

School Redesign Frequently Asked Questions

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Introduction

Overview of the School Redesign FAQ Document and Purpose

This document serves to answer frequently asked questions about the *School Redesign* process as required by ESEA section 1111(d)(3)(A)(i)(I). Rhode Island’s ESSA State Plan has identified *School Redesign* as the more rigorous intervention required for schools identified for Comprehensive Support & Improvement (CSI) that fail to meet the State’s exit criteria within four years. This document consists of four parts: the first section details an overview of *School Redesign*, the second section details how a Community Advisory Board (CAB) supports *School Redesign*, the third section explains the current application process for schools engaged in *School Redesign*, and the fourth section details how *School Redesign* impacts Accountability Results.

Table of Contents

Introduction.....	2
Overview of the LEA FAQ Document and Purpose	2
Section 1: School Redesign Overview.....	4
1.1 Why are schools required to engage in school redesign?	4
1.2 Who is required to undergo school redesign, and what is the timeline?	4
1.3 Can LEAs elect to move a CSI school to redesign prior to the 4-year timeline?	4
1.4 What are the models for school redesign?	4
1.5 What is LEA Proposed Redesign?	4
1.6 How do LEAs select a school redesign model?	5
1.7 What funding is available to support school redesign?	5
1.8 Are schools engaged in school redesign required to complete a Comprehensive Support & Improvement Plan within the Strategic Planning System?	5
Section 2: Community Advisory Board.....	5
2.1 What is a Community Advisory Board?.....	5
2.2 Who serves on a Community Advisory Board?	5
2.3 How does the Community Advisory Board differ from a School Improvement Team?	6
Section 3: School Redesign Application & Approval	6
3.1 What is the school redesign application?	6

3.2	Can a LEA and school partner with an external vendor to support school redesign?	6
3.3	What is MPA 589?.....	6
3.4	What type of technical assistance does RIDE provide for school redesign?	7
3.5	Does the school redesign application require approval?	7
3.6	Will the school redesign application be reviewed and given feedback prior to presenting it to the Council?.....	7
3.7	What will happen at the end of the review process?	7
3.8	What happens after the Council approves a school redesign application?	7
3.9	What happens if a school redesign application is not submitted or not approved?	7

Section 4: Accountability Results.....8

4.1	How does school redesign impact accountability?	8
4.2	How does school redesign impact the RIDE Report Card Visuals?	8
4.3	What if a school exits CSI while implementing a school redesign model?	8
4.4	What if a school does not exit CSI while implementing a school redesign model?	8

Section 1: School Redesign Overview

1.1 Why are schools required to engage in school redesign?

As required by ESEA section 1111(d)(3)(A)(i)(I), Rhode Island's ESSA State Plan has identified *School Redesign* as the more rigorous intervention required for schools identified for Comprehensive Support & Improvement (CSI) that fail to meet the State's exit criteria within four years. These schools are Rhode Island's lowest performing 5% and their traditional school improvement efforts have not yielded results that remove them from CSI status. In these circumstances, Rhode Island will require any school identified for CSI that has failed to meet the exit criteria within four years of identification to undergo *School Redesign*. *School Redesign* must fundamentally change the conditions and structures of the school, resulting in every student and educator the opportunity for success.

1.2 Who is required to undergo school redesign and what is the timeline?

Schools identified for CSI that have failed to meet exit criteria within four years of identification will undergo *School Redesign*. Schools can view their CSI identification year on their [RIDE Report Card](#) under the *At A Glance* tab. For more information on School Accountability, see Section 4 of the Redesign. Timelines for schools: [Implementing School Redesign Cohort 1\(2018\)](#); [School Redesign Cohort 2 \(2018\)](#); [CSI \(2019\)](#); [CSI \(2022\)](#); and [CSI \(2024\)](#).

1.3 Can LEAs elect to move a CSI school to redesign prior to the 4-year timeline?

Yes, this is a local decision. Nothing prevents a Local Education Agency (LEA) from initiating *School Redesign* at an earlier year within the transformation process. RIDE encourages LEAs to have meaningful discussions with their CSIT and CAB about the progress the school has made throughout the school improvement process and, if applicable, have proactive, collaborative, and authentic discussions about what *School Redesign* may look like to ensure the future success of the school.

1.4 What are the models for school redesign?

Per Rhode Island's ESSA State Plan, LEAs may choose from one of the five following *School Redesign* models: *Empowerment*, *Restart*, *Small Schools of Choice*, *LEA Proposed Redesign*, and *Closure*.

1.5 What is LEA Proposed Redesign?

This redesign model is a LEA designed alternative model, which meets the following criteria: a) a high-quality school leader, b) a new school model, and c) significant school autonomy. This may include an alternative governance model for the school. LEA Proposed Redesign must fundamentally redesign the conditions for teaching and learning which will reposition the school to address student needs and promote higher student achievement for all learners.

1.6 How do LEAs select a school redesign model?

The model selected by LEAs should be grounded in data, accompanied by a thoughtful analysis of why school improvement efforts thus far have been insufficient. LEAs will authentically engage with their Comprehensive School Improvement Team (CSIT) and Community Advisory Boards (CABs) to fundamentally redesign and relaunch the school to better address student needs and promote student achievement.

1.7 What funding is available to support school redesign?

Schools engaged in redesign and remain identified as CSI will be eligible for School Improvement Grant (SIG) (1003a) funding. RIDE strongly encourages LEAs to invest in an external vendor to partner with and support the school's development of the redesign application. For more information on the application and approval process, see Section 3 of the Redesign FAQs.

1.8 Are schools engaged in school redesign required to complete a Comprehensive Support & Improvement Plan within the Strategic Planning System?

Yes. Schools engaged in redesign must complete a Comprehensive Support & Improvement Plan (CSIP) as their application for SIG funding. The plan must be created within RIDE's Strategic Planning System (SPS) by July 1st per the Education Accountability Act of 2019 (EAA). The CSIP's priority areas, goals, and evidence-based initiatives should align with the school's Redesign Application. Redesign schools will work collaboratively with RIDE on developing their CSIP and may have additional requirements for their plan and budget.

Section 2: Community Advisory Board

2.1 What is a Community Advisory Board?

A key value of Rhode Island's ESSA State Plan focuses on collective responsibility among all stakeholders – including the community in which the school serves. To align with the priority area of *Engaged Communities* as outlined in [RIDE's Strategic Plan for PK-12 Education](#), Rhode Island will require all LEAs with schools identified as CSI to assemble a Community Advisory Board (CAB). Through the CAB, community stakeholders will possess a dedicated advisory “seat at the table” to provide feedback and support to the LEA and school on the initial development and ongoing progress of the school's redesign application. It is important to note that, unlike the local school board or committee, the role of the CAB is not to operate schools but rather to provide a community voice to guide school improvement efforts.

2.2 Who serves on a Community Advisory Board?

The CAB should represent a broad range of community stakeholders from the communities served by the identified school(s). Such community members may include, but are not

limited to, parents, students, elected officials, business leaders, representatives of advocacy organizations, nonprofit community-based organizations, community faith and cultural organizations, community programs, and other community-based interest groups, as appropriate. CAB members may not be employees or have a financial relationship with the LEA.

2.3 How does the Community Advisory Board differ from a School Improvement Team?

In some schools, and under some circumstances, the work of the School Improvement Team (SIT) or SIT members may overlap with the work of other teams. For example, schools identified for CSI through the state's school accountability system will have a CAB, a team with specialized responsibilities. The CAB, when working with school-based teams, is collaboratively responsible for the development, implementation, and monitoring of Comprehensive School Improvement Plans (CSIPs). This collaborative team could function as a SIT for the purposes of the Educational Accountability Act, if membership of these teams meets the requirements of the Act. For more information, please reference [RIDE's Guidance on School Improvement Teams](#).

Section 3: School Redesign Application & Approval

3.1 What is the school redesign application?

The *School Redesign Application and Rubric* can be found on RIDE's website. A completed application will include the following:

- Part I: School Details
- Part II: Pre-Conditions for Success
- Part III: Redesign Academic Focus and Plan
- Part IV: Redesign Operational Focus and Plan
- Appendices: Needs Assessment, School Improvement Team and Community Advisory Board Composition, Community Support & Involvement, Daily Schedule, LEA and School Signature Sheet, Staffing Plan, School Redesign Implementation Plan, and School Redesign Budget Worksheet

3.2 Can a LEA and school partner with an external vendor to support school redesign?

RIDE highly encourages LEAs to partner with an external vendor to support the redesign planning and application process. SIG funds can be utilized to support these efforts. To support LEAs with the planning and selection process, RIDE has Master Price Agreement (MPA) 589 available to LEAs to ensure a quality and streamlined procurement process.

3.3 What is MPA 589?

MPA 589: OE PK-12 School Redesign & Strategic Support Services provides a list of pre-vetted highly qualified school redesign partners. Following the [Division of Purchases Contract User Guide](#), LEAs can solicit requests for proposals using Master Price Agreement (MPA) 589 to support redesign efforts. This MPA lists qualified firms to provide school

redesign services, including associated specialized services to support community-driven and evidence-based school redesign efforts, for schools in the state of Rhode Island. The purpose of such services are 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. Link to [Division of Purchases: Contract Board of Master Price Agreements](#) then search MPA 589.

3.4 What type of technical assistance does RIDE provide for school redesign?

RIDE's Office of School and District Improvement will provide targeted support for LEAs and school leaders engaged in *School Redesign*.

3.5 Does the school redesign application require approval?

All school redesign applications will be subject to approval by the Rhode Island Council on Elementary and Secondary Education (the "Council"). LEA and school leaders should anticipate presenting their redesign model and overview to the Council as part of the approval process.

3.6 Will the school redesign application be reviewed and given feedback prior to presenting it to the Council?

RIDE partners with an external vendor to review, provide feedback, and score the School Redesign Application. The school redesign application process consists of the following three review phases:

- Phase I: Initial Review
 - This review period lasts 14 business days
- Phase II: 7-Page Response
 - This review period lasts 9 business days
- Phase III: Capacity Interview
 - This review period lasts 15 business days

For more information on application feedback and timelines: *School Redesign Application Technical Guidance Overview*

3.7 What happens at the end of the review process?

At the end of the three phases of review, the external vendor will provide a final recommendation based on the number of standards that do and do not meet the rubric criteria. The recommendation to the Council will consist of one of the following:

- The Council should move to approve the *School Redesign* application.
- The Council should move to approve the *School Redesign* application with conditions.
- The Council should not approve the *School Redesign* application.

3.8 What happens after the Council approves a school redesign application?

If the Council approves the School Redesign application, the LEA should begin the implementation of the model as outlined in the redesign timeline visual.

3.9 What happens if a School Redesign application is not submitted or not approved?

If the LEA fails to submit a plan or submits a plan that is not approved by the Council, the Council may elect to take additional state-determined action pursuant to [RIGL § 16-7.1-5](#).

Section 4: Accountability Results

4.1 How does school redesign impact Accountability?

Depending on the year the school was first identified as CSI, any school engaged in *School Redesign* will be eligible to exit CSI status with the release of Accountability. Starting with the schools identified for CSI in 2022, schools will be evaluated for the exit criteria every two years. Schools identified prior to 2022 will continue to be evaluated for the exit criteria annually.

4.2 How does school redesign impact the RIDE Report Card visuals?

Once the application is approved by the Council, LEAs engaged in *School Redesign* will be publicly classified as “New School Redesign” on RIDE’s Report Card.

4.3 What if a school exits CSI while implementing a school redesign model?

If a school is no longer identified as CSI, it is no longer eligible for a SIG to fund improvement efforts. RIDE strongly recommends that schools exiting status still honor and implement the School Redesign model and application as approved by the Council.

4.4 What if a school does not exit CSI status while implementing a school redesign model?

If the LEA fails to meet the exit criteria for being identified as in need of CSI within three years of initiating a School Redesign effort (excluding a planning year), then the Council may elect to take additional state-determined action pursuant to [RIGL § 16-7.1-5](#).