



## **Choosing a Reform Model**

**Parent Stakeholder Meeting**

# Planning Meeting Agenda

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- Media announcement
- Introduction of PPSD staff and parent representative and discussion of meeting norms/expectations (5 minutes)
- Overview of school classifications and allowable reform actions (30 minutes)
- Question and Answer session (30 minutes)
- Facilitated discussion of models (80 minutes)
- Recommendation of reform model and information about next steps (15 minutes)

# Planning Meeting Norms and Expectations

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- All participants will be respectful and courteous to one another
- Only one speaker and one conversation at a time
- PPSD participants will present all information in an unbiased manner
- Discussions and comments should focus only on the four allowable models
- Remember that PPSD must ultimately choose one of the four models with no modifications – It is important that your feedback is captured

# Background

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- RIDE identified six RI schools as “persistently lowest-achieving”
- Reasons for RIDE’s school identifications:
  - To be eligible for federal Title I School Improvement Grant program funding – Providence will receive \$500,000 to \$2 million over 3 years for each school
  - Improving struggling schools is a key objective of RIDE’s strategic plan to transform education in Rhode Island
  - Improving struggling schools makes the State more competitive for federal Race to the Top funding (potential \$75 million to RI)
- Reforms will take place regardless of funding streams

# Providence Schools Identified for Improvement

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- Charlotte Woods ES
- Lillian Feinstein at Sackett Street ES
- Roger Williams MS
- Cooley HSTA
- Feinstein HS

# RIDE Criteria for “persistently lowest-achieving”

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- Performance over 7 years
- Factors taken into consideration:
  - Performance in math and reading compared to state performance
    - Entire school population
    - Groups of students: white, black, Hispanic, Asian, free and reduced lunch, special education, English language learners
  - # of years in need of improvement per NCLB classifications
  - School-wide improvement in reading and math from 2006 to 2009 compared to state-wide improvement

# RIDE Expectations for School Reform

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- Federal government is demanding that more drastic reforms be implemented
- Actions must lead to increased choices, opportunities and outcomes for students
- Districts must set clear expectations for performance

# RIDE Expectations for School Reform

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- Districts must enhance school-level capacity to accelerate improvement
- Districts must engage families and community in an honest dialogue about the urgency for change
- **Under no circumstances will persistently lowest achieving schools be allowed to continue to operate under the same conditions**

# Process and Timeline for Identifying Reform Models

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- RIDE Requirements

- Within 30 days - convene a district stakeholder group to serve as a focus group and provide feedback to the Superintendent's preliminary recommendation (February 25<sup>th</sup>)
- Within 45 days - submit to the Commissioner a letter of intent that specifies the recommended reform option that will be implemented in each school (March 17<sup>th</sup>)
- Within 120 days of the Commissioner's approval (March 31<sup>st</sup>) - develop a comprehensive school reform plan based on student need and student outcome data

- PPSD Enhanced Process

- Hosting school-level teacher and parent stakeholder meetings – information and feedback

# Four Allowable Reform Models

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- Restart model
- School closure
- Transformation model
- Turnaround model

# Restart Model

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- District converts a school or closes and reopens a school under one of the following mechanisms:
  - a regional collaborative organized under state law
  - a charter school operator, or a charter management organization (CMO)
  - an education management organization (EMO) that has been selected through a rigorous review process
  - the creation of a joint labor/management compact that creates a new management structure with shared decision-making designed to fully address the needs of each student in the schools
- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school

# School Closure

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- Close school
- Enroll the students in other public schools within the district or state that are higher achieving
- School options should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available
- Process is separate from facilities master plan recommendations

# Transformation Model

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- Four main reform areas
  - Teacher and School Leader Effectiveness
  - Comprehensive Instructional Reform Strategies
  - Increased Learning Time and Community-Oriented Schools
  - Operational Flexibility and Sustained Support

# Transformation Model

## Teacher and School Leader Effectiveness

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- Replace the principal
- Rigorous, transparent, and equitable evaluation systems for teachers and principals
  - Multiple and diverse data sources - student growth, observation-based assessments of performance, ongoing collections of professional practice reflective of student achievement, drop-out rates, attendance, discipline data and increased high-school graduation rates
  - Designed and developed with teacher and principal involvement
  - Reward school staff who increase student achievement and high-school graduation rates; Remove those who, after ample opportunities have been provided for them to improve their professional practice, do not

# Transformation Model

## Teacher and School Leader Effectiveness

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- Provide staff with ongoing, high-quality, job-embedded professional development
- Implement strategies to recruit and attract highly qualified staff - financial incentives, increased promotion and career growth opportunities, and more flexible work conditions
- Require that teacher and principal mutually consent to staff assignment, regardless of teacher seniority

# Transformation Model

## Comprehensive Instructional Reform Strategies

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- Use data to identify and implement an instructional program that is research-based, “vertically aligned” from one grade to the next and aligned with State academic standards
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students
- Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

# Transformation Model

## Increased Learning Time and Community-Oriented Schools

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- Establish schedules and implement strategies that provide expanded learning – longer day, week or year
- Provide ongoing mechanisms for family and community engagement

# Transformation Model

## Operational Flexibility and Sustained Support

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- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates
- Ensure that the school receives ongoing, intensive technical assistance and related support from the district, state or a designated external lead partner organization (such as a school turnaround organization or an EMO)

# Turnaround Model

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- Must replace the existing principal and give the new principal flexibility in staffing, scheduling and budgeting to improve student achievement
- Must release all staff and rehire no more than 50% of the current staff
- Must implement strategies to recruit and attract highly qualified staff - financial incentives, increased promotion and career growth opportunities, and more flexible work conditions

# Turnaround Model

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- Must provide staff with ongoing, high-quality professional development to facilitate effective teaching and learning and successfully implement school reform strategies
- Must use student data to implement a curriculum that is aligned with state standards and to make instructional choices
- Must extend learning time – longer day, week or year
- Must provide social-emotional supports and community oriented services

# Four Allowable Reform Models

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- **Restart model** - Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization
- **School closure** - Close a school and enroll the students who attended that school in other schools in the school district that are higher achieving
- **Transformation model** - Replace the principal and take steps to increase teacher and school leader effectiveness; Institute comprehensive instructional reforms; Increase learning time and create community-oriented schools; Provide school with operational flexibility and sustained support
- **Turnaround model** - Replace the principal and rehire no more than 50 percent of the staff

# Guiding Questions for Reviewing Models

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1. What are the possible benefits to students which could come from implementing this model?
2. What are the deterrents, or down sides, to implementing this model?
3. Given that Providence Schools must choose one of the four models, does this model seem like the best available choice?