

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
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Deborah A. Gist
Commissioner

January 31, 2013

Dear Members of the General Assembly,

Today, we live in a global economy in which technology, the Internet, the World Wide Web, search engines, hand-held electronic devices, artificial intelligence, gaming, robotics, and social media all provide us with information and resources and put us in touch with people, places, and ideas – instantly, and all the time. Technology has opened access to the world and provided a world of resources for our teachers and students.

Just as our world and our expectations are changing rapidly, the skills our students need to succeed are dramatically different today from what students needed 10 years ago. To prepare our students for success in the 21st century, we must change the way we support our teachers and students. To transform education for the 21st century, we need to rethink learning, rethink schools, and take advantage of all of the resources available to us.

As Commissioner of Elementary and Secondary Education in Rhode Island, I am proud to report to you that Rhode Island has taken dramatic steps to welcome technology into the classroom – not as a tool, a resource, or an add-on but as an essential element in the process of teaching and learning. As you will read in this report, RI Virtual Learning: Annual Legislative Report FY 2013, over the past year we have taken such steps as providing an Innovation Powered by Technology Model School grant to transform education in the Pleasant View School, begun the process of collecting enrollment and financial data related to virtual learning, assessed our students and surveyed our schools on technology readiness, and signed a Master Price Agreement to enable our schools to purchase laptops and software at a fixed, reasonable price.

The Statewide Virtual Education Act that you passed last year has set us on a course toward promoting “the use and quality of virtual courses as part of public education in Rhode Island.” In conjunction with this act, the \$20-million technology bond that you approved last year will provide wireless Internet access to every Rhode Island classroom, and a budget item that Governor Chafee has proposed to you to could provide an additional \$400,000 a year to purchase greater bandwidth for our schools. Thank you for your continuing support of these valuable education initiatives.

Through such innovations as virtual learning, we can continue working together to improve teaching and learning across our state and to make our schools America’s best.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Gist', written over a white background.

Deborah A. Gist
Commissioner

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RI **V**IRTUAL LEARNING



ANNUAL LEGISLATIVE REPORT

FY 2013

Empowering Students to Succeed in the 21st Century

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Overview

VIRTUAL LEARNING HIGHLIGHTS

RIDE initiated the statewide conversation around Virtual Learning in Rhode Island through the state's first annual Virtual Learning Conference in February 2012. Since then, Rhode Island has made significant strides in implementing Virtual Learning as evidenced by the following: RI legislature passing the Virtual Learning law (June 2012); the Board of Regents adopting the Virtual Learning Regulations (July 2012); the award and implementation of the Innovation Powered by Technology Model School Grant at Pleasant View Elementary School in Providence; the creation of the Virtual Learning Math Modules (VLMM) for our high school students; and the increased expenditures at the local level related to Virtual Learning. There are several state-wide efforts addressing the need for student access to technology including the recently passed Technology Bond bringing wireless access to all schools; the Governor's proposed FY14 budget ensuring bandwidth in our schools; and a bundled technology solution for districts.

LOOKING AHEAD

Rhode Island schools are stepping up to the challenge of accelerating access to Virtual Learning for all students. Virtual Learning and available technology tools and resources will help Rhode Island increase student achievement, support teachers in student-centered learning environments, and meet the growing technology needs of our students and communities. Rhode Island will have to stay focused to provide the resources necessary to ensure access needs for all students and educators to teach and learn in the 21st Century.

We expect to learn a great deal about implementing blended learning models from the Model School, Pleasant View Elementary School in Providence. Lessons learned will be shared broadly to support other systems moving toward customized blended learning.

VIRTUAL COURSE PARTICIPATION RATES

Virtual Course Participation Rates

As part of the strategic plan and Race to the Top work, RIDE is working to create robust user-friendly data systems. These systems or platforms are designed to support the increased usage of cross-domain data for RIDE, districts, researchers and the public. The new Teacher/Course/Student (TCS) data collected this year will improve educational decisions by connecting the teachers to their students accurately in statewide data systems. TCS data enables RIDE to determine which educators teach which courses and which students are in those courses.

The TCS data is under development at this time as districts adjust and incorporate this element into reporting. Providence, Pawtucket, Woonsocket and Central Falls are moving to new student information systems to accommodate the ever growing data needs such as TCS reporting. Historically, elementary schools have not collected this type of information so they must make a concerted effort to understand and incorporate the requirement into daily processes. More information about the TCS data requirement can be found on the RIDE web site at http://www.ride.ri.gov/onis/webinar_20111122.aspx.

A portion of the TCS data collection addresses the environment in which the course is being taught - traditional classroom setting, a hybrid or blended learning setting, or fully online setting. The available TCS data is currently capturing information about Virtual Learning at the high school level.

FULL ONLINE SETTING - FY2014

- **LEAs reporting Online Course offerings¹ in a full online setting:** 7 LEAs
(Cumberland, Exeter W. Greenwich, Middletown, Narragansett, North Smithfield, Westerly and Trinity Academy for the Performing Arts)
- **Total Number of Online Course Offerings²:** 174 course³ offerings
 - **Number of Online Math Course Offerings:** 16 math course offerings with **1 enrollment (AP Statistics)**
 - **Number of Online English Language Arts (ELA) Course Offerings:** 13 ELA course offerings with **0 enrollments**
 - **Number of Online Science Courses Offerings:** 36 science course offerings with **12 enrollments (Zoology, Astronomy, AP Biology, AP Environmental Science, AP Physics)**
 - **Number of Online Social Studies/History Course Offerings:** 25 social studies offerings with **3 enrollments (World Conflict, AP World History, Issues in American Law)**
 - **Number of Online Misc. Course Offerings:** 84 misc. course offerings with **67 enrollments**

¹ Cumberland and Middletown offer online courses but currently have no students enrolled.

² Reported courses are offered through either Virtual High School or Virtual Learning Academy

³ Courses are a semester in length.

VIRTUAL COURSE PARTICIPATION RATES

(Mandarin Language, German Language, Russian Language, Foreign Language and Literature, Engineering Principles, Entrepreneur, Investing in Stock Market, AP Computer Science, Game Design, Computer Science, Advanced Web Design, AP Art History, Kindergarten Teacher Assistant, Parenting in the 21st Century, Energy in Engineering, Engineering Principles, Forensic Science, Screenwriting, Sports Society, Topics in Child and Elder Care, The Human Body, 101 Ways to Write Short Story, Astronomy Principles, Sports and Society, Pre-Calculus 1, AP US History, AP Spanish, AP Psychology)

HYBRID OR BLENDED LEARNING SETTING

- **LEAs reporting Hybrid Course offerings in a full online setting:** 3 LEAs
- **Total Number of Hybrid Course Offerings:** 12 course offerings
 - **Central Falls - Alternative Learning Program**
2 hybrid math course offerings in semester 1&2 - 52 enrollments
 - **Bristol Warren - Credit Recovery Program**
1 hybrid math course offered in semester 1&2 - 60 enrollments
1 hybrid ELA course offered in semester 1&2 - 40 enrollments
1 Life Science course offered - 31 enrollments
1 Social Studies and History course offered - 29 enrollments
1 Sociology course offered - 24 enrollments
1 Misc. course offered - 33 enrollments
Content Provider - NovaNet
 - **Exeter W. Greenwich - Course/Teacher using hybrid model**
1 Sociology course offered - 24 enrollments

Challenges Ahead

Ensuring that the data collected is keeping pace with the various ways that hybrid and blended learning models being implemented will continue to be a challenge. Currently the data relating to Virtual Learning in Rhode Island is limited as the new data platforms are launched and as new elements are gathered. New Hybrid and blended learning models are emerging daily as teachers work to customize learning for their students.

LEAs with known hybrid programs and offerings that are currently not available through TCS data:

- **Providence** - Model School - Pleasant View Elementary School
Content Providers - Compass Learning, DreamBox, Raz-Kids, Renzulli Learning,
- **Pawtucket** - Alternative Learning Program
Content Provider - Apex Learning
- **Woonsocket** - Virtual Learning Academy
Content Providers - NovaNet, Rosetta Stone

VIRTUAL COURSE PARTICIPATION RATES

- **North Kingstown** - Special Education Program
Content Provider - NovaNet

LEAs currently implementing Virtual Learning Math Modules: 7 LEAs

(Cranston, East Providence, North Kingstown, North Providence, Providence, South Kingstown, Warwick)

RIDE expects a large increase in the number of students enrolled in VLMM as a result of the February release of NECAP Math scores.

TAKEAWAYS

Virtual Learning participation rates indicate that only a small portion of the student population is taking advantage of fully online course offerings at this time. Virtual High School and Virtual Learning Academy are the two main providers of fully delivered online courses in Rhode Island.

An ever increasing number of LEAs are instituting hybrid and blended learning programs. The emerging blended learning models are being implemented in individual classrooms, larger programs, and school-wide. Various content providers are being utilized in the programming.

VIRTUAL LEARNING EXPENDITURES

Virtual Learning Expenditures

FINANCIAL STATEMENT

The FY2011 and FY 2012 Uniform Chart of Accounts (UCOA) data indicate an increase of expenditures related to Virtual Learning in Rhode Island. The two elements relating to Virtual Learning expenditures include Virtual Classrooms (53221) and Supplemental Instructional Programs (53222).

VIRTUAL CLASSROOM - UCOA 53221

This UCOA element is described as “Fees paid to third party vendors for “Virtual Classrooms” that provide instructional programs via the Internet. Includes instruction provided via the Internet in lieu of face-to-face instruction time.” Examples include: Online courses provided through organizations such as Virtual High School and Virtual Learning Academy.

FY2011

- LEAs Reporting 53221 Expenditures: 6 LEAs
(Chariho, Foster Gloucester, Lincoln, Middletown, Smithfield, Westerly)
- Total Statewide Expenditures: \$40,000

FY2012

- LEAs Reporting 53221 Expenditures: 16 LEAs
(Barrington, Central Falls, Chariho, Cranston, Exeter W. Greenwich, Foster Gloucester, Jamestown, Johnston, Lincoln, Middletown, Narragansett, Providence, Smithfield, Westerly, Woonsocket, MET)
- Total Statewide Expenditures: \$192,000

SUPPLEMENTAL INSTRUCTIONAL PROGRAMS - UCOA 53222

This UCOA element is described as “Fees paid to third party vendors for web-based programs that are a supplement to instruction (not in lieu).” Examples include: Content used in a Hybrid or blended learning environment such as Read180, DreamBox, Raz-Kids, Compass Learning, NovaNet, e2020 etc.

FY2011

- LEAs Reporting 53221 Expenditures: 19 LEAs
(Barrington, Burrillville, Chariho, Coventry, Cranston, Cumberland, Exeter W. Greenwich, Johnston, Lincoln, Little Compton, Middletown, North Kingstown, Pawtucket, Providence, Smithfield, Westerly, Woonsocket, Davies, and the Green School)
- Total Statewide Expenditures: \$479,000

FY2012

- LEAs Reporting 53221 Expenditures: 26 LEAs
(Barrington, Bristol Warren, Burrillville, Central Falls, Chariho, Coventry, Cranston, Cumberland, Exeter W. Greenwich, Johnston, Lincoln, Little Compton, Middletown, Newport,

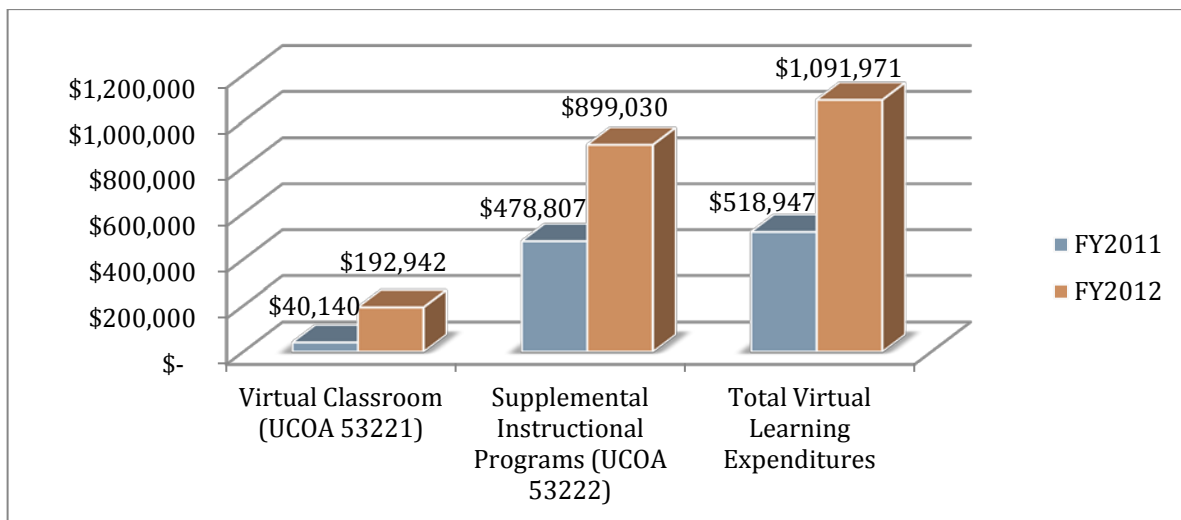
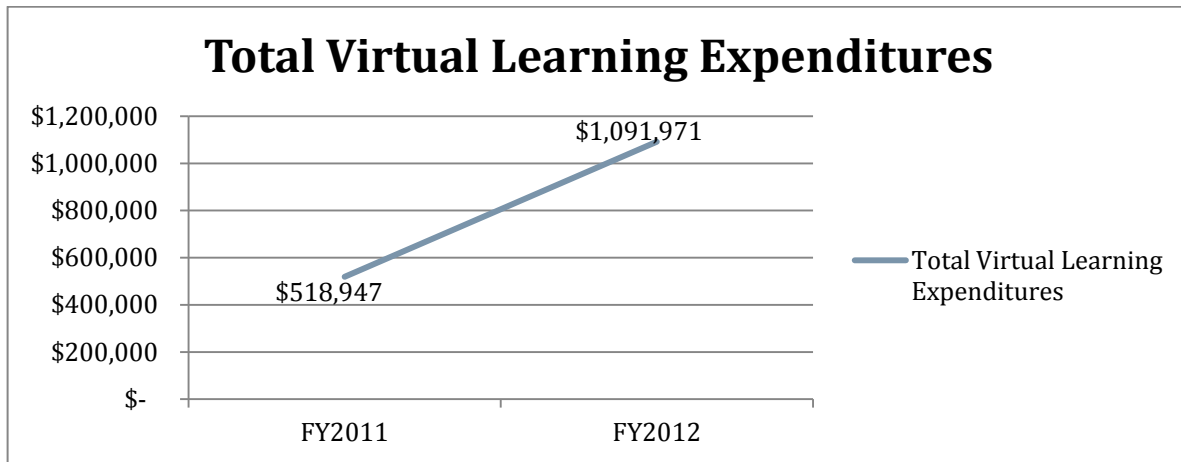
VIRTUAL LEARNING EXPENDITURES

North Kingstown, Pawtucket, Providence, Smithfield, Tiverton, Westerly, Woonsocket, Blackstone Academy, Cuffee, Davies, Green, Kingston Hill, MET)

- Total Statewide Expenditures: \$899,000

TOTAL INCREASE IN VIRTUAL LEARNING EXPENDITURES

The number of LEAs reporting Virtual Learning related expenditures increased by 66% over a two-year period. Virtual Learning expenditures increased by 47% statewide for providing student learning opportunities in both “Online” and “Hybrid/blended learning” environments. The majority of the Virtual Learning expenditures in both fiscal years support supplemental instructional programs delivered in a Hybrid or Blended Learning environment.



VIRTUAL LEARNING EXPENDITURES

CHALLENGES AHEAD

Financial data related to Virtual Learning in Rhode Island is currently limited to fully online costs and supplemental program costs. A crosswalk of the participation rates and the financial data indicates that LEAs are not reporting consistently in either area. Woonsocket and Providence, for example, have well-developed programs that are not reflected in the data. Further guidance and clarifications for districts is necessary.

TAKEAWAYS

A 66% increase in expenditures related to Virtual Learning indicates a perceived value by LEAs. The majority of the Virtual Learning expenditures in both fiscal years support supplemental instructional programs delivered in a Hybrid or Blended Learning environment rather than fully online or virtual instruction.

STUDENT ASSESSMENT DATA

Student Assessment Data

ASSESSMENT DATA FOR STUDENTS PARTICIPATING IN VIRTUAL EDUCATION

RIDE is unable to report on the link between student assessment data and virtual learning at this time as the enterprise data systems and platforms are currently in development. Additionally, there is data training in process to ensure that LEA data is accurate and complete. RIDE expects to capture a more complete picture during the 2013/14 school year through the new Teacher / Course / Student (TCS) data collection item and the fully developed, robust data systems.

The Director of the Office of Multiple Pathways is in regular conversation with the RIDE Data Team project managers. This will ensure that data to inform the Virtual Learning course-taking patterns in Rhode Island will be available in the future.

ADDITIONAL VIRTUAL LEARNING INFORMATION

Additional Virtual Learning Information

MODEL SCHOOL: PLEASANT VIEW ELEMENTARY SCHOOL, PROVIDENCE, RI

In Spring of 2012, the Rhode Island Department of Education (RIDE) announced a program designed to transform how teaching and learning takes place in the state. The Innovation Powered by Technology One-to-One Model School Grant program sought to fund a pilot school that would use technology as a catalyst for transformation and that would share its experiences with schools across the state. The awarded applicant would create a technology-rich learning environment that would fundamentally rethink and restructure teaching and learning through initiatives such as digital curriculum, virtual learning environments, flexible scheduling, and 1:1 computing.

In May, Pleasant View Elementary School (PVES) was selected to serve as the model school for blended learning and proof point site for public education across Rhode Island. As a result of this award, PVES is redesigning its instructional model and learning environment with the help of partners at the Business Innovation Factory, The Capital Good Fund, Education Elements, the Highlander Institute, the University of Connecticut, and the University of Rhode Island.

Halfway through the first year of implementation, Pleasant View Elementary School has already seen successes, including increases in student attendance and engagement and decreases in student behavior incidents. The Innovation Powered by Technology Model School Grant Program Interim Report for 2013, in the attached report, presents a case study of the school and its progress.

ACCESS TO TECHNOLOGY

There are several state-wide efforts addressing the need for student access to technology. The Technology Bond work expanding wireless access to classrooms across Rhode Island will begin this spring and progress over the next two years. (<http://www.ride.ri.gov/RIDE/docs/techbond/Tech%20bond%20FAQ.pdf>) The Governor's budget includes a \$400,000 increase Erate/RITEAF, which will be used to purchase greater bandwidth for schools. And a Master Price Agreement (MPA) is in place for a bundled technology solution. The solution includes the technology device and software, support and maintenance and extensive professional development opportunities. This agreement includes flexible leasing options that are designed to meet district financing needs.

(http://www.ride.ri.gov/OMP/VL/TechOps/All_Inclusive/All_Inclusive.aspx)

TECHNOLOGY READINESS TOOL

RIDE has been working closely with the PARCC consortium to understand our readiness to implement online assessments. In January 2013, PARCC will issue a School Readiness Planning Guide to assist states and districts in using the data and reports from the Technology Readiness Tool to inform planning and action steps, particularly at the building level. This information will include a calculator tool that allows schools to model different levels of testing windows, devices, simultaneous test-takers by grade level,

ADDITIONAL VIRTUAL LEARNING INFORMATION

available testing locations, bandwidth demands, and other variables that impact overall readiness, and to check their current and planned strategies against several “rule of thumb” models for determining test-taking configurations and student to device ratio targets.

EIGHTH GRADE TECHNOLOGY LITERACY

RIDE annually assesses all 8th grade public school students using the 21st Century Skills Assessment. The 21st Century Skills Assessment indicates whether a student is likely to possess the basic skills and knowledge necessary to use technology successfully in core coursework and in preparation for life in the 21st century. The 21st Century Skills Assessment uses a psychometrically validated blend of interactive, performance-based questions that allow students to authentically perform complex tasks in simulated applications, and multiple choice, knowledge-based questions. The assessment is designed to be completed in the classroom, computer lab or on Internet-connected computer within two class periods. It is aligned with all twenty four standards in the six strands of the International Society for Technology in Education (ISTE) National Educational Technology Standards for Students (NETS-S). Because it is an online assessment, timely reports with valuable data including score averages, assessment numbers, and proficiency levels are available at the state, district, school, class and student levels. 21st Century Skills Assessment Data is available on the RIDE web site at <http://www.ride.ri.gov/OMP/VL/TechLit/reports/data.aspx>.

2011-12 reports indicate that 41% of the 8th grade students state-wide demonstrated skills at the level of proficient or advanced. 52% of the 8th grade students demonstrated basic levels of proficiency.

INDIVIDUALS PER PROFICIENCY LEVEL				
PROFICIENCY	#	%	AVG MIN.	DISTRIBUTION
Advanced	750	7 %	34	
Proficient	3459	34 %	36	
Basic	5372	52 %	36	
Below Basic	686	7 %	22	

91% of the students state-wide reported access to a computer at home that can connect to the Internet. 80% of the students in Providence reported access to a computer at home that can connect to the Internet.

CONTACT INFORMATION

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Innovation Powered by Technology
Model School Grant Program

Interim Report:
January 2013



Pleasant View Elementary School

50 Obadiah Brown Rd.
Providence, Rhode Island

Innovation Powered by Technology
Model School Grant Program

BACKGROUND



You can feel the anticipation of what's coming next as the kindergarteners bounce their crisscrossed knees up and down as Ms. DeMatos concludes her morning meeting on the carpet in the front of the room. These students know that the end of morning meeting signals the beginning of their literacy block, which is filled with blended learning opportunities and they cannot wait to get started.

The first group heads off toward an eight laptop center positioned nicely by the entranceway to the classroom. The students don't run to their computers, but rather walk there with focused purpose, just as they have practiced numerous times in the weeks leading up to the rollout of blended learning at Pleasant View Elementary in Providence, RI.

Ms. DeMatos has worked tirelessly to make sure that her students understand the value and cost of these brand new machines, but in the end she is impressed by the seriousness with which these five-year-olds handle all the new hardware and software in their classroom.

"I have 19 boys in my classroom," Ms. DeMatos explains as she bustles around her room at the end of her lunch break. "19 of my 26 kindergarteners are boys! That is a lot of energy and it requires me to use a lot of energy to keep them focused. But, when they get on the computers they lock in. They focus. They are quiet and they just do their work."

It is clear this morning that the computers are working for the large number of boys in Ms. DeMatos' classroom. Six of the eight students who are now sitting with headphones on their heads, logging into their EdElements single sign-on dashboard, are boys and they could not be any quieter or more focused than they are at this minute.

Ms. DeMatos and her assistant teacher settle into their small reading group spots at different corners of the classroom and call groups of four to six students over to work with them on targeted reading interventions. Having the eight computers along with four iPads all running reading games that are meeting each student's needs academically allows these teachers more time to work in small groups with the students who need the most help. This morning Ms. DeMatos gets 20 highly engaged minutes with four students without one interruption from any of the five-year-olds in her room.

This quiet focused work continues for more than 90 minutes as students rotate on and off the computers through the SMARTboard station and iPad activities. Of course there are also legacy centers like cutting and pasting as well as book baskets for students to explore.

Blended learning has only been in action for three weeks in this kindergarten classroom, but by the looks of things you'd swear it had been happening for years.



Pleasant View Elementary School

District: Providence, Rhode Island
Principal: Dr. Gara Field
Title I School



Student Population: 460
Grade Levels: 140 students in Pre-K
320 students in Grades K-5

Student Characteristics (2011-2012):

- * 83% of students eligible for free or reduced lunch
- * 9% of students receiving ESL/Bilingual Education Services
- * 36% of students receiving Special Education services

AYP Summary for 2010-2011: Did not make AYP
Classification for 2010-2011: Caution

Participating in Providence's Innovation Zone

Innovation Powered by Technology Grant Award –
\$470,000 for the 2012-2104 school years

In the Spring of 2012, the Rhode Island Department of Education (RIDE) announced a program designed to transform how teaching and learning takes place in the state. The Innovation Powered by Technology Model School Grant program sought to fund a pilot school that would use technology as a catalyst for transformation and that would share its experiences with schools across the state. The awarded applicant would create a technology-rich learning environment that would fundamentally rethink and restructure teaching and learning through initiatives such as digital curriculum, virtual learning environments, flexible scheduling, and 1:1 computing.

In May, Pleasant View Elementary School (PVES) was selected to serve as the model school for blended learning and proof point site for public education across Rhode Island. As a result of this award, PVES is redesigning its instructional model and learning environment with the help of partners at the Business Innovation Factory, The Capital Good Fund, Education Elements, the Highlander Institute, the University of Connecticut, and the University of Rhode Island.

The school and its partners outlined the following set of measurable goals for the two year implementation cycle of the Innovation Powered by Technology Model School Grant.

- Decrease whole class instruction and maximize the extended daily schedule for targeted, small group learning.
- Increase student-centered instruction and instructional time.
- Design an effective rotational model allowing students to spend at least 50% of their day on personalized online learning.
- Increase the amount and quality of educational software that meets students' needs.
- Reconfigure space to include access to wireless technology within classrooms, as well as central space that connects sets of classrooms.
- Dramatically increase the integration of multimedia experiences and technology to reach students with diverse learning profiles.
- Shift the burden of content delivery from the teacher to integrated online curricula which enables students to master concepts at their own pace.
- Effectively integrate formative and summative assessments on individual student data dashboards to target instructional needs, develop strong intervention plans, and ensure that gaps are closing.
- Enable teacher to maximize instructional time through flexible/adaptive schedules that meet students' needs.
- Remove the barriers that confine learning within the school and school day.
- Redefine "classrooms" as flexible learning environments, in which students learn in a variety of ways.

Implementation of this two year grant program is well under way at Pleasant View Elementary School. Students, staff, administration, district support members, and program partners have worked together to lay the foundation for successful transformation via infrastructure planning, technology access, targeted professional development, student engagement, and community involvement.



Administration:

Dr. Gara Field, the Pleasant View Elementary School Principal, worked closely with the school's partners on various elements of the implementation plan and details throughout the summer. Ed Elements worked with Dr. Field, and her staff to produce a blended learning instructional model including schedules, staffing, digital content, grouping, assessments, professional development, and timeline. She also worked closely with the Highlander Institute to address technology access and integration, formative assessment, and to capture the change process that the school is and will be going through. The Rhode Island Teachers and Technology group from the University of Rhode Island worked closely with Gara to design the intensive summer training sessions to meet her needs along with the variety of needs of the teachers.

Teachers:

Thirty teachers from Pleasant View Elementary School attended approximately sixty hours each of intensive trainings throughout the month of July 2012. Training sessions were designed to be flexible and meet the needs of the participating teachers. The sessions were delivered by RITTI in a blended model in which teachers participated in both face to face meetings as well as engaged in content and interacted with peers in an online environment. In addition to the RITTI training, the majority of Pleasant View teachers participated in an intensive week long Renzulli workshop at the University of Connecticut. Teachers also participated in three days of professional development at the end of August designed to further understand the blended learning model they are implementing this school year. The Highlander Institute continues to provide embedded bi-monthly professional development for teachers in areas such as SmartBoard integration, formative assessments via tablet hardware, data analysis, and supplemental support for the implementation of the adopted digital content providers.

Students:

A group of approximately fifteen students in the fourth and fifth grade at Pleasant View participated in a two week student engagement activity facilitated by the Business Innovation Factory designed to bring the student voice into the redesign process. The activities included developing a student-led critique process to evaluate new tools and technologies introduced at the school, troubleshoot roadblocks, discover opportunities and problem solve solutions. Students created Prezi digital presentations in order to share their work and ideas with the faculty and administration at the school. Since the summer, students have been trained in the proper care and maintenance of hardware and in how to utilize their personalized online learning dashboards.

As one student at Pleasant View put it,

“Our school is changing so a lot of things have to change.”

Technology Access:

Dr. Field and Shawn Rubin from the Highlander Institute have been working closely with the Providence Technology Department and the Rhode Island Department of Education to ensure that the planned technology access becomes a reality at the school. Wireless access and SmartBoards have been installed at the school. iPads have been purchased and distributed. The school is taking advantage of the “All Inclusive Device Solution” statewide master price agreement which will provide not only the laptops and software, but also support and maintenance and extensive professional development throughout the grant period.



National Implications:

The Rhode Island Department of Education held an Innovation Powered by Technology conference on February 11, 2012 to kick off the announcement of the Model School grant. The Innosight Institute released a case study, *Convening Rhode Island Around Digital Learning*, in June 2012. This study describes the process and planning that went into convening a successful conference about student-centered digital learning.

The Rhode Island Department of Education project lead, Holly Walsh, presented information about the Innovation Powered by Technology Model School at the State Educational Technology Directors (SETDA) Emerging Technologies (ET) Forum held in San Diego from June 22-25, 2012. This forum attracted interest from technology leadership and vendors across the country.

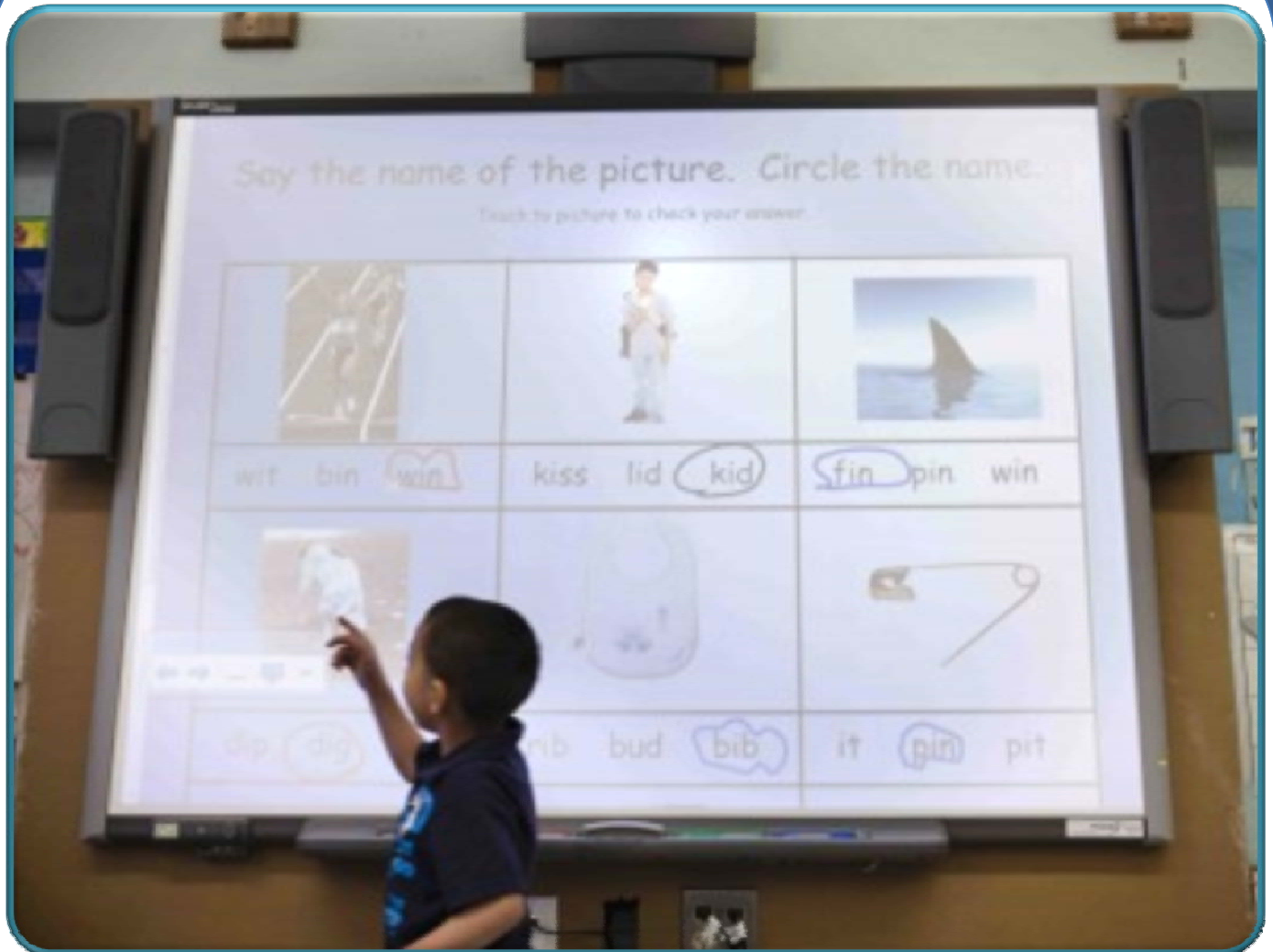
Additionally, Andrea Castaneda, Chief of Accelerating School Performance at RIDE, shared information and progress about the Model School at the Technology and the Promise of Blended Learning Forum hosted by the Philanthropy Roundtable on September 13, 2012. Attendees and presenters at this forum included key national figures in digital learning and innovative technologies.

Additional Information:

The Highlander Institute has created a web site documenting the process that the Pleasant View Elementary School is going through. Visit the site at: <http://rimodelschool.highlanderinstitute.org/>

Innovation Powered by Technology
Model School Grant Program

INSTRUCTIONAL MODEL



Pleasant View Elementary School has teamed with Education Elements to develop a blended learning model designed to meet its program goals. PVES runs its blended learning on a “Station Rotation” model in which students spend part of their time engaged in personalized learning via digital content providers and part of their time in targeted small group instruction with their teachers.

Sample schedule:

The blended learning model at Pleasant View Elementary focuses on math, science, and reading with targeted Response to Intervention instruction for all students. Digital content provides enrichment learning opportunities. Blended learning is integrated into small group instruction while whole group instructional components are used for programs such as Reading Street.

TIME	M	T	W	Th	F
8:30 - 8:40	BREAKFAST				
8:40 - 9:20 (40 min)	Advisory/BL	BL/RTI/EA	BL/RTI/EA	BL/RTI	BL/RTI
9:20 - 9:55 (35 min)	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading
9:55 - 10:45 (50 min)	Small Group Reading	Small Group Reading	Small Group Reading	Small Group Reading	Small Group Reading
10:45 - 11:20 (35 min)	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading
11:20 - 11:35 (15 min)	Writing	Writing	Writing	Writing	Writing
11:35 - 11:50	RECESS	RECESS	RECESS	RECESS	RECESS
11:50 - 12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20 - 1:05 (45 min)	SPECIALS	SPECIALS	Writing	SPECIALS	Math
1:05 - 1:50 (45 min)	Math	Math	SPECIALS	Math	Math
1:50 - 2:35 (45 min)	Math	Math	Math	Math	SPECIALS
2:35-3:20 (45 min)	Science	Science	Math	Social Studies	Writing

Highlighted periods indicate when blended learning takes place.

Blended Learning Strategy for Grades K-2

RTI/Advisory/Enrichment Block

Students meet for 40 minutes each morning for an RTI/Enrichment/Advisory block during which all students utilize digital content tools such as Renzulli, Raz Kids, or DreamBox to meet their individual learning goals. Pre-K teachers facilitate this computer-assisted instruction.

Small Group Reading (as a part of the 120 min. literacy block)

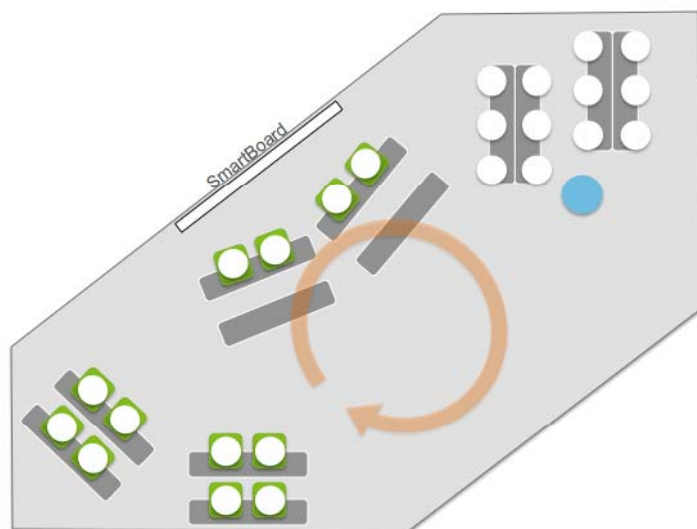
Small group reading is scheduled for 50 minutes daily. During this time, the general education teacher facilitates two student groups, one which starts the block with 25 minutes of digital content via Raz-Kids while the other group receives small group direct reading instruction from the teacher. Students are placed in groups based upon reading level across classrooms.

Math

The math block consists of a three group classroom rotation facilitated by the general education teacher in a regular education classroom and the general education teacher plus inclusion teacher in inclusion classrooms. Student groups are assigned according to student math performance within the classroom. During this 90 minutes, students rotate between three stations - one group works on the computer using Compass for 2 days a week and DreamBox for three days a week, another small group works with the teacher via direct instruction while the third small group works at a collaborative station.

Science

The science block features a two station model in which students are placed in heterogeneous groups by classroom. Half of the students begin the class on the computer with the Compass Learning platform while the second group works directly with the teacher. The general education teacher facilitates the rotational model in the regular education classroom and both the general education teacher and inclusion teacher facilitate instruction in inclusion classrooms. Science is scheduled for 45 minutes, two to four days a week in the morning or afternoon depending on grade level.






Two group rotation Small Group Reading

Use of Instructional Time

- Half of students start block on digital content (Raz-Kids) for 25 min
- Half of students start by receiving small group reading direct instruction from teacher for 25 min

Legend

-  Student on digital content (Compass, Raz-Kids)
-  Student receiving direct instruction
-  Teacher

Content Providers:

Education Elements and Pleasant View Elementary School have worked together to identify digital content providers that allow for differentiated instruction, provide near real-time feedback on student progress to teachers, and enable students to learn at their own pace.



The following table summarizes the key features and use cases for the four main digital content providers adopted by PVES.

Provider	Compass Learning	DreamBox	Raz-Kids	Renzulli
Key features	<ul style="list-style-type: none"> • Flexible; teachers can adjust content or utilize Compass’ sequencing • Hints, audio, and video lessons that students can reference 	<ul style="list-style-type: none"> • Highly adaptive and engaging content • Students take a diagnostic test for placement • Builds conceptual understanding • Minimal teacher input required 	<ul style="list-style-type: none"> • Audio versions of books, highlighting of text as the book is read; dictionary and pronunciation feature • Requires teacher input to assign books • Not adaptive, will move students to the next reading level once they have read all of the books and completed all quizzes 	<ul style="list-style-type: none"> • Profiler uses strengths-based assessment to identify a student’s top three interests • Lesson-planning tool enables teachers to create a highly engaging learning environment
Use case	<p><u>Core BL Rotation</u></p> <ul style="list-style-type: none"> • Direct multimedia instruction, guided practice, mastery based approach • Used as digital direct instruction within BL rotations in Math/ELA 	<p><u>Response to Intervention</u></p> <ul style="list-style-type: none"> • Primary intervention program to build conceptual understanding and remediate students’ unique skill gaps 	<p><u>Independent Reading</u></p> <ul style="list-style-type: none"> • Students practice reading fluency within their assessed reading level • Comprehension quizzes after each book • Students can choose which books to read 	<p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Designed specifically to help students develop critical thinking skills • Personal Success Plan shows students how to create tangible academic and career goals and develop plans for achieving those goals

Innovation Powered by Technology
One-to-One Model School Grant Program

ORGANIZATIONAL MODEL

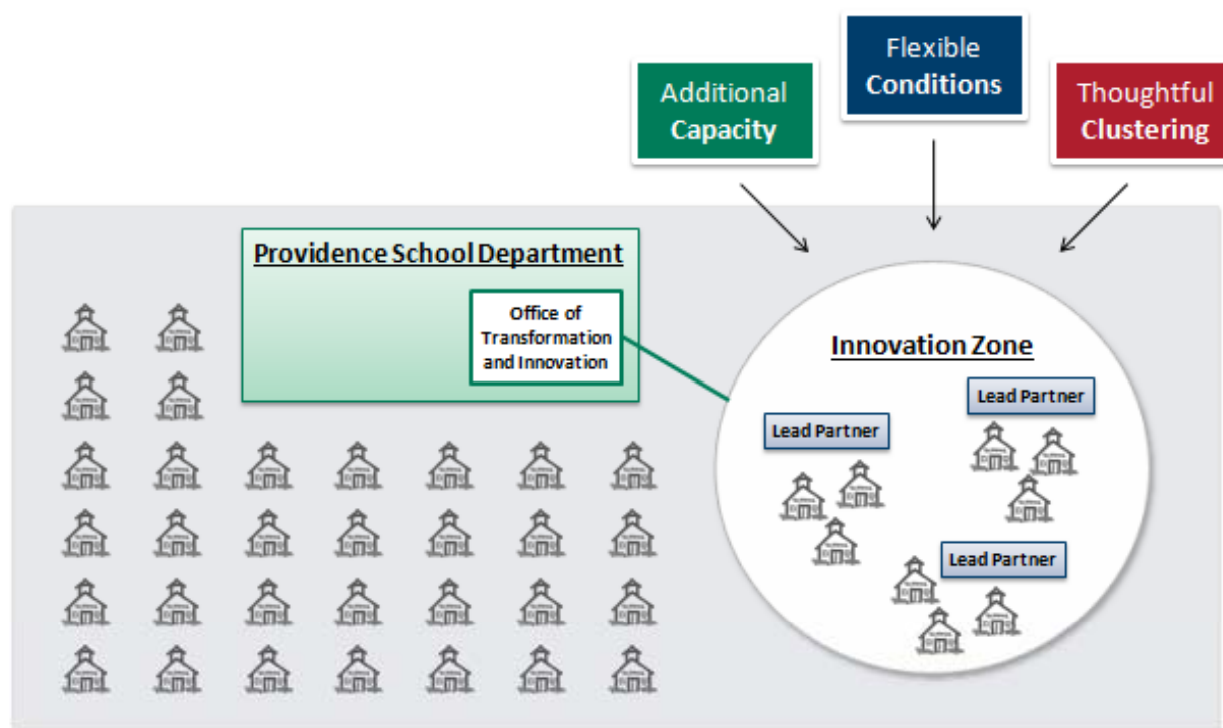


Through the RIDE Innovation Powered by Technology grant, Pleasant View Elementary School has harnessed an infusion of technology -- alongside powerful partnerships with Education Elements, the Highlander Institute, and the University of Connecticut -- to transform the culture of teaching and learning from a luddite-like school to a technology-rich institution where demonstrated outcomes in student achievement and parent engagement drive blended learning reform efforts.

The school's operational model, outlined by its 2012 School Reform Plan, serves as a road map for Pleasant View to function as an innovative learning institution. Pleasant View operationalizes its autonomy as a member of Providence Public School District's Innovation Zone; leverages strong partnerships and professional development, as well as an extended day to enact blended learning, and project-based learning through enrichment academies.

Innovation Zone:

In September 2011, PPSD launched the Innovation Zone, which creates a protected space within the district where schools ("Innovation Schools") are given the resources, flexibility, and support needed to produce rapid and sustainable gains in student achievement. This initiative aligns with and reinforces the district's overarching mission to prepare all students for success in their chosen colleges and careers. This carve-out model draws heavily upon the success of similar initiatives in Chicago, Philadelphia, Charlotte-Mecklenburg, Baltimore, Los Angeles, Washington, D.C., and New York City, and is informed by the research presented in Mass Insight Education's 2007 report, *The Turnaround Challenge*. The Innovation Zone is designed to increase the number and variety of high-quality educational options for students in Providence, and partnerships will be critical to this effort.



Calkins, A., Guenther, W., Belfiore, G., Lash, D. (2007). *The Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*. Mass Insight Education & Research Institute.

Strong Partnerships and Professional Development:

Pleasant View has integrated collaborative planning time, grade level meetings, and full staff meeting time during the 2012-13 school year to provide a venue for ongoing embedded support around blended learning, and differentiated instruction. The Highlander Institute, a Providence-based non-profit outreach arm of the Highlander Charter School, employs facilitators highly knowledgeable in use of touch technology and blended learning models. Highlander Consultants have demonstrated expertise in the areas of data-analysis, Response to Intervention, Reading Street Curriculum, and common core standards, which have helped align and connect to reform initiatives. The Highlander relationship has offered staff a peer group engaged in similar work with whom they can share and explore promising practices. The Institute team has also provided ongoing embedded support that is closely related to each classroom context, timely to teaching, problem-oriented and sustained by regular modeling and coaching. By synthesizing and supplementing baseline training provided by Education Elements, Compass Learning, Renzulli Learning, Dreambox Learning, and Learning A to Z through Raz Kids, plus partnerships forged with the University of Connecticut, the Highlander team has tailored ongoing support to the knowledge base, comfort level, and unique capacity of each Pleasant View teacher.

Blended Learning, Differentiated Instruction & Enrichment Academies:

Student engagement is critical for academic success, and has also been demonstrated to be a vital factor in combating absenteeism. A recent policy brief from the California School Boards Association (2010) recommended that schools be sure to “provide rich, engaging, more personalized learning experiences” in their plans to address student absences. At Pleasant View, hands-on, project-based blended learning and enrichment academies are key catalysts for this higher level of student engagement.

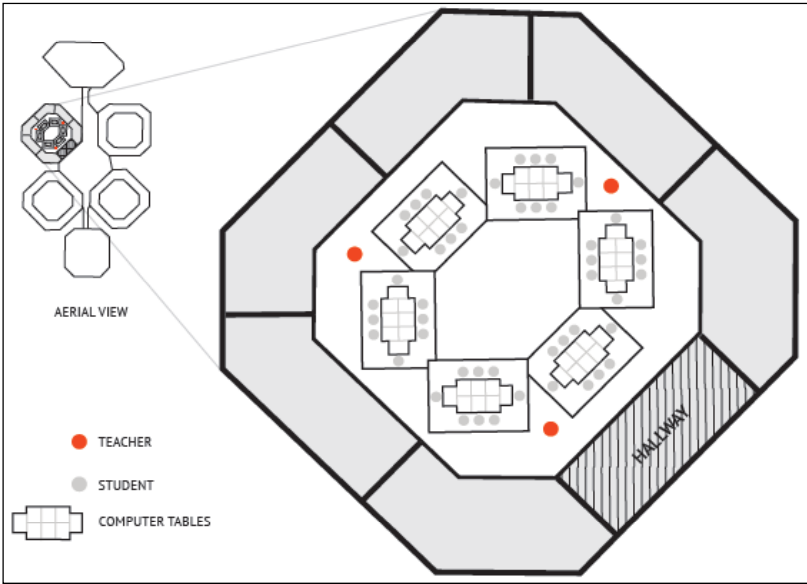
All students in grades K-5 participate in blended learning for half of their school day, and an Enrichment Academy block from 8:30 to 9:20 AM on Wednesday mornings. During this time, students participate in activities deeply linked to learning standards but with an interdisciplinary, hands-on component. Design for the modules draw on the work of Renzulli, Gentry, and Reis (2003), who described enrichment academies as *“activities modeled after the ways in which knowledge acquisition and application take place in real-world situations...students will make use of relevant knowledge and apply thinking skills to common problems identified by the group”* (p. 16).



Projects are designed to have rigor and relevance to learning standards and will culminate in a product or experience to showcase knowledge. Students will participate in small groups of 8-10 students in multi-grade clusters (K-2 and 3-5) where students and teachers each help determine the academies in which they will participate.

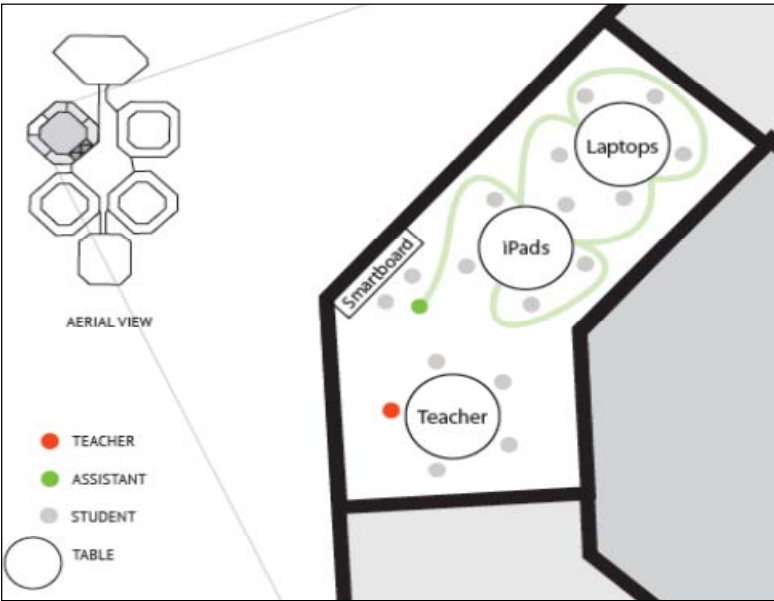
Access to educational technology has been the most essential component to the Operational Model at Pleasant View. PVES embraced the transformational potential of web-based courseware when awarded the RIDE Innovation Powered by Technology grant, which enabled the purchase of 90 iPads, 166 Lenovo laptops, laptop carts, convert from desks to tables, and redesign teaching and learning spaces into vibrant tech-based blended learning classrooms. PPSD provided the infrastructure for wireless technology, and increased bandwidth to support a 2:1 student to computer ratio. This grant also provided funding for an infusion of hardware and software to incorporate a student management platform constructed by Education Elements, which created one system to sync with the student information system, integrate the online content, and create an intuitive gradebook tool to manage multiple data sources and drive instructional decisions.

Redesign of Classroom and Common Space at Pleasant View:



Common Space Redesign

Classroom Redesign



Financial Commitment:

The RIDE Innovation Powered by Technology grant has provided a solid foundation by equipping the school with the Lenovo laptops, iPads, headphones, tech-friendly furniture, professional development, Education Elements, and several content providers, including Compass Learning, Dreambox Learning, Renzulli Learning, and Learning A to Z: Raz kids. Future budget considerations will account for a five year replacement cycle, and the ability to maintain, and add to the current 2:1 computer-student ratio.

Pleasant View's blended model will be sustained through a shift in the school's resource allocation upon the conclusion of the RIDE Innovation Powered by Technology grant, including increased expenditures on technology in the local budget and Title I funds.

PV's faculty and administration are clear that while financial sustainability is imperative, differentiated instruction and tech-integrated pedagogy will remain the school's top priority. According to PV principal, Dr. Gara B. Field, "The quest to know thyself and the world are inextricably tied to the purposes of education. Technology and blended learning have played critical roles in fulfilling those purposes at Pleasant View where the school and Providence Public School District have made a commitment to the implementation and continuation of best practices through funding and resources."

Innovation Powered by Technology
Model School Grant Program

NEXT STEPS



Currently there are a number of classrooms engaged in the station rotation model of blended learning on a daily basis. Many are in various stages of implementation in one of the three content programs that were purchased through the Education Elements single sign-on system.

Action Steps:

- Peer mentoring opportunities will be provided for teachers who need additional support.
- On-site consultants like Shawn Rubin, from the Highlander Institute and Suzanne Maher, speech language pathologist at PVES, will continue to visit classrooms and co-teach blended learning lessons.



Teachers engaged in using blended learning are providing students with the choice to explore three of the four content providers (Compass Learning, Dreambox, and RAZ Kids). They will be monitoring the usage closely and using the data generated to guide next steps.

Action Steps:

- Additional trainings on uses of student reporting data in the EdElements learning management system (LMS) and each of the content providers will be provided to reinforce processes.
- Work with the content providers to create bank of online tutorials.
- As a school community, Gara Field and her team will analyze and evaluate the data generated by the various content providers, the LMS and existing data to guide instruction and groupings.

iPads are currently being used well in special education classrooms. The iPads are currently being managed using Apple Configurator, which has proven to be a difficult system to manage.

Action Steps:

- Additional professional development will be provided to further explain iPad applications and their usefulness in various settings and grade levels. This may occur either after school or during CPT .
- Suzanne Maher and other teachers emerging as leaders will be provided further training on managing updates to the iPads using Apple Configurator.

Currently students are learning how to use the various content software packages. PVES expects to see students begin to apply what they have learned and create their own content and digital resources utilizing these tools.

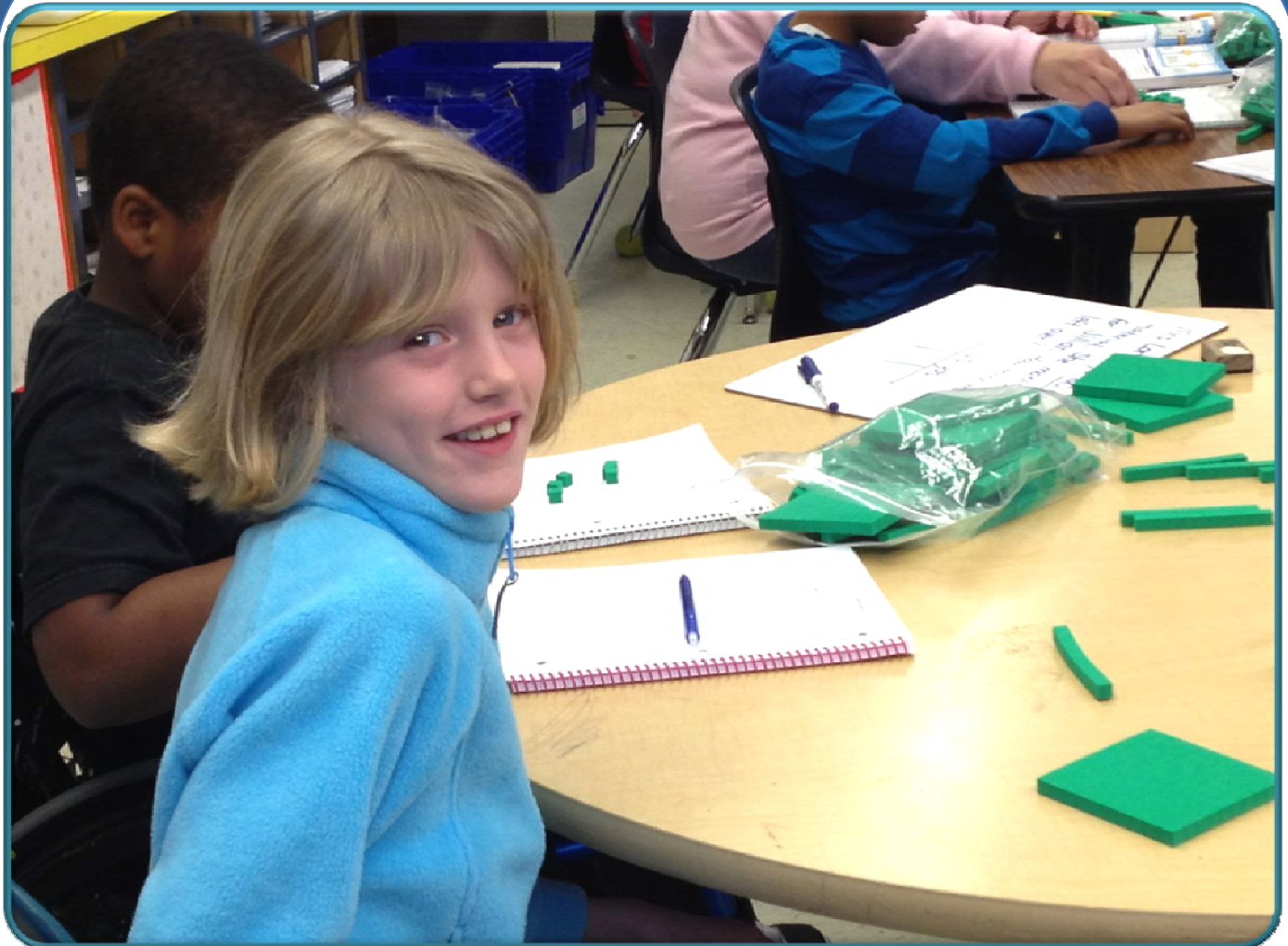
Action Steps:

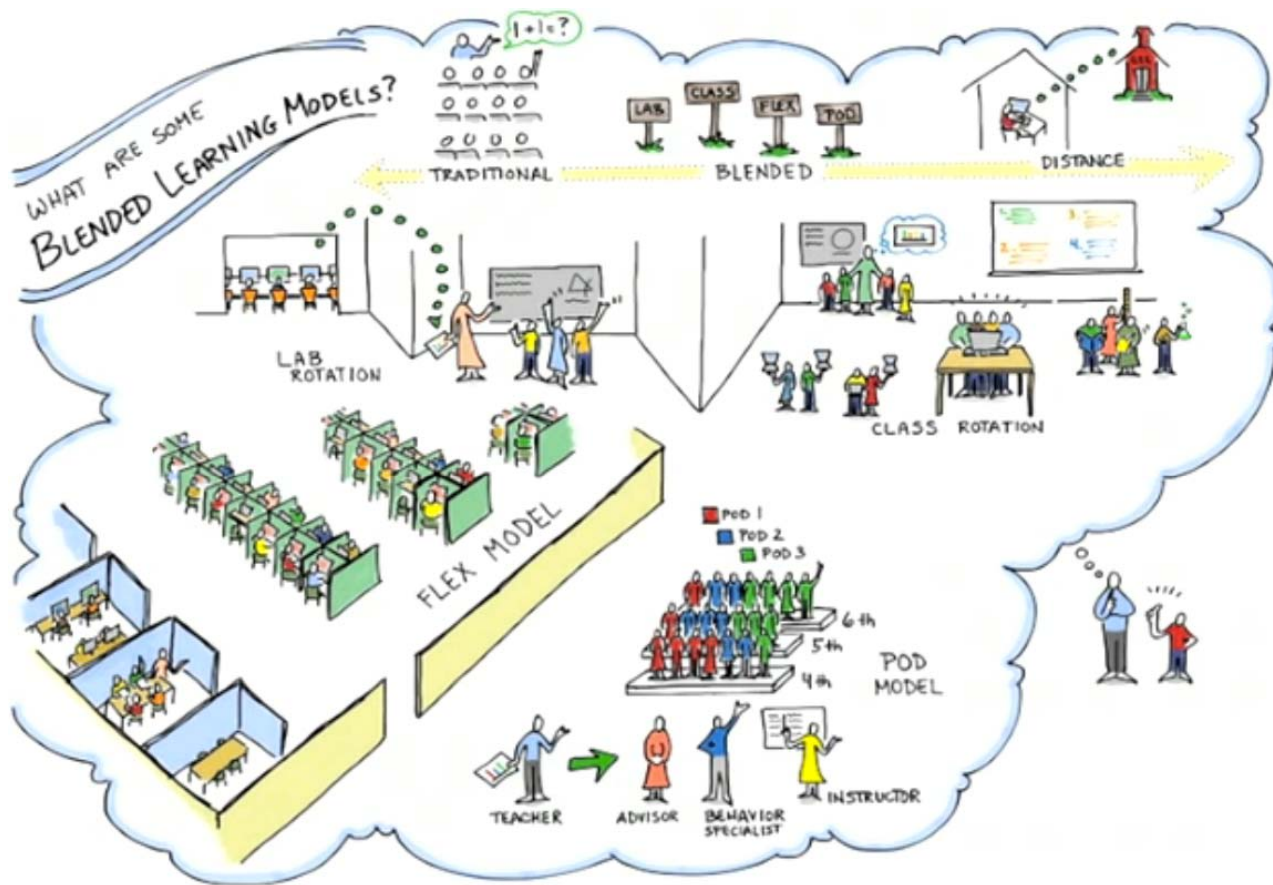
- Teachers will receive additional training on how to create their own videos, audio, digital storytelling and web content through the use of their iPads, laptops, and SMARTboards.



Innovation Powered by Technology
Model School Grant Program

APPENDIX





Design: Instructional Model

Pleasant View Elementary



Education
Elements

blended learning made easy.

Overview

- **Objective:** To provide a summary level view of instructional design for Pleasant View Elementary, Grades K-5
- **Outcome:** To solidify Pleasant View’s instructional model (e.g., rotational model, timing, staffing, content)



Agenda

- Blended Learning Instructional Model
- Instructional Staffing
- Content Providers
- Blended Learning Blocks
- Pleasant View Blended Learning Summary

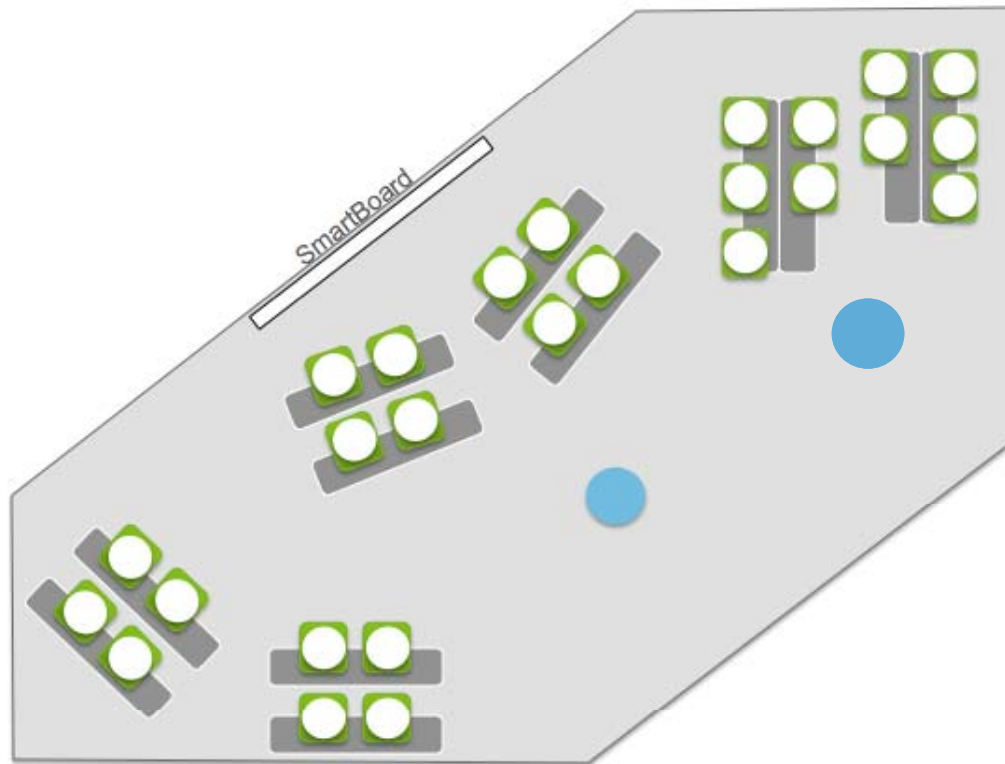


Pleasant View Instructional Model

- Intentional Blended Learning **focus on math, science and reading**
- Targeted **Response to Intervention** instruction for all students
- **Enrichment** learning through digital content
- Continued fidelity to Reading Street and the whole group instructional components with **Blended Learning integrated into small group instruction**




Blended Learning :: Enrichment & RTI in the AM



Use of Instructional Time

- Students are on digital content (DreamBox, Raz-Kids, or Renzulli) for 40 minutes at the start of the day

Legend

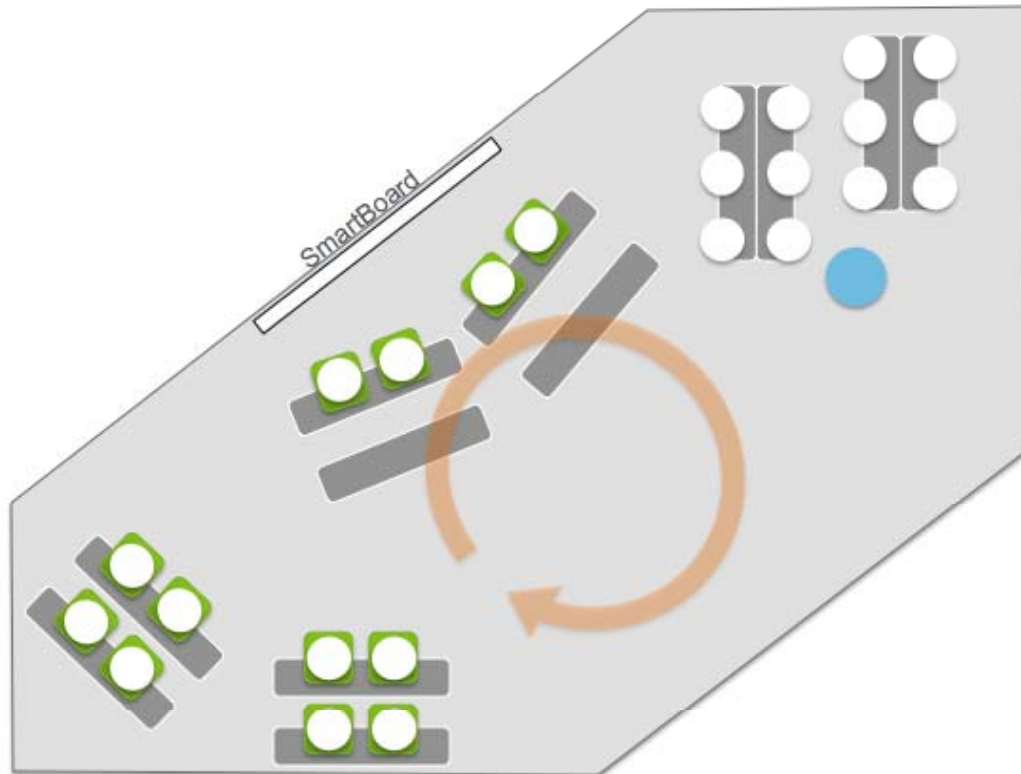
 Student on digital content (Renzulli, DreamBox)

 Teacher

Note: Students will not be moving through rotational groups during this time.




Blended Learning :: Small Group Rdg (2-Group-Rotation)




Use of Instructional Time

- Half of students start block on digital content (Raz-Kids) for 25 min
- Half of students start by receiving small group reading direct instruction from teacher for 25 min

Legend

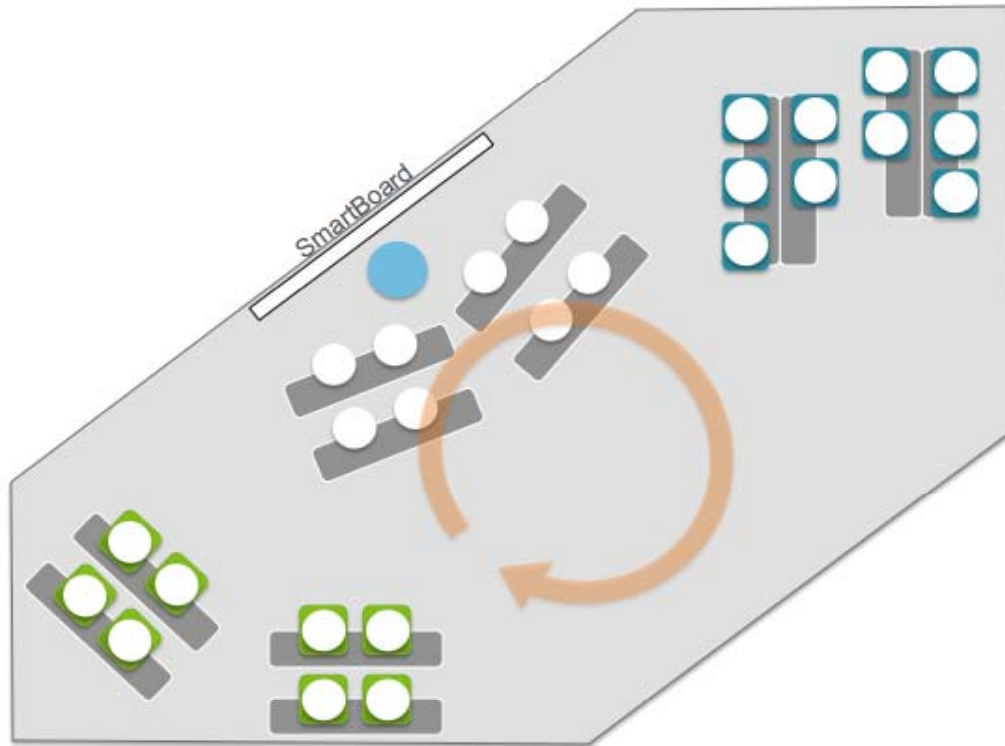
 Student on digital content (Compass, Raz-Kids)

 Student receiving direct instruction

 Teacher







Blended Learning :: Math (3-Group Rotation)



Use of Instructional Time

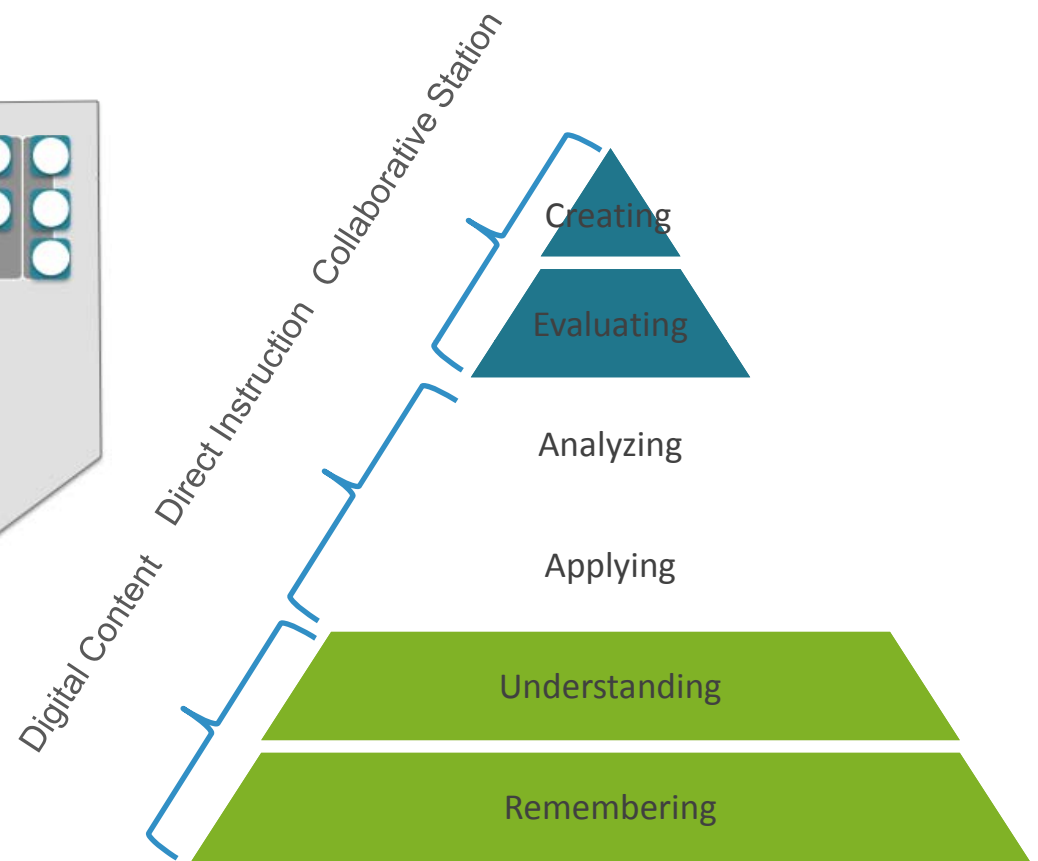
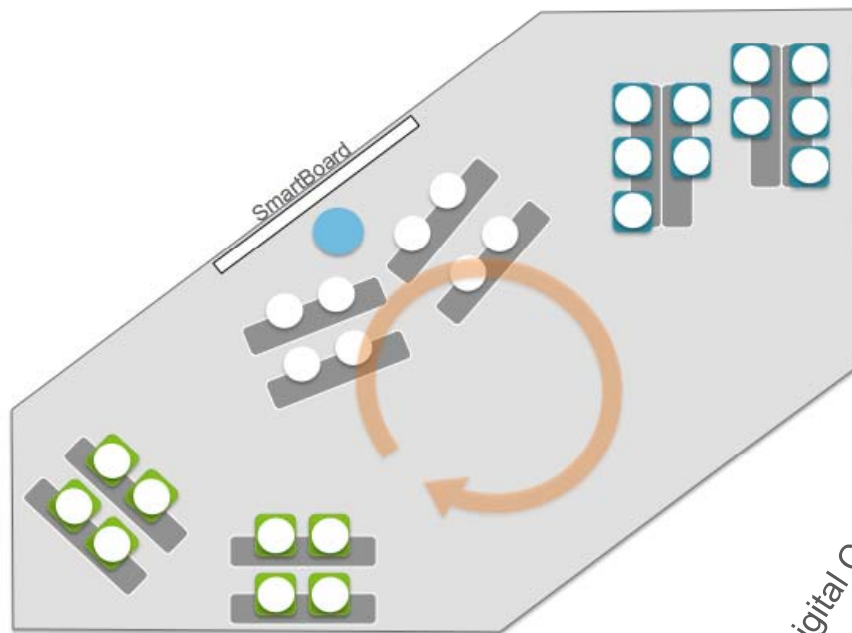
- Third of students are on digital content (Compass or DreamBox) for 30 min
- Third of students receive direct instruction from teacher for 30 min
- Third of students work with manipulatives at the collaborative station for 30 min

Legend

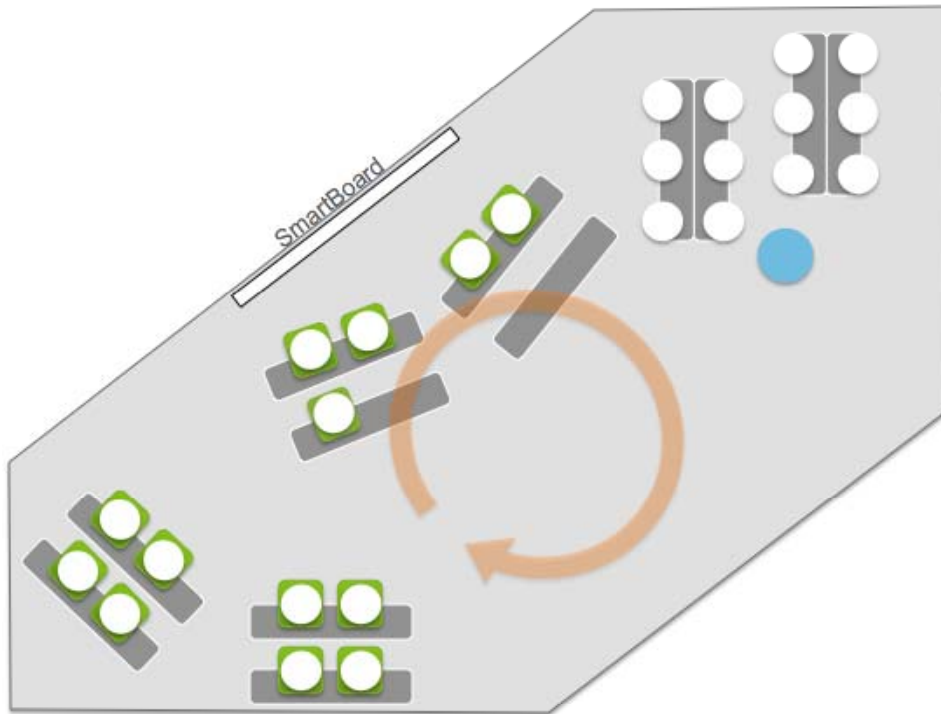
-  Student on digital content (Compass, DreamBox)
-  Student receiving direct instruction
-  Teacher
-  Student at the collaborative station



Bloom's Taxonomy and Math Blended Learning






Blended Learning :: Science (2-Group Rotation)



Use of Instructional Time

- Half of students start block on digital content (Compass) for 25 min
- Half of students start by receiving science direct instruction from teacher for 25 min

Legend

-  Student on digital content (Compass)
-  Student receiving direct instruction
-  Teacher



Small Group Instruction for Core Subjects



Math (by student math performance, within classrooms)
3 groups each with ~8 students



Reading (by reading level, across classrooms)
2 groups each with 6-10 students



Science (heterogeneous, within classrooms)
2 groups each with ~12 students

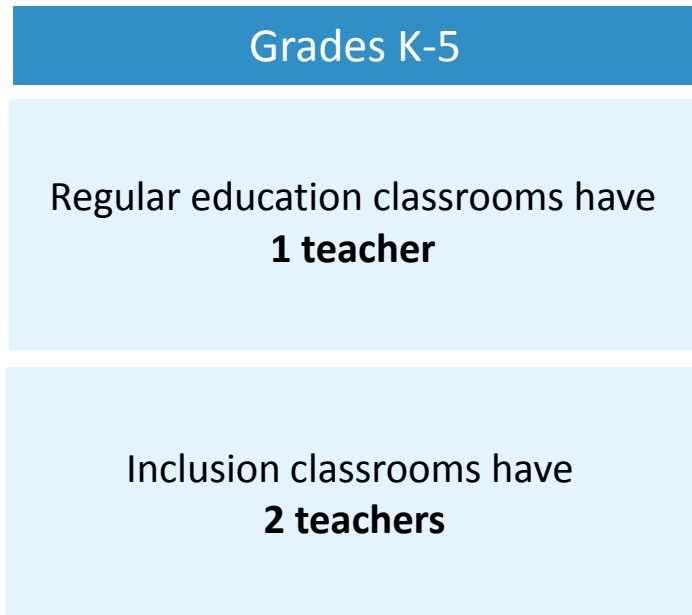


Agenda

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Instructional Staffing



Staffing Implications

- **Small Group Reading:** all K-5 classrooms will have 2-group rotation with 1 teacher; Inclusion teacher leads “Walk to Read”
- **Math Block:** 3-group rotation with 1 teacher in each regular education classroom; 3-group rotation with 2 teachers in the inclusion classrooms
- **Science:** 2-group rotation with 1 teacher in each regular education classroom; 2-group rotation with 2 teachers in the inclusion classroom

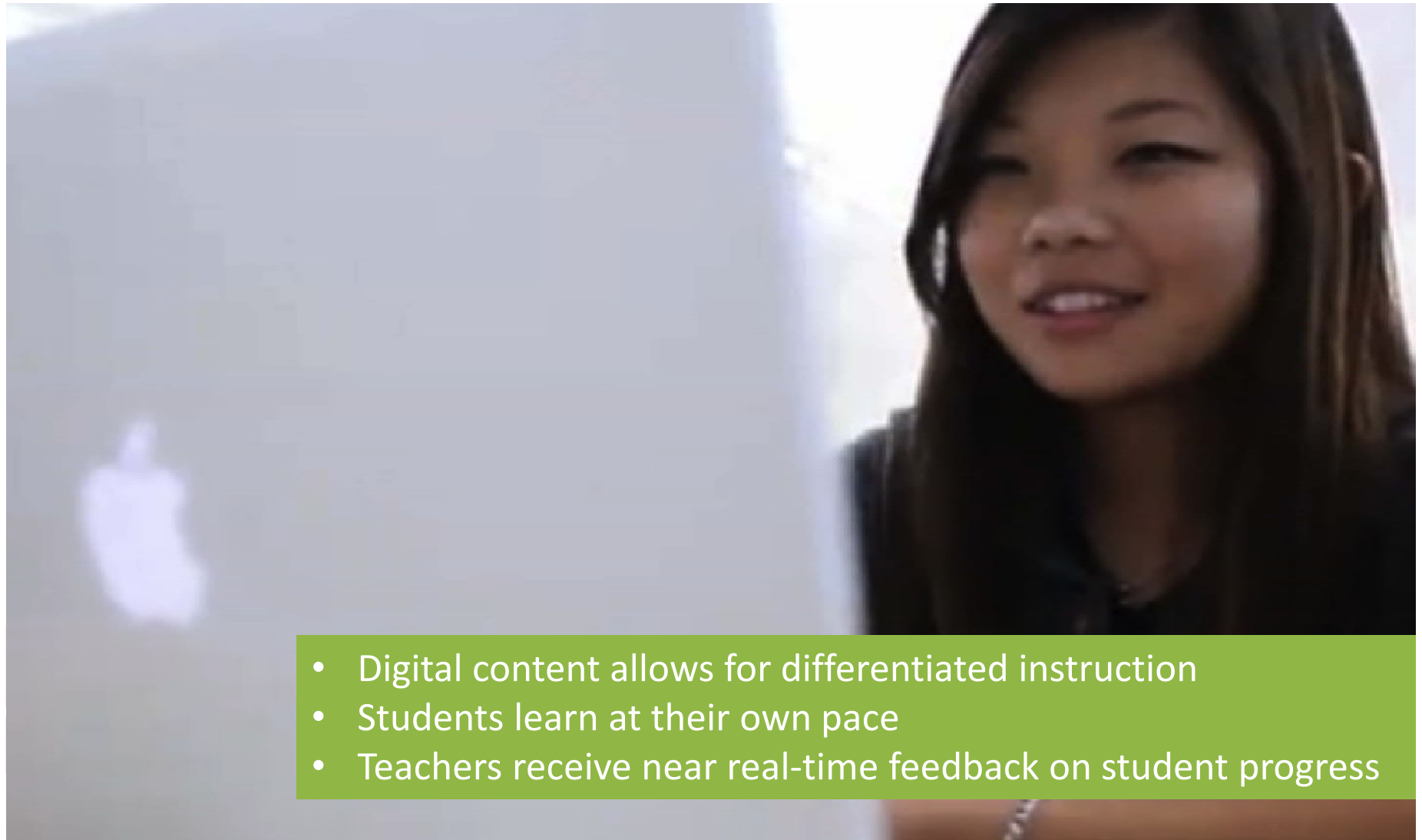


Agenda

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The Advantages of Using Digital Content



- Digital content allows for differentiated instruction
- Students learn at their own pace
- Teachers receive near real-time feedback on student progress



Final Digital Content Selection

Provider	Compass Learning	DreamBox	Raz-Kids	Renzulli
Key features	<ul style="list-style-type: none"> • Flexible; teachers can adjust content or utilize Compass' sequencing • Hints, audio, and video lessons that students can reference 	<ul style="list-style-type: none"> • Highly adaptive and engaging content • Students take a diagnostic test for placement • Builds conceptual understanding • Minimal teacher input required 	<ul style="list-style-type: none"> • Audio versions of books, highlighting of text as the book is read; dictionary and pronunciation feature • Requires teacher input to assign books • Not adaptive, will move students to the next reading level once they have read all of the books and completed all quizzes 	<ul style="list-style-type: none"> • Profiler uses strengths-based assessment to identify a student's top three interests • Lesson-planning tool enables teachers to create a highly engaging learning environment
Use case	<p><u>Core BL Rotation</u></p> <ul style="list-style-type: none"> • Direct multimedia instruction, guided practice, mastery based approach • Used as digital direct instruction within BL rotations in Math/ELA 	<p><u>Response to Intervention</u></p> <ul style="list-style-type: none"> • Primary intervention program to build conceptual understanding and remediate students' unique skill gaps 	<p><u>Independent Reading</u></p> <ul style="list-style-type: none"> • Students practice reading fluency within their assessed reading level • Comprehension quizzes after each book • Students can choose which books to read 	<p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Designed specifically to help students develop critical thinking skills • Personal Success Plan shows students how to create tangible academic and career goals and develop plans for achieving those goals
Expected frequency	<ul style="list-style-type: none"> • 50 minutes daily across ELA/Math • Science is additional time 	<ul style="list-style-type: none"> • 30 minutes- 3 days per week 	<ul style="list-style-type: none"> • 25 minutes - 2 days per week 	<ul style="list-style-type: none"> • 30 minutes - 2 days per week

Layering Content: Using Multiple Content Providers

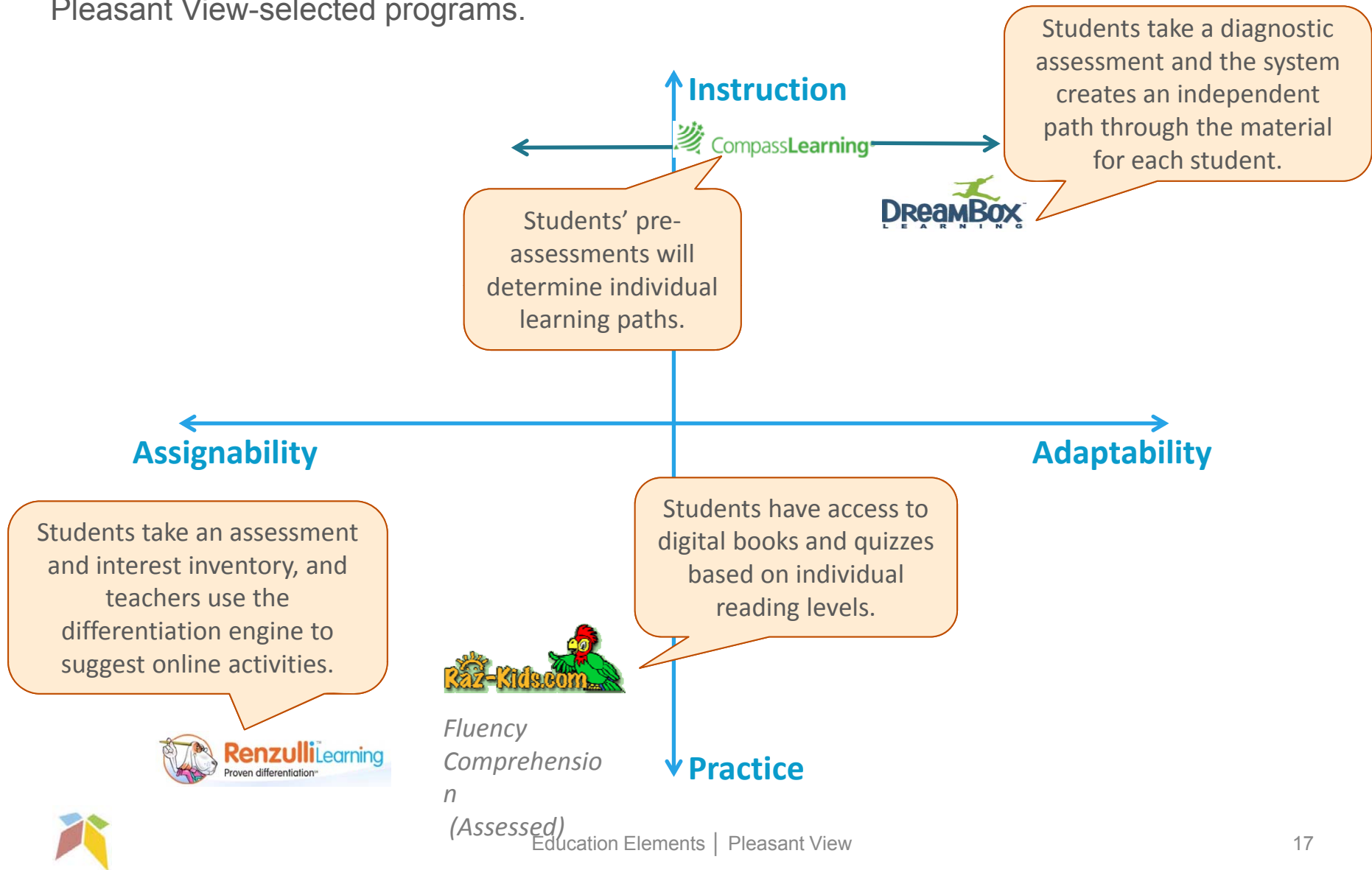
Core Providers	Supplemental Providers
<ul style="list-style-type: none">• Covers a wide range of standards across all content areas• Covers a wide range of standards within one content area• Incorporates all parts of a lesson: direct instruction, guided practice, independent practice	<ul style="list-style-type: none">• Covers targeted standards• Has a targeted pedagogical approach: just lecture, just practice, etc.

Adaptable Content	Assignable Content
<ul style="list-style-type: none">• Student take a diagnostic assessment that identifies their learning gaps• System creates a learning path for that student based on their needs	<ul style="list-style-type: none">• Teacher can modify scope and sequence and arrange lessons• Teacher can place content in front of specific students based on their needs



Digital Content Overview

Below is an analysis of digital content: Adaptability and pedagogical approach for Pleasant View-selected programs.



Agenda

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When Blended Learning Will Happen (Sample Schedule)

TIME	M	T	W	Th	F
8:30 - 8:40	BREAKFAST				
8:40 - 9:20 (40 min)	Advisory/BL	BL/RTI/EA	BL/RTI/EA	BL/RTI	BL/RTI
9:20 - 9:55 (35 min)	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading
9:55 - 10:45 (50 min)	Small Group Reading	Small Group Reading	Small Group Reading	Small Group Reading	Small Group Reading
10:45 - 11:20 (35 min)	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading	Whole Group Reading
11:20 - 11:35 (15 min)	Writing	Writing	Writing	Writing	Writing
11:35 - 11:50	RECESS	RECESS	RECESS	RECESS	RECESS
11:50 - 12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20 - 1:05 (45 min)	SPECIALS	SPECIALS	Writing	SPECIALS	Math
1:05 - 1:50 (45 min)	Math	Math	SPECIALS	Math	Math
1:50 - 2:35 (45 min)	Math	Math	Math	Math	SPECIALS
2:35-3:20 (45 min)	Science	Science	Math	Social Studies	Writing

*Highlighted periods indicate blocks where blended learning will take place



Agenda

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Blended Learning in Grades K-2

RTI/Advisory/Enrichment Block

- 40 min. daily (morning)
- Facilitated by pre-K teachers
- All students on computers
- Renzulli, DreamBox, and/or Raz-Kids (based on student needs)

Small Group Reading (as a part of the 120 min. literacy block)

- 50 min. daily (morning)
- Facilitated by general education teacher (one teacher in classroom)
- Two group rotation (one group with teacher and one group on computers)
- Students alternate between Compass (3 days a week) and Raz Kids (2 days a week)

Math

- 90 min. daily (afternoon)
- Facilitated by general education teacher in regular education classrooms and general education teacher *and* inclusion teacher in inclusion classrooms
- Three group rotation (one group with teacher, one group on computers, and one group working collaboratively—math games, etc.)
- Students alternate between Compass (2 days a week) and DreamBox (3 days a week)

Science

- 45 min. 2-4 days a week (morning or afternoon—depending on grade level)
- Facilitated by general education teacher in regular education classrooms and general education teacher *and* inclusion teacher in inclusion classrooms
- Two group rotation (one group with teacher and one group on computers)
- Students work on Compass during computer time



Blended Learning in Grades 3-5

RTI/Advisory/Enrichment Block

- 40 min. daily (morning)
- Facilitated by pre-k teachers
- All students on computers
- Renzulli, DreamBox, and/or Raz-Kids (based on student needs)

Small Group Reading (as a part of the 120 min. literacy block)

- 50 min. daily (afternoon)
- Facilitated by general education teacher (one teacher in classroom)
- Two group rotation (one group with teacher and one group on computers)
- Students alternate between Compass (3 days a week) and Raz Kids (2 days a week)

Math

- 90 min. daily (morning or afternoon—depending on grade level)
- Facilitated by general education teacher in regular education classrooms and general education teacher *and* inclusion teacher in inclusion classrooms
- Three group rotation (one group with teacher, one group on computers, and one group working collaboratively—math games, etc.)
- Students alternate between Compass (2 days a week) and DreamBox (3 days a week)

Science

- 45 min. 2-4 days a week (morning or afternoon)
- Facilitated by general education teacher in regular education classrooms and general education teacher *and* inclusion teacher in inclusion classrooms
- Two group rotation (one group with teacher and one group on computers)
- Students work on Compass during computer time



Scheduling/Planning Considerations

RTI/Advisory/Enrichment Block (40 min.)

- How much time (of the 40 min.) will students work on computers?
- How will students know which online content (Renzulli, Raz-Kids, or DreamBox) to use each day? Will there be a pre-determined schedule?

Small Group Reading (50 min.)

- How will students transition quickly into stations from whole group reading so they get a full 25 min. in each station?

Math (90 min.)

- Will teachers do a whole group mini-lesson before students begin their rotations?
- What will the 3-group rotation look like for grades that have a split math block?

Science (45 min.)

- Will Blended Learning occur during every science class?





Pleasant View School

GRADES PK K 1 2 3 4 5

437 Students
 50 Obadiah Brown Road
 Providence, RI, 02909
 (401) 456-9325
[Website / Map](#)
 This is a Public School in the [Providence District](#)
 under Superintendent Susan Lusi and
 Principal Gara Field.

Student Achievement

Adequate Yearly Progress (AYP)	Year	AYP Status	Classification	Details
AYP Status and Classification	2010-11	—	—	
AYP Summary Report	2010-11	Did Not Make AYP	Caution	

NECAP Assessments	Year	% Proficient School	% Proficient State	Details
3rd Grade Math	2011-12	27 %	60 %	
3rd Grade Reading	2011-12	45 %	73 %	
4th Grade Math	2011-12	38 %	65 %	
4th Grade Reading	2011-12	40 %	71 %	
4th Grade Science	2011-12	13 %	45 %	
5th Grade Math	2011-12	34 %	62 %	
5th Grade Reading	2011-12	40 %	69 %	
5th Grade Writing	2011-12	36 %	55 %	

Teaching

Qualifications and Teacher-Student Ratio	Year	This School	Statewide	Details
Teachers with Emergency Certification	2010-11	2 %	1 %	—
Not Highly Qualified Teachers	2010-11	3 %	3 %	—
Teacher-Student Ratio	2010-11	1:9	1:11	—

Families and Communities

Student Characteristics	Year	This School	Statewide	Details
Student Eligibility for Subsidized Lunch	2011-12	83 %	44 %	
Students from Various Racial/Ethnic Backgrounds	2011-12	—	—	
Students Receiving ESL/Bilingual Education Services	2011-12	9 %	6 %	
Students Receiving Special Education Services	2011-12	36 %	16 %	

Safe and Supportive Schools

Attendance	Year	This School	Statewide	Details
Attendance Rate (Elementary Schools)	2011-12	92 %	95 %	
Chronic Absenteeism	2010-11	32 %	18 %	—

Incidents of Suspension	Year	This School	Statewide	Details
Number of Incidents (Elementary Schools)	2011-12	46	2916	

Student Indicators	Year	This School	Statewide	Details
Stability Index (Elementary Schools)	2011-12	80 %	87 %	—
Mobility Index (Elementary Schools)	2011-12	21 %	14 %	—

Funding and Resources

Tax and Spending	Year	This District	Details
District Property Value per Student	FY2009	\$ 378,009.90	—
District Tax Rate per \$1000.00	FY2009	\$ 12.11	—
District Per Pupil Expenditure	FY2009	\$ 15,305	—
District Property Tax Capacity	FY2009	\$ 35	—
District Tax Effort	FY2009	\$ 256	—
District Median Family Income	FY2009	\$ 32,058	—

Other

SurveyWorks Reports

These reports present the results of the SurveyWorks survey, administered in the spring of 2012. Item responses are reported at the school and state level across five elements that align with Rhode Island's Basic Education Program and Strategic Plan for 2010-2015. These include Teaching and Student Achievement, Families and Communities, Safe and Supportive Schools, and Funding and Resources. These results are designed to help school communities, the public and policy-makers improve the conditions for learning.

Each report contains results for the Student survey at the indicated grade level, and for the Parent and Teacher surveys at all grade levels. Click the links below to download these reports in PDF format.

[Elementary School Survey
Students, grades 4-5](#)

CONTACT RIDE

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email infoworks@ride.ri.gov