wednesday with alternating (A and B) and longer periods the other four days.</li> </ul>	Meets
ii.	<ul style="list-style-type: none"> <li>In the application, the applicant explains the school will utilize a modified 4x4 block schedule to provide all students with equitable opportunity to enroll in and complete CTE curricula, yearlong core content courses, as well as accelerated and/or intervention coursework. The applicant states the schedule will allow students to be fully prepared for success in a post-secondary environment; allow for an earlier start time (in response to student and staff input), and extend learning in science and math. Additionally, POWER block is scheduled to take place four times per week to support the development of students' leadership, academic, and personal growth.</li> </ul>	Meets





# APPLICATION AND RUBRIC ARE NOT 1:1

## 4.5 TALENT MANAGEMENT

### Application Prompt

B. Describe how the school will recruit highly qualified candidates, including for positions that require specialized skill sets and/or specific credentials, endorsements, and/or certifications. Present research and/or data to show that a pool of candidates exist to fill specialized positions.

### Corresponding Rubric Standards

- i. Presents a description around how the school will recruit highly qualified candidates; responses should include specific recruitment mechanisms that are differentiated according to type of position, including the following:
  - School leadership beyond the school leader (e.g., assistant principal, dean, etc.)
  - General Education Teachers
  - Specialized Teachers (e.g., MLL, special education, CTE, etc.)
  - Support Staff (e.g., counselor, social worker)
- ii. Presents research or data to evidence that a pool of candidates exists to fill positions identified as being specialized



# Key Takeaways

- Read the Technical Guidance **FIRST**
- Reference the Technical Guidance and Rubric **WHILE** writing





# KEY TERMINOLOGY



# APPLICATION KEY TERMINOLOGY

## Redesign Focus Area

**Key Design  
Element 1**

**Key Design  
Element 2**

**Key Design  
Element 3**

**Key Design  
Element 4**

Enabling  
Practice  
1A

Enabling  
Practice  
1B

Enabling  
Practice  
1C

Enabling  
Practice  
1D

Enabling  
Practice  
2A

Enabling  
Practice  
2B

Enabling  
Practice  
2C

Enabling  
Practice  
2D

Enabling  
Practice  
3A

Enabling  
Practice  
3B

Enabling  
Practice  
3C

Enabling  
Practice  
3D

Enabling  
Practice  
4A

Enabling  
Practice  
4B

Enabling  
Practice  
4C

Enabling  
Practice  
4D



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# REDESIGN FOCUS

**Derived from the needs assessment and stakeholder input**

**Will be the new focus of the school**

**Academic program, operational plan, and budget anchored in the focus**

**Drives the entire application – keep the focus at the center of all that’s included in the application**





# SOME FOCUS EXAMPLES

**AVID** [link](#)

**Performing  
Arts**

**STEM/STEAM**

**CTE**

**Mastery-  
Based  
Learning**

**Early  
College**



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# REDESIGN KEY DESIGN ELEMENTS

The **Key Design Elements** (KDE) are the core pieces of programming that fall under the Redesign Focus.

## Example

### Focus:

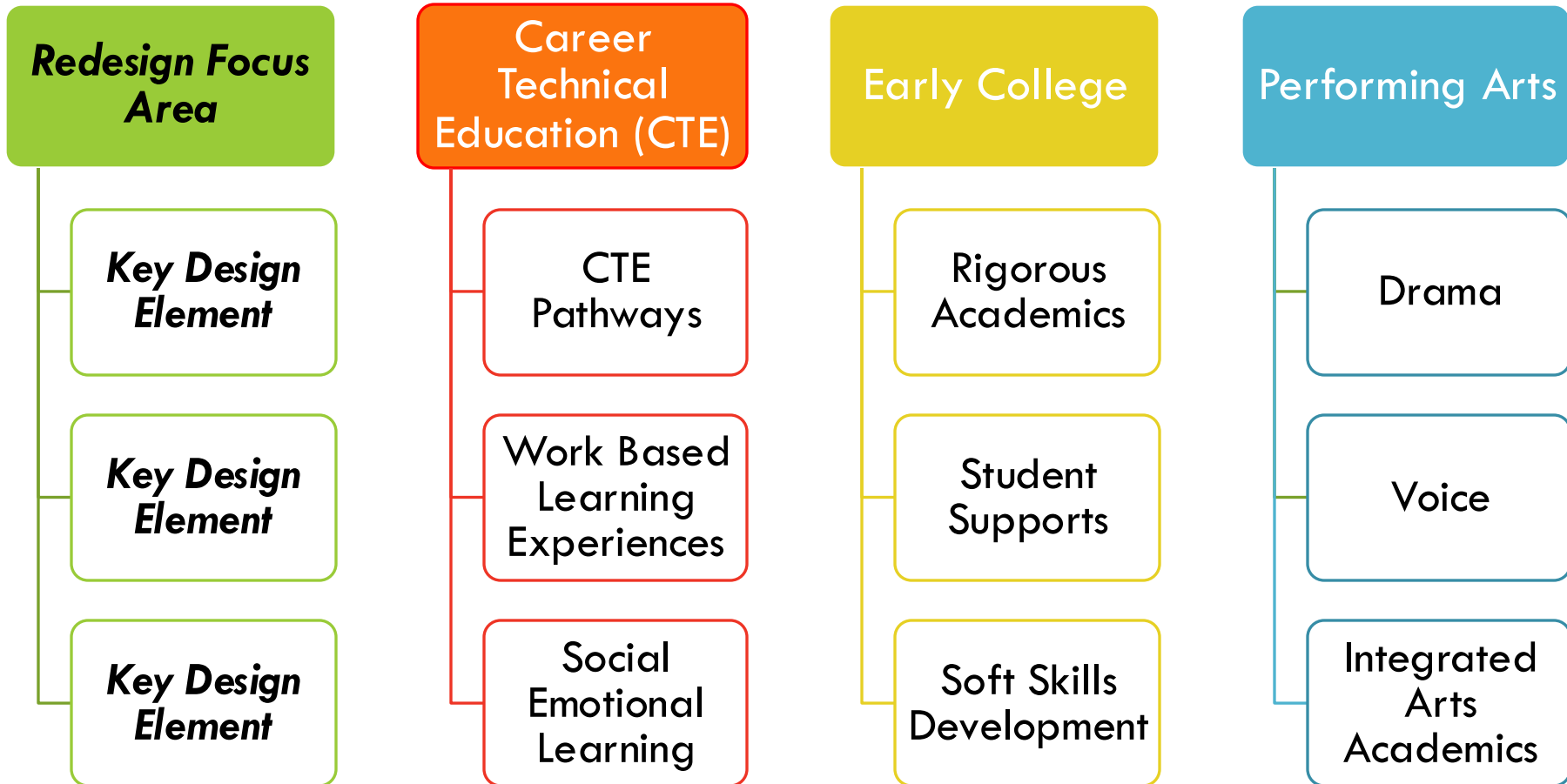
- CTE

### Key Design Elements:

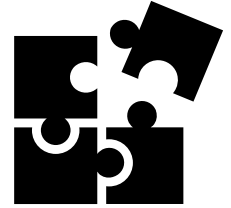
1. CTE Pathways
2. Work-Based Learning Experiences
3. Social-Emotional Learning



# APPLICATION TERMINOLOGY & EXAMPLES



# ENABLING PRACTICES



The ***enabling practices*** are key actions or approaches that *enable* the ***Key Design Element (KDE)*** to be implemented in alignment with the ***Redesign Focus***.

Describe each ***Enabling Practice***:

- Include details about the what, who, when, where, and/or how

Make sure descriptions:

- Support the corresponding ***KDE***
- Align to the ***Redesign Focus*** and rest of the application
- Are anchored in data/research/evidence that demonstrate effectiveness



# KEY TERMINOLOGY EXAMPLES

## Early College

**Rigorous  
Academics**

**Student Supports**

**Soft Skills  
Development**

**AP Classes**

**Dual  
Enrollment**

**Honors  
Classes**

**College &  
Career  
Counseling**

**Daily Flex  
Block**

**Community  
Partnerships**

**Social  
Emotional  
Learning**

**Core Values**

**Time  
Management  
&  
Organization  
Skills**



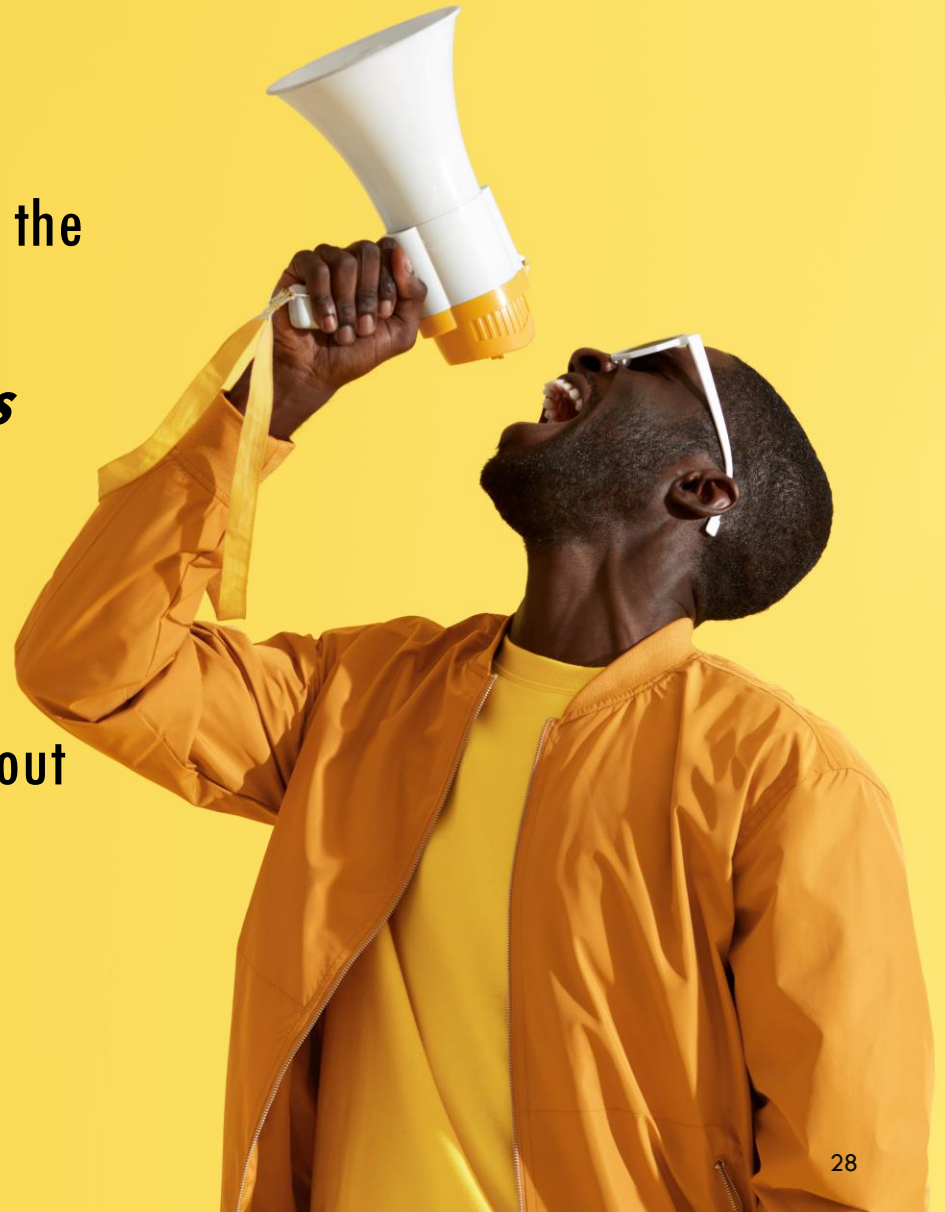
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# Key Takeaways

- ***Redesign Focus*** should be informed by data and input
- ***KDEs*** work in alignment with the ***Focus***
- Suggest no more than 4 *KDEs*
- ***Focus*** and ***KDEs*** are further articulated by key ***enabling practices***
- All of this must align throughout the application





**QUESTIONS**







# NEEDS ASSESSMENT



# NEEDS ASSESSMENT PURPOSE

**Data-driven analysis that allows you to see a full picture of:**

- Strengths in the aggregate and disaggregated by groups of students
- Areas of need in the aggregate and disaggregated by groups of students

**Identified areas of need are then thoroughly examined through root cause analysis to:**

- Pinpoint the *why* behind the area of need
- Prescribe evidence-based solutions that become the Redesign focus, key design elements, and enabling practices



# SAMPLE SET OF NEEDS ASSESSMENT DATA

11.5% proficient in ELA  
0% proficient in Math  
4.1 proficient in Science

53% of students  
chronically absent  
13.7% of teachers  
chronically absent

64.1% 4-year  
graduation rate

22% of students  
responded favorably to  
feeling like they belong  
at school

15% of students  
responded favorably to  
feeling connected to a  
trusted adult

16% of teachers  
responded favorably to  
the availability of  
valuable PL  
opportunities





# IDENTIFY THE HIGHEST PRIORITY AREAS

**Improve  
Achievement  
& Growth**

**Decrease  
Chronic  
Absenteeism**

**Improve  
4-year  
Graduation  
Rate**



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# ROOT CAUSES OF THE NEED



This is where the analysis diagnoses the *why* behind the data – what is at the root of problem



The data, trends, needs, and roots won't live in silos – in many instances, they may be interconnected



To identify the roots, the data must be mined and may require additional input from students, staff, and other stakeholders



# HOW CAN WE CONNECT THESE TRENDS



# ROOT CAUSE EXAMPLE

## STUDENT CHRONIC ABSENTEEISM

What are the critical roots?

Low feelings of belonging

Low feelings of quality T-S relationships

Low feelings of engagement



# CRITICAL ROOT EXAMPLE

## LOW FEELING OF BELONGING

What is causing students to not feel a sense of belonging at school, which research shows is a key reason kids don't come to school?

- Is the school too big and, by extension, feels anonymous?
- Are meaningful opportunities for students to form relationships with each other lacking?
- Does the school live by a set a core values that includes belonging in some way?
- Does the school have intentional programming aimed at nurturing belonging?

What needs to happen to solve the problem of low feelings of belonging?

- This answer informs your focus selection, key design elements, and enabling practices!



# Key Takeaways

- Look for interconnected trends in the data - determine which are the highest priority needs
- Identify the critical roots of each high priority need
- Diagnose the why behind each root and need — will likely require additional input
- Use this diagnoses to inform your Redesign Focus and KDEs







**QUESTIONS**





# REVIEW PROCESS



# SCHOOLWORKS REVIEWERS



**Pool of consultants who write and review school applications and coach teams opening new schools**

**Written applications for charter and private schools across the country in California, Colorado, Florida, Massachusetts, New York, Tennessee, and Washington**

SCHOOLWORKS  
IS APPROVED  
BY SEVERAL  
STATE  
EDUCATION  
AGENCIES  
NATIONWIDE



**Massachusetts DESE**



**Georgia Department  
of Education**



**Colorado Department  
of Education**



**Utah State Board of Education**



**New Hampshire Department  
of Education**



# MORE ABOUT REDESIGN APPLICATION REVIEWERS



Are all former educators



Will have expertise in the Redesign focus (primary and secondary)



Will have expertise in school finance (financial reviewer)

# THREE PHASES OF REVIEW

## Stage 1: Initial Review

- Primary Reviewer
- Secondary Reviewer
- Financial Reviewer

## Stage 2: 7-Page Response

- Primary Reviewer
- Financial Reviewer (as applicable)

## Stage 3: Capacity Interview

- Primary Reviewer
- Financial Reviewer (as applicable)





# STAGE 1: INITIAL REVIEW



A team of two reviewers – a primary reviewer and secondary reviewer – will independently review and evaluate the full application against the standards outlined in the rubric



A third reviewer – a financial reviewer – will conduct a high-level review of the application and thorough review of the school Redesign budget, assigning the budget rubric standards with ratings



Once the three reviewers conduct their independent review, they will participate in a consensus call and finalize the rating for each standard



The primary reviewer then completes the rubric report, which indicates a rating and provides a corresponding evaluative comment that substantiates the rating for each rubric standard



The rubric report is then sent to RIDE and then to the schools



# INITIAL REVIEW RUBRIC REPORT EXAMPLE

Section 3.2: Curriculum, Assessment, and Instruction		
Section Rating: Partially Meets		
<p>Characteristics of a response that meets the standard:</p> <ol style="list-style-type: none"> <li>Outlines curricula selections; core curricula must be presented, as well as curricula needed to implement the school’s redesign model, focus, and key design elements (e.g., if SEL is a key design element, SEL curricula should be identified)</li> <li>Explains how curricula will be adapted to meet the specific needs of the school redesign model and focus in the event that existing curricula will be utilized (rather than adopting new curricula)</li> <li>Demonstrates that all curricula selections are high-quality and have been proven effective with a similar population of students that the school serves</li> <li>Presents the internal assessments that will be used, explaining how each will enable the school to assess and monitor students at the individual and subgroup levels throughout the entirety of the school year</li> <li>Describes the key (i.e., non-negotiable) instructional practices (e.g., gradual release of responsibility, small group instruction, student choice, student discourse) that will be implemented across classrooms; explanations should clearly indicate what each practice will “look like,” as well as how these practices relate to and support implementation of the school redesign model and focus</li> <li>Provides evidence that the instructional practices will be effective with the school’s specific student population</li> </ol>		
Standard	Feedback	Standard Rating
i.	<ul style="list-style-type: none"> <li>In the application, the applicant states the school will implement Tier 1 curricula—including StudySync for ELA, Illustrative Math, Discovery Science, and Cengage—and describes the CTE course curriculum that will be finalized using NAF curriculum. The applicant also states the framework for POWER block will focus on students’ academic, social/emotional and personal development; however, while the applicant states students will help shape the SEL/POWER block curriculum, the curriculum is not identified in the application.</li> </ul>	Partially Meets
ii.	<ul style="list-style-type: none"> <li>In the application, the applicant explains Tier 1 curriculum was selected in accordance with the PPSD procurement process and meets the needs of diverse student population. However, the applicant does not state how the curricula will be augmented to align with the redesign model/focus or give high-level examples of potential adaptations.</li> </ul>	Does Not Meet



# STAGE 2: 7-PAGE RESPONSE

Using the feedback provided in the initial review rubric report, schools provide revised responses to unmet standards

The page limit for this phase is 7 pages

Reviewers then conduct a desk review of the 7-page response, updating ratings and adding comments to addressed standards

The rubric report is then sent to RIDE and then to the schools



# 7-PAGE RESPONSE RUBRIC REPORT EXAMPLE

Section 3.2: Curriculum, Assessment, and Instruction		
Standard	Feedback	Standard Rating
i.	<ul style="list-style-type: none"> <li>In the application, the applicant states the school will implement Tier 1 curricula—including StudySync for ELA, Illustrative Math, Discovery Science, and Cengage—and describes the CTE course curriculum that will be finalized using NAF curriculum. The applicant also states the framework for POWER block will focus on students’ academic, social/emotional and personal development; however, while the applicant states students will help shape the SEL/POWER block curriculum, the curriculum is not identified in the application.</li> <li>In the seven-page response, the applicant explains that the school and district are in active conversation to select an SEL curriculum that follows the requirements set forth in the RFP. The target timeline to select a vendor is provided (e.g., a contract in place by January 2024) as are the selection criteria (e.g., the curriculum is evidence-based, culturally responsive, mission-aligned, and focused on goal setting, self-management, responsible decision-making, and social awareness).</li> </ul>	Meets
ii.	<ul style="list-style-type: none"> <li>In the application, the applicant explains Tier 1 curriculum was selected in accordance with the PPSD procurement process and meets the needs of diverse student population. However, the applicant does not state how the curricula will be augmented to align with the redesign model/focus or give high-level examples of potential adaptations.</li> <li>In the seven-page response, the applicant explains a PBL vendor will be selected (the district is in the procurement process) to augment StudySync and Illustrative Math. Teachers will also work with NAF, instructional coaches, teacher leaders, and content supervisors to adapt and supplement the core curriculum to specific pathways. For example, a literature unit may link nonfiction or fiction text to current public health issues. The timeline for this work and structures to support the work (e.g., when, how) are not provided.</li> </ul>	Partially Meets

# STAGE 3: CAPACITY INTERVIEW

✓ Final opportunity to remedy sections that remain unmet

🕒 Interview will be scheduled for 3 hours

🗨️ The interviewer will only ask questions about sections and standards that have not yet earned a Meets rating

⚠️ The interviewer will prioritize sections and standards that are rated partially meets and then move onto does not meet

“” Standards rated does not meet are very difficult to remedy during the interview (address those in the 7-page response)

📄 The reviewer then updates the rubric report based on responses during the interview

📁 The final rubric report is then sent to RIDE and then to the schools

👍 Will contain a final recommendation





# FINAL RUBRIC REPORT EXAMPLE

Section 3.2: Curriculum, Assessment, and Instruction		
ii.	<ul style="list-style-type: none"><li>• In the application, the applicant explains Tier 1 curriculum was selected in accordance with the PPSD procurement process and meets the needs of diverse student population. However, the applicant does not state how the curricula will be augmented to align with the redesign model/focus or give high-level examples of potential adaptations.</li><li>• In the seven-page response, the applicant explains a PBL vendor will be selected (the district is in the procurement process) to augment StudySync and Illustrative Math. Teachers will also work with NAF, instructional coaches, teacher leaders, and content supervisors to adapt and supplement the core curriculum to specific pathways. For example, a literature unit may link nonfiction or fiction text to current public health issues. The timeline for this work and structures to support the work (e.g., when, how) are not provided.</li><li>• During the interview, the applicant stated that the school’s principal and assistant principal will work alongside the district to follow the district’s procurement process, beginning in July 2023 and closing in fall 2023, before selecting a PBL vendor in the winter of the 2023–2024 school year. The applicant indicated that the contract will be executed in spring 2024, professional development will be delivered (beginning in the summer of 2024), and the curriculum will be implemented in fall 2024. While the process for augmenting the curriculum will be vendor-specific, the school will use NAF’s curriculum for health and finance pathways and core content will be designed by theme, with grade level teams working together to integrate cross-curricular work. Finally, the applicant stated that the advisory board will meet regularly and indicated that the principal will lead the work that supports cultural relevance.</li></ul>	Meets



# FINAL RECOMMENDATION EXAMPLE

## Rhode Island Department of Education School Redesign Application Rubric

School: Dr. Jorge Alvarez High School		LEA: Providence Public School District	
<b>Final Recommendation: The Council on Elementary and Secondary Education Should Move to Approve the Redesign Application</b>			
<b>School Redesign Application Summary of Rubric Ratings</b>			
Section	Does Not Meet	Partially Meets	Meets
2.1 Needs Assessment			
2.2 School Improvement Team, CAB, and Community Input			
2.3 Model Selection			
3.1 Mission, Vision, Key Design Elements, and Goals			
3.2 Curricula, Assessment, and Instruction			
3.3 Daily Schedule			
3.4 Equity and Shared Responsibility			
3.5 School Climate and Culture			
4.1 LEA Support and Resource Management			
4.2 School Autonomy and Governance			
4.3 Collective Bargaining Agreement			
4.4 Staffing Plan			
4.5 School Leadership			
4.6 Talent Management			
4.7 Family Engagement			
4.8 School Redesign Implementation Plan			



# OUTCOMES OVERVIEW



- SchoolWorks will provide a final recommendation to RIDE based on the number of standards that do and do not meet the rubric criteria.



- OSDI will share the final recommendation and rubric with the Commissioner.
- This will be used to create a recommendation to the Council on Elementary and Secondary Education.



- The Commissioner will recommend the Council should move to approve the Redesign Application.
- The Commissioner will recommend the Council should move to approve the Redesign Application with conditions.
- The Commissioner will recommend the Council should not approve the Redesign Application.





**QUESTIONS**



# TIMELINE

Phase I: Initial Review	
Applications due to SchoolWorks by COB <sup>1</sup>	<b>May 8</b>
Initial review period	<b>May 9 – May 29</b> <ul style="list-style-type: none"> <li>• <b>Period lasts 14 business days</b></li> </ul>
Initial rubric reports issued to RIDE/schools by COB	<b>May 30</b>
Phase II: 7-Page Response	
7-page response due to SchoolWorks by COB	<b>June 6</b>
7-page response review period	<b>June 9 – June 20</b> <ul style="list-style-type: none"> <li>• <b>Period lasts 9 business days</b></li> </ul>
Updated rubric reports issued to RIDE/schools by COB	<b>June 23</b>
Phase III: Capacity Interview	
Capacity interview period	<b>June 30 – July 2</b> <ul style="list-style-type: none"> <li>• <b>Period lasts 15 business days</b></li> </ul>
Final rubric reports issued to RIDE/schools by COB	<b>July 25</b>







**QUESTIONS**





# THANK YOU



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For technical assistance with the Redesign Application and process, please contact:

Allison Strumolo, Transformation Specialist

[allison.strumolo@ride.ri.gov](mailto:allison.strumolo@ride.ri.gov)

Kathryn Koerner, Director of School Developer Supports

[kkoerner@schoolworks.org](mailto:kkoerner@schoolworks.org)