**Rhode Island Department of Education School Redesign Application Rubric**

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| **School:** | **LEA:** | | |
| **Final Recommendation:** | | | |
| **School Redesign Application Summary of Rubric Ratings** | | | |
| **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 |  |  |  |
| **Part II: Pre-Conditions for Success[[1]](#footnote-1)** | | | |

| **Section 2.1: Needs Assessment** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   * Completes Appendix A by:  1. Presenting a variety of sources of data that are disaggregated, including the following:    * State Assessment Results in Achievement and Growth for ELA and mathematics    * Graduation Rates (if applicable)    * Local Assessment Results for ELA and mathematics    * SurveyWorks results by students, parents, and staff 2. Providing a thorough analysis of the school’s greatest needs, citing data to substantiate (the analysis must identify evident achievement and equity gaps) 3. Presenting a root cause analysis for each need that clearly outlines the contributing factors, as well as indication that solving the root cause will solve the problem | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |

| **Section 2.2: School Improvement Team, Community Advisory Board (CAB), and Community Input** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Provides a detailed explanation that indicates the extent of the involvement of the CAB and community in decisions made related to the school redesign process (e.g., participation in the needs assessment, input around the selection of the model and focus), including how their involvement and input has been incorporated into the application 2. Describes how the larger community has been informed about the school’s redesign plans, including who has been communicated to, about what, and through which specific mechanisms 3. Presents a feasible plan for how CAB and community members will continue to participate in the school’s redesign efforts, including details around what and how their input will be solicited and acted upon 4. Includes at least 3 documents that demonstrate community support (e.g., letters of support) and at least 3 artifacts that show that CAB and community meetings have been held (e.g., meeting agenda, meeting minutes) as Appendix C | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
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| C. |  |  |
| D. |  |  |

| **Section 2.3: Model Selection** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Indicates which of the 5 RI ESSA State Plan models was selected 2. Provides a thorough description of the focus of the selected model, including how they will meet the needs of students and the community using data and analysis from the needs assessment (as well as other sources as applicable) to substantiate 3. Presents current research to evidence that the focus is a sound solution to the diagnosed needs of the school | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |

| **Part III: School Redesign Academic Focus and Plan** |
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| **Section 3.1: Mission, Vision, Key Design Elements, and Goals** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Presents a measurable mission statement that clearly indicates the school’s purpose and intention 2. Includes an inspirational and aspirational vision statement that looks forward and articulates the ideal state the school wishes to achieve; the vision and mission work in complement with clear indication of how the mission supports the vision 3. Describes the key design elements that are integral to implementation of the school’s redesign model and focus; descriptions should highlight how the school will operationalize (e.g., through enabling systems, structures, staffing, etc.) each element in support of the focus and achievement of the mission and vision 4. Outlines the school’s SMART+E (equity) performance goals, which should reflect all populations of students, include achievement and growth targets, align to the school’s focus, mission, and key design elements 5. Presents a description that details what the school will look, feel, and sound like when the school redesign model and focus is fully implemented; descriptions should focus on school stakeholder experiences (i.e., student, teacher) during a typical school day | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |
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| **Section 3.2: Curriculum, Assessment, and Instruction** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. 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) 2. 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) 3. Demonstrates that all curricula selections are high-quality and have been proven effective with a similar population of students that the school serves 4. 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 5. 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 6. Provides evidence that the instructional practices will be effective with the school’s specific student population | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
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| F. |  |  |

| **Section 3.3: Daily Schedule** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. 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 2. 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.) 3. 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.) 4. Outlines how the daily schedule will effectively support teacher planning and collaboration (e.g., common planning time, etc.) | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |

| **Section 3.4: Equity and Shared Responsibility** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Presents a detailed, comprehensive plan around supporting students who are at-risk and struggling to include specifics around staffing (e.g., interventionists), structures (e.g., dedicated team, embedded intervention time), programs (e.g., researched-based intervention programs such as LLI, IXL, etc.), and practices (e.g., identification processes, intervention plans, progress monitoring, etc.) that will be implemented to meet each student’s individual needs; plans should clearly indicate how and when students will receive intervention and by who 2. Provides a detailed, comprehensive plan for serving students who are differently abled to include specifics around staffing (e.g., how many special educators in relation to percentage of student body having IEPs [i.e., caseloads]), structures (e.g., embedded time for students to receive their minutes/services, etc.), programs (e.g., inclusion, specially designed instruction, etc.), and practices (e.g., LRE, push-in, pull-out, etc.); plans should clearly indicate how, when, and where students will receive services/minutes and by who 3. Describes a detailed, comprehensive plan for serving students who are Multi-Lingual Learners (MLLs) to include specifics around staffing (e.g., how many MLL teachers in relation to percentage of student body acquiring English [i.e., caseloads]), structures (e.g., embedded time for ELD and other language supports, etc.), programs (e.g., specialized curricula like American Reading Company, etc.), and practices (e.g., sheltering content, etc.); plans should clearly indicate how, when, and where students will receive language services and supports and by who 4. Outlines a detailed, comprehensive plan for serving students who require enrichment and acceleration to include specifics around staffing (e.g., dedicated enrichment teacher/coordinator, etc.), structures (e.g., embedded time for enrichment, etc.), programs (e.g., computer-based adaptive programs, etc.), and practices (e.g., grouping students according to shared gift/skill, providing alternate projects/assignments, etc.); plans should clearly indicate how and when students will receive enrichment/acceleration and by who | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |

| **Section 3.5: School Climate and Culture** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Presents a robust description of the desired school climate and culture, including what it will look like, sound like, and feel like for students and staff 2. Provides detail plans around establishing and maintaining the desired climate and culture; plans should articulate the systems, structures, policies, and other enabling practices that will be implemented according to school stakeholder group:    * Students    * Staff    * Parents and Families 3. Outlines how all students, including special populations, will be included in the desired climate and culture 4. Indicates the extent to which students have been involved in the school redesign process, as well as how their input and feedback has been incorporated into the application 5. Articulates a feasible plan for the continued engagement of students during the school redesign process, including how their input will be solicited and applied | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |
| E. |  |  |

| **Part IV: School Redesign Operational Focus and Plan** |
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| **Section 4.1: LEA Support and Resource Management** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Presents a thorough description around how the LEA will be reconfigured in direct support of the school’s redesign plans, including details about the following:    * Clear indication of who from the LEA will supervise district-wide school redesign efforts, including where this role is positioned on the organizational chart    * Explanation of what offices will coordinate around school redesign efforts, to include the scope of support that each office will provide and the expectations around how each will work in tandem to support successful school redesign    * Delineation of how oversight of a redesign school leader will differ from oversight of a school leader not leading school redesign work 2. Provides a robust description that outlines how the LEA will assist and support the school in resource management; resources that should be discussed include the following    * Leadership    * Talent    * Financial    * Others as applicable | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |

| **Section 4.2: School Autonomy and Governance** | | |
| --- | --- | --- |
| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Outlines autonomies that the school will be afforded that deviate from standard LEA policies and procedures, explanations should include the following details around each specific autonomy:    * Description of the scope of each autonomy    * Indication of how each autonomy differs from standard LEA policies and procedures    * Rationale around why the autonomy is needed to successfully implement the school redesign model and focus 2. Presents a thorough description around the school’s governance structure, including how the structure will support implementation of the school redesign model and focus 3. Provides delineations around decision-making authority between the LEA and school so that it is clear what entity makes what decision; explanations should include the following categories:    * School Performance Goals    * Curricula    * Assessment    * Daily Schedule    * Culture    * Professional Development    * Hiring    * Budget    * Collective Bargaining | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |

| **Section 4.3: Collective Bargaining Agreement (if applicable)** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Outlines a general plan that feasibly indicates how the Lead Education Agency’s (LEA) collective bargaining agreement will be navigated in tandem with the plan for the school’s redesign 2. Provides a thorough description of potential barriers that can be anticipated based on the LEA’s collective bargaining agreement, including details around how each identified barrier could impact the school’s redesign plans and efforts 3. Presents an explanation that thoroughly indicates how each identified barrier will be addressed to ensure effective implementation of the school redesign model, focus, and key design elements | | |
| **Standard** | **Feedback** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |

| **Section 4.4: Staffing Plan** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Completes the staffing chart as Appendix E, clearly indicating the titles and number of FTEs for all positions 2. Provides an explanation about how the staffing plan will enable the school to successfully implement the school redesign model and focus, highlighting specialized positions (e.g., CTE-specific teachers, IB Coordinator, etc.) that are integral to the school’s redesign plans 3. Presents a description that clearly indicates how the staffing plan will effectively support teaching and learning, highlighting roles that are in response to specific student needs as revealed by the results of the needs assessment and other relevant data | | |
| **Standard** | **Evaluative Comment** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |

| **Section 4.5: School Leadership** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Provides a clear plan for ensuring that the school will be led by a high-quality leader with successful school redesign experience; details should include the following:    * Mechanisms employed to identify the leader    * Process utilized to hire the leader    * Timeline for recruitment and hiring 2. Presents a clear description of the leader’s role around supporting the school’s redesign efforts, including specific expectations for what the leader directly supports, as well as distributes 3. Outlines an accountability plan for the leader, to include who is holding the leader accountable and through what process | | |
| **Standard** | **Evaluative Comment** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |

| **Section 4.6: Talent Management** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Identifies any specialized staffing positions/requirements needed to implement the school’s redesign focus and model; responses should align with Appendix E: Staffing Plan 2. Presents a description around how the school will recruit and hire 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, IB, CTE, etc.)    * Support Staff (e.g., counselor, social worker) 3. Outlines how the school will ensure that staff will have access to and complete any specialized training needed to implement the school redesign model and focus (e.g., IB, AP, SEI, etc.), including who will be responsible for oversight 4. Provides a thorough plan around supporting and developing instructional staff; responses should include the systems, structures, staffing, and expectations around the following:    * Coaching    * Professional Development    * Formal Collaboration 5. Indicates how the school will retain high-performing staff; responses should highlight the specific strategies that will be employed and why they will result in retention | | |
| **Standard** | **Evaluative Comment** | **Standard Rating** |
| A. |  |  |
| B. |  |  |
| C. |  |  |
| D. |  |  |
| E. |  |  |

| **Section 4.7: Family Engagement** | | |
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| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Presents plans for communicating with parents at the school and teacher levels; responses should highlight communication mechanisms and expectations for both levels 2. Provides an explanation of how the school will integrate families in the climate and culture of the school on a consistent and on-going basis (e.g., school events, academic nights, volunteering opportunities, etc.) | | |
| **Standard** | **Evaluative Comment** | **Standard Rating** |
| A. |  |  |
| B. |  |  |

| **Section 4.8: School Redesign Implementation Plan** | | |
| --- | --- | --- |
| **Section Rating:** | | |
| Characteristics of a response that meets the standard:   1. Completes Appendix F by outlining the major milestones and corresponding owner(s) and timeline across all three years of the school’s redesign; milestones should clearly indicate the degree to which each of the below areas will be implemented:    * Curriculum    * Assessment    * Instruction    * Staffing    * Professional Development/Training 2. Presents a thorough description that identifies the most significant challenges anticipated (e.g., hiring specialized staff) as the school goes through the school redesign process, as well as outlines how the school will proactively address each (e.g., forming targeted partnerships with specialized organizations) | | |
| **Standard** | **Evaluative Comment** | **Standard Rating** |
| A. |  |  |
| B. |  |  |

1. Note that examples are provided throughout the rubric. Examples are meant to illustrate the type of information that could be included in responses. Examples should not be interpreted as requiring specific information/choices when responding to prompts. [↑](#footnote-ref-1)