

Race to the Top
Application for Initial Funding
CFDA Number:84.395A

Narrative
The State of Rhode Island
Friday, May 28, 2010

**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

Legal Name of Applicant (Office of the Governor): Office of the Governor	Applicant's Mailing Address: One State House, Room 115 Providence, RI 02903
Employer Identification Number: 05-6000522	Organizational DUNS: 183956978
State Race to the Top Contact Name: (Single point of contact for communication) Deborah A. Gist	Contact Position and Office: Commissioner
Contact Telephone: 401-222-8700	Contact E-mail Address: Deborah.Gist@ride.ri.gov
Required Applicant Signatures:	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Donald L. Carcieri	Telephone: 401-222-2080
Signature of Governor or Authorized Representative of the Governor: <i>Signature on file in original</i>	Date:
Chief State School Officer (Printed Name): Deborah A. Gist	Telephone: 401-222-8700
Signature of the Chief State School Officer: <i>Signature on file in original</i>	Date:
President of the State Board of Education (Printed Name): Robert G. Flanders, Jr.	Telephone: 401-457-5184
Signature of the President of the State Board of Education: <i>Signature on file in original</i>	Date:

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

State Attorney General or Authorized Representative (Printed Name):

Patrick C. Lynch

Telephone:

401-274-4400

Signature of the State Attorney General or Authorized Representative:

Signature on file in original

Date:

I. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant Programs; 34 CFR Part 77— Definitions that Apply to Department Regulations; 34 CFR Part

80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Donald L. Carcieri	
Signature of Governor or Authorized Representative of the Governor: <i>Signature on file in original</i>	Date:

II. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

(Enter text here.)

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(A) State Success Factors (125 total points)

(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it (65 points)

The extent to which—

(i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

(a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;

(b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and

(c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and

(iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for (15 points)

(a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

(c) Increasing high school graduation rates (as defined in this notice); and A-2

(d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year’s worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- *An example of the State's standard Participating LEA MOU, and description of variations used, if any.*
- *The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).*
- *The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).*

Evidence for (A)(1)(iii):

- *The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).*
- *Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.*

Evidence for (A)(1)(ii) and (A)(1)(iii):

- *The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).*

(A)(1)(i) Rhode Island’s comprehensive and coherent reform agenda

Rhode Island is uniquely poised to make dramatic student achievement gains and provide reform strategies and models for our nation. Our Race to the Top proposal presents bold, actionable goals that will dramatically accelerate student achievement by strengthening our teachers and leaders, and the systems that support them, in our manageably sized state. Our reform agenda will enable Rhode Island to achieve by 2015 the following ambitious student achievement and gap-closing goals:

- **Rhode Island 4th and 8th graders will achieve proficiency on the NAEP in reading and math at rates comparable to the currently highest-performing states.**
- **Eliminate in half the achievement gaps by race (black/white and Hispanic/white) and income (low-income/high-income) on both NAEP and NECAP.**
- **90% of Rhode Island students will meet standards on the NECAP tests in reading. 90% of elementary school students and 75% of middle and high school students will achieve proficiency in math.**
- **85% of Rhode Island students in the class of 2015 will graduate within four years of starting high school.**
- **77% of the Rhode Island high school class of 2015 will enroll in college.**
- **90% of Rhode Island high school graduates who enroll in college will complete at least one year of college credits within two years of high school graduation.**

The goals and four assurances of Race to the Top closely align with the goals and objectives of the Rhode Island Department of Education’s (RIDE) comprehensive strategic plan, *Transforming Education in Rhode Island (RIDE Strategic Plan)*, which has statewide stakeholder support and forms the basis for our Race to the Top application. In addition to our comprehensive plan, we have the strong regulatory and policy foundation that enables all of our initiatives – and have a track record of using this authority in the best interest of students. The state will do this work in deep partnership with our districts. We deliberately took the time to develop the plan in collaboration with local school district leadership, teachers unions, teachers and principals, civic and community leaders, and other stakeholders throughout the state, creating the stakeholder buy-in and a strong coalition that will enable us to successfully implement our ambitious reform agenda. *We know* we can accomplish our ambitious goals

because of Rhode Island's:

1. Theory of Action
2. Cohesive and Aligned Strategy
3. Solid Foundation of Reform
4. Capacity to Implement

I. Rhode Island's Theory of Action

Under the leadership and vision of Education Commissioner Deborah A. Gist, Rhode Island developed a comprehensive and coherent strategic plan, *Transforming Education in Rhode Island (RIDE Strategic Plan)* (See Appendix A(1)-1) that forms the foundation for the state's Race to the Top application. The *RIDE Strategic Plan* establishes goals, priorities, objectives, and performance measures to comprehensively transform education in Rhode Island in order to improve student achievement and close achievement gaps. The *RIDE Strategic Plan* is based on the following theory of action:

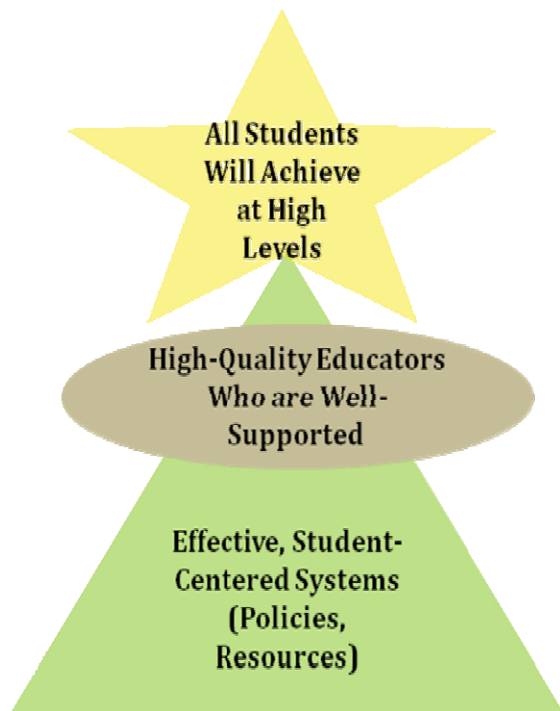
- All students will achieve at high levels when we have an effective teacher in every classroom and an effective leader in every school; and
- Our teachers and school leaders will be most effective when they receive consistent and effective support, and work within a system of policies and resources that is based on student needs.

To transform education, *both* of these components are necessary. A well-designed system without highly-effective educators will not deliver results for students. But great educators can reach their full potential only within a system designed to provide them the supports and resources to help meet the needs of all students. All foundational elements of the system—who is allowed to teach our students, what resources are available, and how we measure success—must be aligned with one another and based on student needs.

The *RIDE Strategic Plan* seeks to ensure effective teaching in every school and classroom by developing and supporting principals and other instructional leaders as primary change agents to embed effective practices in every school, by providing deep and targeted training for teachers (both pre-service and through ongoing professional development), and by supporting novice teachers through high-quality induction programs. It also seeks to ensure that effective teachers and principals work in a system based on student needs, by establishing strong,

student-centered policies and providing educators the high-quality resources and supports they need to improve student achievement.

All of the initiatives described in our Race to the Top proposal, as well as our strategic choices regarding the use of resources, map back to this theory of action.



II. Rhode Island's Cohesive and Aligned Strategy

Rhode Island will use Race to the Top funds to accelerate our ability to deliver on our theory of action and make the long-term, strategic investments required to build state and district level capacity for a cohesive and aligned educational system. Rhode Island will build a cadre of highly effective teachers and school leaders by investing Race to the Top funds in *consistent and effective supports and policies and resources that are based on student needs*, such as:

- Excellent systems for recruiting, developing, and evaluating educators;
- Internationally benchmarked, college-ready world-class standards;
- High-quality assessments based on these standards, including interim, formative, and end-of-course assessments;
- User-friendly data systems that will provide timely information to educators and to the public;
- Innovative learning environments that include virtual learning and multiple pathways

toward graduation; and

- Protocols for intervention that will transform, turn around, or restart our persistently lowest-achieving schools under dynamic new leadership.

A. Action Under Way to Reform Education

We have already taken bold steps toward our primary goal: ensuring that we have highly effective teachers in every classroom and highly effective leaders in every school. Within the past eight months, Commissioner Gist and the Board of Regents have:

- Directed all districts to end seniority-based hiring and placement and required districts to base all assignments on educator performance and student needs;
- Raised the cut score for entry into teacher-preparation programs (including all institutions of higher education) so that Rhode Island will have the highest entry requirements in the country by 2011;
- Adopted the first Rhode Island Educator Evaluation System Standards, requiring that the overall evaluation of educators' effectiveness will be determined primarily by evidence of impact on student growth and academic achievement; and
- Established a state policy that no student will have an ineffective teacher two years in a row.

RIDE can implement each of these initiatives – and many more that we set forth throughout this application – without legislative action. The Board of Regents sets policy, and it also has broad authority to put that policy in place – their regulations carry the force of law. Working with the Commissioner, the Regents have used their authority to transform education in Rhode Island, and they will continue to do so.

These bold actions and initiatives have earned the support of thousands of Rhode Islanders, as discussed and documented further in Section A(2) of this application. The Commissioner has devoted a great deal of time and effort toward meeting with stakeholders across the state to explain the principles of the *RIDE Strategic Plan* and the Race to the Top application and to build widespread support for these initiatives. In particular, the Commissioner has worked closely with the leadership of the statewide teachers unions because their membership – the highly effective educators who work with our students every day – is at the heart of our theory of action. This outreach work to the teachers unions has been intensive but rewarding. When we submitted our Phase 1 application in January 2010, only two local teachers

unions signed on in support. Today we have support from the state AFT, the Rhode Island Federation of Teachers and Health Professionals (RIFTHP), as well as 11 local unions, including all but two of the RIFTHP locals which make up the majority of our high-need LEAs, as we discuss further in Section A(2).

B. Plans in Place to Reform Education

Rhode Island's theory of implementation for Race to the Top springs from our clearly defined understanding of the respective roles of the state and Local Education Agencies (LEAs) in driving reforms and improvement at the school and classroom levels. Rather than micro-managing the "how" of reform, the state: 1) sets clear expectations (standards and policies) for the outcomes to be achieved for all students, educators, and systems; 2) assists and builds the capacity of LEAs to achieve those goals; 3) provides them with the tools to do so; and 4) monitors their progress and holds them accountable. This theory of implementation informs the specific actions in our Race to the Top plan, as well as our strategy for carrying them out.

Race to the Top will enable us to build a bridge between our two sets of bold state policies—those that establish high standards and expectations and those that hold institutions and adults accountable for meeting those expectations—by providing the supports, tools, and resources that our educators, schools, and LEAs need to meet high expectations. Rhode Island educators will use these tools and resources to meet the goals that the *RIDE Strategic Plan* establishes and to ensure that all students are ready for success in college, careers, and life. We will do this through four mechanisms. First, we will accelerate the design and implementation of the change we expect by establishing collaborative partnerships with state and national experts who will support key initiatives and build state and LEA capacity. Second, we will build systems of tools and resources to support educators and LEAs to improve student achievement. Third, we will build the capacity of school leadership teams, including teacher leaders – the primary levers of change at the school level – to enable them to drive change in culture, practice, and outcomes within their schools. Finally, we will build service provider capacity in-state to support LEAs and educators and to sustain these changes in practice after the grant period. Through these mechanisms, we will build capacity and transform culture at all levels within the state to deeply infuse changes in practice into our LEAs, schools, and classrooms and drive student achievement gains.

Consistent with our theory of action and our theory of implementation, we will undertake

the following initiatives in each of the four key assurance areas:

1. Adopting and supporting college-ready standards and assessments: As a member of the Common Core Standards Initiative, Rhode Island is committed to adopting the Common Core by July 1, 2010. As required by our Basic Education Program (BEP), the Regents' regulation that requires that all students receive an adequate, basic education, and as evidenced by participation in the New England Common Assessment Program (NECAP) and Partnership for Assessment of Readiness for College and Career (PARCC) consortia, Rhode Island is also committed to adopting a comprehensive assessment system aligned to Common Core standards. Through Race to the Top, Rhode Island will work with the Dana Center, the World-Class Instructional Design and Assessment (WIDA) consortium, the NECAP consortium, and the Rhode Island's Response to Intervention Initiative to support the transition to enhanced standards and assessments.

Through these partnerships, local educators will develop the capacity to use state and local assessment data to inform decisions regarding curriculum and instruction, and we will provide educators with standards-aligned curriculum resources, assessment materials, and professional development to implement programs and policies based on student needs. (See Section B for more information.)

2. Fully implementing a statewide longitudinal data system: Rhode Island is committed to implementing a comprehensive, data-driven, PK-20+ information-management and decision-support system that enables LEAs, state agencies, and education institutions to compile, validate, and analyze information on a timely and accurate basis. Providing meaningful, accessible, and usable data to education stakeholders and decision-makers throughout the state is a key priority in the *RIDE Strategic Plan*. Rhode Island already has in place substantial data-collection and integration capabilities. Our data systems incorporate powerful analytic tools that enable users to track and analyze a wide variety of data indicators. With Race to the Top funding, Rhode Island will build an instructional improvement system and provide educators with user-friendly, online tools to build their capacity to use the instructional improvement system, formative assessments, and interim assessments to support student learning. (See Section C for more information.)

3. Ensuring effective teachers and leaders in all Rhode Island classrooms and schools:

Consistent with our theory of action, Rhode Island already has taken aggressive steps to improve the quality of teaching and leadership in our classrooms and schools and tightened the requirements for entry into the profession. We expanded access to alternative pathways to

certification for aspiring teachers and principals. Board of Regents regulations require all LEAs to establish educator evaluation systems that base educator evaluations primarily on impact on student learning or growth. LEAs are further required to hire and place teachers and principals based on student needs, rather than seniority. Through Race to the Top, we will build on this progress. RIDE will establish a statewide educator evaluation model that LEAs can use to meet currently existing requirements for annual evaluations of all educators based primarily on impact on student achievement. We will develop the system to link certification to performance, and we will further recruit and develop expert providers to expand access to high-quality alternative and traditional pathways to certification for aspiring teachers and principals. Race to the Top will allow us to make significant investments in professional development and training for our school leadership teams and teachers, particularly in the areas of standards, curriculum alignment, and data-driven instruction. Because ensuring effective teaching in every classroom requires effective leadership in every school, we will prioritize investments to develop and support principals and school leadership teams, including teacher leaders,—particularly for low-achieving schools. And we will provide high-quality induction support and mentoring for new teachers. (See Section D for more information.)

4. Turning around the lowest-achieving schools: As the *RIDE Strategic Plan* states: “Every school and educational program in Rhode Island must accelerate student learning to prepare students for careers, college, and life. While many schools and programs have had high levels of performance over several years, we know that many schools struggle. ... We must transform these schools so that all students can be successful.” RIDE already has a history of exercising its significant legal, statutory, and regulatory authority to intervene directly in both schools and districts that failed to meet performance targets established by the Board of Regents.

Commissioner Gist, fully supported by the Board of Regents, the Governor, and the legislature, worked in concert with district leaders to make dramatic changes in our most struggling schools. RIDE developed a clear protocol for intervention in the lowest-achieving schools. LEAs will lead school turnaround efforts within a context of state support and intervention where school performance fails to improve. RIDE and LEAs will use data-driven evaluation to develop school reform plans, monitor progress, and revise our actions in response to data. Rhode Island will use Race to the Top to provide extra resources and staffing in low-achieving schools and to build the pool of highly effective teachers and leaders prepared specifically to work in these settings. We

will also use funds to recruit high-performing charter schools with a track record of outstanding student achievement to open or manage schools in Rhode Island, providing immediate options for high-need students. Our strategy combines both significant investments in both intensive improvement and innovation. (See Section E for more information.)

III. Rhode Island’s Solid Foundation for Reform

Rhode Island has in place a uniquely strong regulatory and policy foundation upon which to implement effective, student-centered, comprehensive reforms. The Board of Regents has the authority and the will to implement the ambitious strategies and reforms embedded in the *RIDE Strategic Plan*—as evidenced in the aggressive reform steps the Regents have taken over the past five years. Our state’s legal and legislative framework, as well as the strong authority of our education governance structure, positions us powerfully for results. An investment of Race to the Top funding will enable us to realize the promise that our regulations and strategic plan have already made: All students, regardless of where they live or what school they attend, will graduate from Rhode Island public schools ready to succeed in college, careers, and life.

The Board of Regents demonstrated decisive leadership in establishing more meaningful expectations for all Rhode Island public schools. The result is a comprehensive statutory mandate, the BEP, that all children receive the benefit of an adequate, quality education. Through its BEP regulations (see Appendix A(1)-2), the Board of Regents acted aggressively to define what constitutes the quality of educational opportunities and outcomes to which all Rhode Island children are entitled, as well as the obligation of the state and its LEAs to create and sustain high-quality learning environments that deliver these opportunities and outcomes. In developing the BEP, the Board of Regents moved Rhode Island’s approach to ensuring school quality beyond antiquated measures based on inputs and processes to focus on measurable outcomes of student access and achievement.

Commissioner Gist stated on many occasions, “The Basic Education Program expectations are far from basic.” The BEP is an umbrella regulation that defines overall parameters of the basic quality of education to which every student is entitled. Undergirding the BEP are a series of Regents’ regulations, all of which have the force of law, that fill out the framework of what students are entitled to, as well as the obligations of adults and institutions throughout the system—the state, LEAs, schools, and individual educators—to meet students’ needs. This regulatory authority to provide students with a quality education has enabled the

state to set explicit standards for educator effectiveness and supports provided to students.

A. Standards for Effective Educators

We believe that ensuring an effective teacher in every Rhode Island classroom is the single most important step in ensuring success for all students. This belief is founded in extensive research demonstrating that teacher quality is the most important in-school factor that determines student achievement. We further believe that effective leadership is essential to ensure high-quality teaching in every classroom. Effective principals are not lone agents but are supported by teams of leaders, including teacher-leaders, and by a supportive LEA leadership. Using the BEP, Rhode Island is taking aggressive steps to ensure and improve the effectiveness of all educators in our schools. We established *Professional Standards* for all educators (teachers, principals, and support professionals) in the state. We abolished lifetime teacher certification and are moving to implement a new system that links teacher certification to educator effectiveness. We raised standards and entry requirements for all teacher preparation programs, implemented a rigorous *Program Approval Process* for teacher preparation providers, and created a new alternative pathway to certification that allows high-quality private and nonprofit providers outside the higher education system to recruit and prepare teachers. We now require all LEAs to establish effective educator evaluation systems based primarily on impact on student learning, and we require local evaluation systems to adhere to our regulatory *Rhode Island Educator Evaluation Standards*. We abolished seniority-based hiring in Rhode Island, requiring LEAs to hire and assign teachers and principals based on student needs.

B. Supports for Students

Rhode Island adopted high standards and expectations for student achievement. We are equally committed to providing high levels of support to enable all students to meet these standards. Our regulations back this commitment up, clearly spelling out the measurably effective levels of support that districts must provide for student learning. We revised regulations governing programs to better support our large numbers of students who are English Language Learners (ELL). We rewrote our special education regulations and adopted a statewide response to intervention model to identify and support struggling students before they are referred for special education and to ensure that all students receive appropriate supports for learning. We mandated the creation of personal literacy plans to improve the literacy skills of students reading below grade level. We recognize the need to ensure that children enter Rhode Island schools

ready to learn. To that end, we developed and implemented early learning standards for both program quality and comprehensive child development outcomes and implemented a Pre-Kindergarten Demonstration Program. To ensure that districts, especially high-need districts, have the resources to provide these supports, RIDE proposed a new, student-centered education funding formula, which the General Assembly leadership has committed to pass this year, (See Section F(1).)

C. Student-Centered Management, Operation, and Performance

Our BEP regulations not only set expectations for what services and programs LEAs must provide students, but also dictate how well those services need to be delivered. To comply with the BEP, each LEA must have efficient and effective management processes and policies based on student needs. Commissioner Gist's recent notice informing LEAs that, to comply with the BEP, they must hire and place teachers based on student needs, rather than seniority alone, is one example of how the BEP supports bold state-level action to ensure that LEA policies put student needs first.

IV. Rhode Island's Capacity to Implement

Rhode Island has the capacity to effectively implement our cohesive and aligned strategy to achieve our goals. RIDE's new organizational structure was designed to support LEA implementation of both the *RIDE Strategic Plan* and Race to the Top initiatives (see Section A2(i)(a and b)).

Working closely with local LEA and school teams, RIDE successfully implemented several complex reform initiatives in recent years (e.g., Proficiency-Based Graduation Requirements, Response to Intervention, and Early Childhood Demonstration Program). Lessons learned from these efforts inform our Race to the Top Implementation strategy. Our success implementing complex initiatives results from four key principles that guide our approach to supporting all participating LEAs: 1) Transparent and timely communication on expectations and results is essential to success; 2) Collaboration around challenging implementation issues is vital for achieving results; 3) Building leadership capacity at the local level is necessary for sustainability; and 4) Engaging state and national expert partners is necessary to support our work and supplement our state capacity.

Rhode Island's manageable size gives us a distinct advantage in implementing education reform plans. Reforms that other states can implement in only a few pilot districts become

statewide realities here. We are providing intensive support to and actively partnering with districts and schools to drive reform and address shared challenges around ensuring educator effectiveness, supporting students, and intervening in low-performing schools.

Rhode Island may be the nation's smallest state, but the challenges and opportunities that we embrace as we educate our diverse, urban population are the same ones facing our country as a whole. We educate a large number of recent immigrants (many from impoverished nations) and first generation Americans. Our economy, once solidly built on a foundation of small manufacturing, now faces challenges of high unemployment rates and the need to upgrade our workers' skills and knowledge to compete in an increasingly information-based, global economy. Rhode Island is among the top ten urban-concentrated states and is second in population density only to New Jersey. We have a large population of immigrants and first-generation Americans, many from impoverished nations. About 20% of our students live in the state's two most densely populated cities, Providence (60% Hispanic, 22% African-American) and Central Falls, a city of one square mile with a student population that is 70% Hispanic and 75% eligible for free- and reduced-price lunch. In Providence 67% of students graduate from high school, and in Central Falls just 47% graduate. All of our currently identified (Tier I) persistently lowest-achieving schools are located in these two cities. Although they are relatively small, these two districts typify the problems of urban education in America.

Through the state and LEAs working together, and based on the foundation we have built, Rhode Island students have made steady, moderate improvements across all grades, in nearly all districts, over the past three years. Although we are proud that policy changes in the past decade supported educator effectiveness and student achievement gains, we are urgently focused on achieving much more for our students. To reach our achievable but ambitious student achievement goals, Rhode Island must accelerate the pace of reform by further supporting our educators as they strive to raise our students to higher levels of academic excellence. Race to the Top funds will enable us to build on our strong foundation of initiatives and policies to accelerate our efforts.

The citizens and state-level leadership of Rhode Island are committed to seeing these proposals through to fully transform education in our state. Through our extensive outreach to build buy-in in the state, we have created a new dynamic of collaboration and mutual trust that will enable us to move forward with bold reforms. Race to the Top will accelerate our

implementation and ensure our success. Building on the reforms in place, working from the priorities in our strategic plan and the proposals in this application, RIDE, our LEAs and our statewide team of educators can deliver dramatic improvements in student achievement and provide strategies and models for the nation.

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs)

(a) Terms and conditions that reflect strong commitment by the participating LEAs:

Rhode Island secured much more than the participation of nearly every district in the state for our application: Districts that signed the MOU deeply understand the work, helped develop the plan and **committed** to ensure that Rhode Island becomes a national model for public education, (See Appendix A(1)-3 Standard MOU between RIDE and participating LEAs). Almost all participating LEAs in Rhode Island committed to implementing the full scope of work specified within the MOU, including all 16 activities set forth in preliminary Scope of Work. **All** participating LEAs committed to:

- Work in partnership to share best practices and lessons learned;
- Cooperate with RIDE and the U.S. Department of Education to ensure that we are meeting all of our goals statewide and at the LEA level;
- Engage in all evaluation requirements; and
- Participate in research that will demonstrate proven effectiveness so that we can document our work and share our best practices across the state and with others interested in education reform.

Nearly every LEA in Rhode Island committed to the Race to the Top plan. Forty-eight of our 50 LEAs, representing 96% of all the LEAs in the state, are committed to participating in Race to the Top. We are proud that we brought together a broad coalition of participating LEAs to implement our ambitious agenda for education reform, including 34 (of 36) locally operated school districts, all 10 independent charter public schools, and all four state-operated schools. These 48 participating LEAs account for 97% of all schools in Rhode Island, 97% of all students, and 99% of students in poverty.

(b) Scope-of-work descriptions require participating LEAs to implement all or significant portions of the State’s Race to the Top plans; and

Table A1 - Elements of State Reform Plans

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	48	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	47	98%
(ii) Professional development on use of data	48	100%
(iii) Availability and accessibility of data to researchers	47	98%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	47	98%
(ii) Design and implement evaluation systems	47	98%
(iii) Conduct annual evaluations	47	98%
(iv)(a) Use evaluations to inform professional development	48	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	40	83%
(iv)(c) Use evaluations to inform tenure and/or full certification	45	94%
(iv)(d) Use evaluations to inform removal	44	92%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	48	100%
(ii) Hard-to-staff subjects and specialty areas	46	96%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	48	100%
(ii) Measure effectiveness of professional development	48	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	45	94%

(c) Signatures from local leaders

Table A2 - Signatures Acquired From Participating LEAs

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained	Number of Signatures Applicable	Percentage (Obtained / Applicable)
LEA Superintendent (or equivalent)	48	48	100%
President of Local School Board (or equivalent, if applicable)	48	48	100%
Local Teachers' Union Leader (if applicable)	11	37	30%

Each Rhode Island MOU includes the signatures of the LEA superintendent, chair of the school committee, and the Commissioner. We also have the strong support of many local unions who have signed the MOU, particularly from our urban high-need school districts that are part of the RIFTHP and that will receive the majority of funding under Race to the Top. The state leadership of RIFTHP has strongly endorsed the Rhode Island Race to the Top application. The letter of endorsement is included among the letters of support in the Appendix to A(2)-1).

When we submitted our Rhode Island Race to the Top Phase 1 application in January 2010, only 2 out of 39 total local teachers unions signed on in support. Today, 11 of 39 (37 applicable) local teachers unions have signed in support of our Race to the Top Phase 2 proposal. We attribute this dramatic increase in and broadening of support to greater clarity regarding the obligations and benefits as defined in the MOUs and greater transparency and stronger public engagement throughout the development of the Phase 2 application. Most important, this dramatic increase in buy-in and support reflects a newly developing climate of partnership between management and labor across the state of Rhode Island. We cannot overstate the importance of this dynamic, as evidenced by the new joint management-labor compact to accelerate the persistently lowest-achieving schools in Providence, a recent settlement agreement that resolved a bitter labor dispute in Central Falls, the enthusiastic endorsement of Race to the Top by the president of the RIFTHP, and the active participation of the state RIFTHP and National Education Association-Rhode Island (NEA-RI) on the Race to the Top steering committee.

(iii) The LEAs that are participating in the State's Race to the Top plans will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals,

overall and by student subgroup

Rhode Island has built unprecedented education and community support for its ambitious reform agenda, which has student achievement at its centerpiece. Our LEAs, our educators, and our citizenry are ready for the long-term work ahead of us. The Board of Regents has the regulatory authority to ensure that the policies and initiatives described in this application are fully implemented statewide. The 48 LEAs that have signed MOUs to participate in Race to the Top account for 97% of all schools in Rhode Island, 97% of all students, and 99% of students in poverty. With 97% of our students—and virtually all of our low-income students—in LEAs participating in Race to the Top, we will be able to translate the reforms outlined in this proposal to broad impact for nearly every student in the state.

We set ambitious but attainable, measurable, and important benchmarks to mark our progress along the way. Our goals emanate from our *RIDE Strategic Plan*, and, as such, reflect our work priorities and goals for the next five years. They are absolutely inextricable from our theory of action, which calls for effective teachers and school leaders working within a system of policies and resources that is based on student needs. Further, these goals are based on improvements we have seen in both our highest achieving schools and those that are struggling.

We analyzed individual schools and LEAs in Rhode Island that have produced dramatic student achievement gains of 10 to 20 percentage points over the past few years. These “proof-of-concept” schools, such as the International Charter School (in Pawtucket) and Rogers High School (in Newport), both of which are urban communities; exemplify our theory of action, with effective teachers and leaders working within a system of policies and resources based on student needs. They demonstrate the power of this strategy to produce extraordinary growth. By replicating these same consistent and coherent practices statewide, we will enable all our districts and schools to make similar student achievement gains and led us to establish the following goals:

- **55% of Rhode Island 4th and 8th graders will achieve proficiency on the NAEP in reading and mathematics.** Rhode Island’s most recent NAEP data indicate that our proficiency rates are between 28% and 39%. These numbers are clearly unsatisfactory, but they reflect meaningful progress improving student achievement in recent years. We are one of only a handful of states that saw significant increases in three out of four of the assessments across these two grade levels between 2007 and 2009. These gains are

attributed to current reform efforts occurring in Rhode Island. We are confident that the magnitude of these improvements will only increase with the systemic initiatives planned with our Race to the Top funding and that we can achieve at the highest levels in the country.

- **90% of Rhode Island students will meet standards on the NECAP tests in reading. 90% of elementary school students and 75% of middle and high school students will achieve proficiency in mathematics.** We have seen steady and moderate gains across grade levels and subject areas since the NECAP assessments were first administered in 2004. In schools that implemented comprehensive and sustained school reform plans, we saw incredible improvements across several years. Race to the Top will enable us to replicate that same deliberate effort statewide so that we can achieve these ambitious goals.
- **Eliminate half of the achievement gaps by race (black/white and Hispanic/white) and income (low-income/high-income) on both NAEP and NECAP.** Rhode Island students represent diverse racial and economic backgrounds. Our expectation is that all students, regardless of background, can and will achieve at high levels. The large achievement gaps evidenced in current data indicate that our education system is not living up to that expectation. Our *RIDE Strategic Plan* and Race to the Top proposals focus attention and resources on our highest-poverty urban districts, where our underserved students are concentrated. With support from stakeholders and teachers unions in all these urban districts, we have a strong consensus on the reforms necessary to ensure that all students meet high expectations regardless of their family background or where they live.
- **85% of Rhode Island students in the class of 2015 will graduate within four years of starting high school.** Currently, 74% of students who enroll in Rhode Island's high schools graduate. This average masks the wide variation among our LEAs (from a 48% to a 96% graduation rate). We recognize that in order to move the statewide average, we must make diligent efforts to ensure that every student enters high school prepared to succeed and, once there, benefits from strong supports, high-quality instruction and curriculum, and multiple pathways to graduate with proficiency.

- **77% of the Rhode Island high school class of 2015 will enroll in college.** Currently, 55% of our high school graduates enroll in college—a rate that is slowly improving but not satisfactory. For this reason, the *RIDE Strategic Plan* and our Race to the Top application emphasize strategies to ensure that students have multiple pathways to learn and demonstrate their proficiency. We expanded opportunities for dual enrollment and developed connections to higher education to ensure that students’ plans include postsecondary education.
- **90% of Rhode Island high school graduates who enroll in college will complete at least one year of college credits within two years of high school graduation.** Rhode Island high school graduates who enroll in college have the third-highest college retention rates in the country. We attribute this success to our foundational regulation and subsequent work to graduate students based on proficiency rather than seat time. Once in college, students are well-prepared and remain enrolled in college. We are not satisfied, however, and want to improve our 77% retention rate to 90% so that we will have the highest college retention rate in the country.

Rhode Island’s specific focus on data use for program evaluation, instructional management, and student achievement makes it possible for us to ensure that support, revisions, or changes occur in “real time” so that ineffective strategies are not maintained and gaps in student learning don’t form or expand.

RIDE established a new Division for Accelerating School Performance that will be devoted to improving the performance of all Rhode Island public schools, with a particular emphasis on developing the multiple pathways toward graduation that the *RIDE Strategic Plan* articulates. The pathways, when established will ensure that our graduation rate continues to improve and that our graduates are ready for success in college and careers. Further, the newly created Office of Transformation will be responsible for our interventions in the persistently lowest-achieving schools. These interventions will close achievement gaps that remain far too severe among many of our student groups.

There are national examples of significant gains in student learning that close achievement gaps on NAEP and statewide assessments. Rhode Island has taken significant steps to address factors that lead to gaps in student learning. For example, the Pre-K Demonstration

Program and similar initiatives provide strong literacy and numeracy experiences for high-need children so they can enter school prepared to succeed.

Through a robust partnership with institutions of higher education and agencies such as the Rhode Island Higher Education Assistance Authority, RIDE and LEAs engage students early in their high school experience to help them develop postsecondary goals and a pathway to meet them. The Rhode Island College Crusade provides academic, social, and financial support to students in need, to increase the likelihood they will enroll in college.

Collectively, these conditions and examples make us confident that our goals are within reach. We are heartened by the broad-based support for the *RIDE Strategic Plan* and for this Race to the Top application from LEAs, teachers’ unions, and stakeholders across Rhode Island. We fully expect our partners to work together to implement this coherent plan of action so that every school in every LEA is positively impacted by these initiatives. We know that our work is reinforced by the Regents, who have used their authority to aggressively champion the *RIDE Strategic Plan*. They are the guardians of the strategies and values set forth in this application and will ensure that every policy and regulation that undergirds this application is met in both spirit and practice.

Table A3 - Numbers and Percentages of Participating LEAs, Schools, K-12 Students, and Students in Poverty

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	48	50	96%
Schools	299	307	97%
K-12 Students	141,091	144,982	97%
Students in poverty	59,726	60,441	99%

(A)(1) Evidence

Evidence for (A)(1)(ii)

- An example of the State’s standard Participating LEA MOU, and description of variations used, if any (Appendix A(1) -3)
- The completed summary table indicating which specific portions of the State’s plan each LEA is committed to implementing, and relevant summary statistics (See Table A1 in

Narrative)

- The completed summary table indicating which LEA leadership signatures have been obtained (See Table A2 in Narrative)

Evidence for (A)(1)(iii)

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (See Table A3 in Narrative)
- Tables and graphs that show the State’s goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program (In Narrative)

Evidence for (A)(1)(ii) and (A)(1)(iii)

- The completed detailed Table A4, by LEA, that includes the information requested in the criterion

Table A4 - Evidence for (A)(1)(ii) and (A)(1)(iii)

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion															
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Barrington	6	3,434	139	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bristol Warren	6	3,537	1,109	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
Burrillville	5	2,513	727	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Falls	6	2,862	2,181	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coventry	7	5,401	1,210	Y	Y	Y	Yes	Y	N	Y	Y	N	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y
Cranston	23	10,774	3,443	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cumberland	9	5,025	1,010	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Greenwich	6	2,393	162	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
East Providence	12	5,740	2,375	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Exeter-West Greenwich	5	1,906	244	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Foster	1	257	16	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Foster-Glocester	2	1,383	196	Y	Y	N	Yes	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N
Glocester	2	596	108	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N
Jamestown	2	487	24	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Johnston	7	3,200	1,177	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Lincoln	8	3,355	753	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Middletown	5	2,361	614	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Narragansett	3	1,467	205	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	N
New Shoreham	1	126	15	Y	Y	N	Yes	Y	Y	Y	Y	Y	N	Y	Y	N	N	N	Y	Y	Y	Y	Y
Newport	6	2,106	1,205	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

North Kingstown	9	4,456	797	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Providence	9	3,289	879	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Smithfield	4	1,829	241	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pawtucket	16	8,838	6,633	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portsmouth	5	2,859	313	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Providence	51	23,847	20,206	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scituate	5	1,656	198	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Smithfield	6	2,508	340	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
South Kingstown	8	3,581	563	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tiverton	5	1,966	413	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Warwick	23	10,507	3,047	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
West Warwick	6	3,594	1,622	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Westerly	6	3,193	974	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Woonsocket	10	6,086	4,130	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
RISD	1	70	35	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Davies	1	815	496	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Met School	1	636	388	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Beacon Charter School	1	225	109	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blackstone Academy	1	167	122	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Democracy Prep	1	76	46	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
International Charter School	1	303	179	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Highlander Charter School	1	282	157	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston Hill Academy	1	178	40	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paul Cuffee School	1	483	361	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Compass School	1	153	11	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Learning Community	1	404	346	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Segue Institute for Learning	1	60	60	Y	Y	NA	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Training School	1	107	107	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

- (i) *Ensure that it has the capacity required to implement its proposed plans by— (20 points)*
- (a) *Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;*
 - (b) *Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;*
 - (c) *Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;*
 - (d) *Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and*
 - (e) *Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and*
- (ii) *Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)*
- (a) *The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and*
 - (b) *Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.*

Evidence for (A)(2)(i)(d):

- *The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.*

Evidence for (A)(2)(ii):

- *A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.*

(A)(2)(i) Capacity to implement proposed plans

(a) Providing strong leadership and dedicated teams

Just as we need effective leaders in every school in order to drive student achievement, we need highly effective leadership at the state level in order to build and implement a statewide system of policies and resources based on students needs. Rhode Island established a strong foundation for bold actions in the *RIDE Strategic Plan*, garnered deep and broad constituency support from across the state, and galvanized and unified committed leadership at both the state and local level to implement and sustain our reform initiatives. Strong leadership for an effective education system starts at the highest levels of state government. Governor Carcieri, Speaker of the House Gordon Fox, and Senate President Teresa Paiva Weed strongly endorsed Rhode Island's Race to the Top application (see letters of support in Appendix (2)-1), actively worked with Rhode Island citizens to build support, and will continue to work with RIDE and stakeholders to support its implementation. These political leaders recognize that a great plan is not enough. Political will and community support are essential to realizing and sustaining a better system of education in Rhode Island. Together, our executive and legislative branches made education a state priority, invested in programs to enhance teaching, and targeted resources to schools and students who require progressive support and intervention.

The Board of Regents is made up of reform-oriented policy leaders who created a bold vision and the policy conditions for transforming education in Rhode Island. As a policy body, the Regents adopted some of the most aggressive regulatory approaches in the nation to improve student achievement and ensure educator quality and effectiveness, (See Appendix A(2)-2: Board of Regents Profile.) These Board members will play a vital leadership role in ensuring that Rhode Island meets the goals in the *RIDE Strategic Plan* and this application.

In April 2009, the Board of Regents selected as Education Commissioner Deborah Gist, a dynamic and transformative leader whose vision and commitment to dramatically improving student achievement created a new energy and enthusiasm for education reform in Rhode Island. Since assuming responsibility on July 1, 2009, Commissioner Gist is taking decisive and progressive steps to implement the state's theory of action, (See Appendix A(2)-3: Deborah Gist bio, and Appendix A(2)-4, Press Clips.) Specifically, Commissioner Gist:

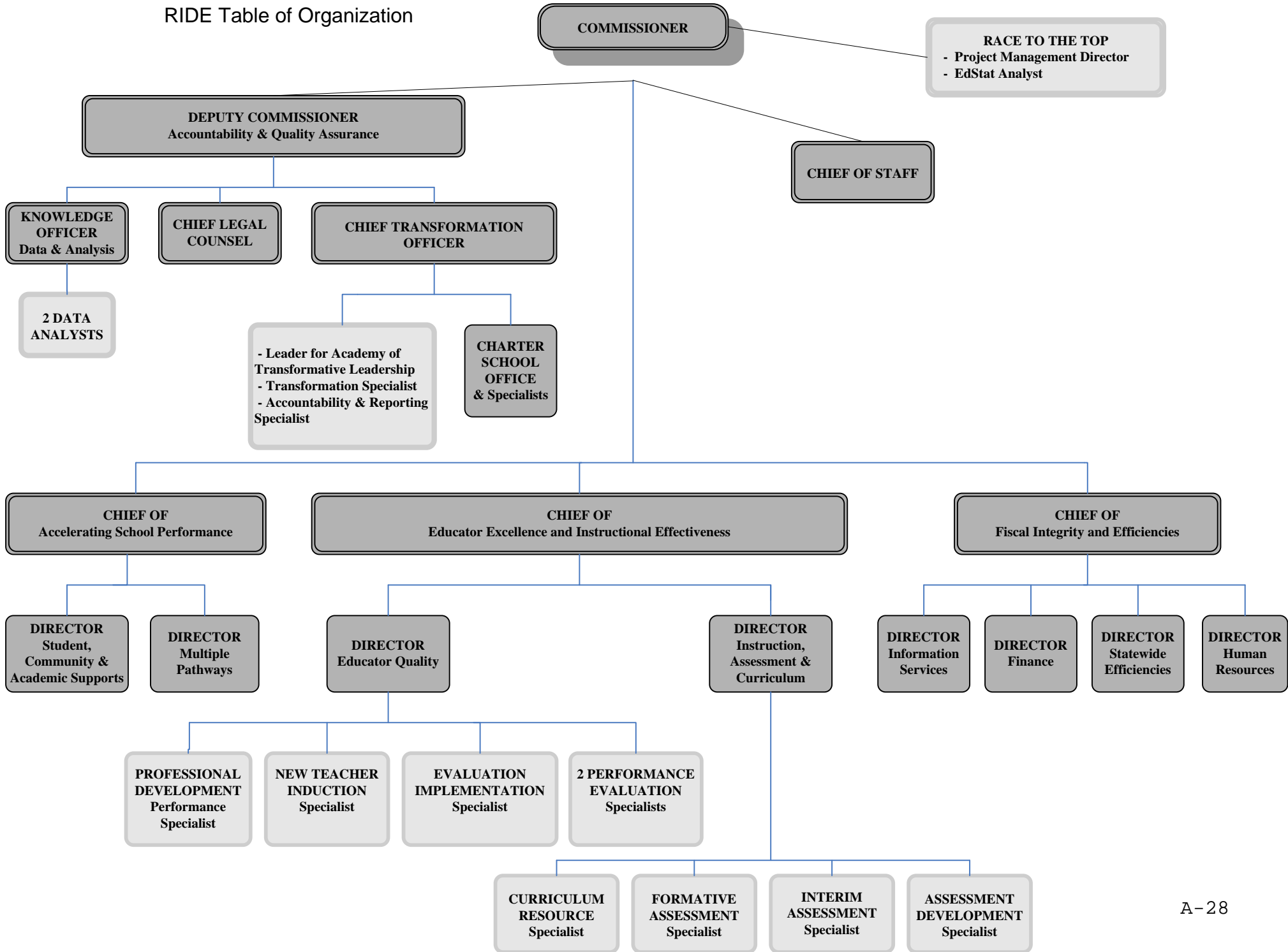
- Created, with significant input from all relevant stakeholder groups (parents, teachers, students, community leaders), the *RIDE Strategic Plan*;
- Issued directives to LEAs to end seniority-based teacher hiring and assignment and require the implementation of evaluation systems for educator effectiveness based “primarily on evidence of impact on student growth and academic achievement;” and
- Raised entry requirements for all teacher preparation programs in the state—in two years, the entry requirements in Rhode Island will be the highest in the nation.

RIDE regularly works in close collaboration with a wide range of community, education, philanthropic, business, and civic leaders on issues related to student achievement. We work with these partners to support youth involvement, to make data and information available to the public, and to develop and implement early childhood, community school, and afterschool programs. The development of Rhode Island’s Race to the Top application benefitted from the direct and engaged participation of these leaders. Their continued involvement will enhance implementation of Race to the Top and the *RIDE Strategic Plan*. To facilitate this involvement the Board of Regents and the Commissioner established a Transforming Education Advisory Commission made up of leading stakeholders to provide the Board of Regents, the Commissioner, and the citizens of Rhode Island with an independent perspective on the implementation of Rhode Island’s Race to the Top plan, (See section A(2)(ii)(b) for further details.)

Commissioner Gist reorganized RIDE to carry out the *RIDE Strategic Plan*, which aligns with the initiatives that are described in the Race to the Top reform plan. Starting in July 2009, Commissioner Gist established an Executive Leadership Team—made up of leaders of each division, the Chief of Staff, and the Commissioner herself—to oversee the *RIDE Strategic Plan* and the Race to the Top application. The Executive Leadership Team designed and implemented a new organizational structure within RIDE that went into effect January 2010. This team will ensure that all reform initiatives are implemented with integrity and are on track to meet goals and performance benchmarks. The new RIDE organizational structure is designed to support strong project management and coordination across all assurance areas. The newly created Division of Accountability and Quality Assurance and Division of Educator Effectiveness and Instructional Improvement are responsible for bringing teams together with appropriate staff expertise to deliver project initiatives and provide ongoing assistance to LEAs.

The organizational structure for implementing the Race to the Top initiatives and the *RIDE Strategic Plan* with existing state teams and newly added Race to the Top positions is presented below. A detailed description of each Division's roles and responsibilities, and bios of key personnel are included in Appendix A (2)-5.

Table A5:
RIDE Table of Organization



Rather than creating new divisions or structures solely to oversee the work of Race to the Top implementation, this new organizational structure ensures the sustainability and integration of Race to the Top and the *RIDE Strategic Plan* implementation efforts by embedding key initiatives into the work of RIDE's newly reorganized divisions. Additional staff and key offices were added that will have responsibility for implementing specific elements of the reform plan. Within the Division of Accountability and Quality Assurance, the newly created Office of Transformation, headed by the Chief of Transformation, has direct responsibility for working with LEAs to ensure that school reform plans are implemented in persistently low-achieving schools. The Knowledge Officer, with the support of the Data and Analysis Teams, will be responsible for helping LEAs to implement effective data tools that inform instructional decision-making and accelerate student achievement. A new Office of Statewide Efficiencies, within the Division of Fiscal Integrity and Efficiencies, will support the Uniform Chart of Accounts and other efforts to ensure that federal, state, and local funds are efficiently coordinated to maximize their reform impact. (See Sections A(2)i(c and d) below for more information on how this office will support the effective implementation of the grant.)

Starting in early January, the Executive Leadership Team re-examined all 134.3 staff positions within RIDE and realigned positions to support the *RIDE Strategic Plan* and Race to the Top initiatives. In addition, the Commissioner and Executive Leadership Team actively recruited nationally recognized leaders to assume responsibility for directing and managing key reform initiatives: Chief of Accelerating School Performance; Data/Knowledge Officer; Director of Instruction, Assessment & Curriculum; Chief of Transformation; and Charter Schools Officer.

The Executive Leadership Team will oversee the implementation of the *RIDE Strategic Plan* and all Race to the Top initiatives. The team will monitor progress indicators and continuous improvement in order to make decisions regarding resources allocation and deployment of staff to best support the projects. In June 2010, the Commissioner will implement "EdStat," an agency accountability and performance improvement model that is designed to move RIDE toward a system of managing from data for results. Not a new technology, but rather a proven management practice for public sector organizations, EdStat will be RIDE's primary vehicle to hold itself, its divisions, and the office itself accountable for Race to the Top, by supporting a system-wide emphasis on results for students. Our budget also includes a project management position to oversee the implementation of Race to the Top and ensure that we meet

our benchmarks and goals. This position will be supplemented by a Broad Fellow in Residence.

Through this work, the Board of Regents and the Commissioner brought together the necessary human capital, partnerships, and political and stakeholder support—combined with expertise and capacity in grants and budget administration, performance monitoring, and evaluation—to effectively implement our Race to the Top plan and achieve our goals over the next four years.

(b) Supporting participating LEAs in implementing the education reform plans

RIDE’s new organizational structure is designed to support LEA implementation of both the *RIDE Strategic Plan* and Race to the Top initiatives. Rhode Island has a clear regulatory picture of the respective roles of RIDE and LEAs in supporting meaningful education reform.

The BEP clarifies that the role of the state encompasses four key responsibilities:

- Establishing clear expectations for students, educators, and systems;
- Providing capacity and resources for implementation;
- Ensuring quality assurance and quality control; and
- Leveraging innovation and partnerships to expedite improvements.

LEAs have four corresponding responsibilities:

- Providing instructional leadership;
- Establishing content and program requirements;
- Ensuring sufficient infrastructure to support reforms; and
- Providing personnel supports to enable individuals to operate at the level required by program demands.

Over the last several years, RIDE successfully implemented complex reform initiatives (e.g., Proficiency-Based Graduation Requirements, Response to Intervention, and Early Childhood Demonstration Program) by working closely with local LEA and schools teams. The success results from four key principles that guide our approach to supporting all participating LEAs: 1) Transparent and timely communication on expectations and results is essential; 2) Collaboration around challenging implementation issues is vital for achieving results; 3) Building leadership capacity at the local level is necessary for sustainability; and 4) Engaging state and national expert partners is necessary to support our work and supplement our state capacity.

Race to the Top implementation work is based on the four principles that brought success, as well as the deep knowledge and data that exist within RIDE about all Rhode Island LEAs. We will directly support all participating LEAs in implementing Race to the Top initiatives by:

- Working directly with each participating LEA as they develop their local reform plans to ensure deep understanding of all requirements, alignment with state expectations, and performance milestones, and to intervene if necessary;
- Monitoring LEAs' implementation of all project initiatives and BEP requirements, to hold LEAs accountable for the implementation of work in accordance with signed MOUs, and to intervene if necessary;
- Convening participating LEA leadership teams on a quarterly basis to monitor and assess progress toward meeting goals and to identify gaps in reaching goals in order to inform the Transforming Education Advisory Committee;
- Systematically identifying best practices employed by LEAs and disseminating them widely to LEAs across the state through interactive and traditional media, quarterly leadership team meetings, other seminars and conferences, and opportunities for staff from LEAs to visit other LEAs to learn from or share their best practices;
- Executing interactive communication mechanisms (e.g. webinars, face-to-face meetings, weekly e-mail blasts, Facebook, Twitter), between the state and the participating LEAs to ensure timely dissemination of information and best practices;
- Providing intensive professional development to LEA and school leadership teams using external providers and experts on the implementation of world-class standards, use of data and instructional improvement systems, and evaluation processes. Our professional development strategy (described in Sections B(3), C(2 and 3) and D(5)) will enable Rhode Island educators to implement world-class standards and use data to drive instructional improvement; and
- Providing LEAs with expert consultants and additional resources to support implementation of specific project initiatives. Our strategies to support the implementation of world-class standards (described in B(3)), use data to inform instruction (described in C(3)), and turn around low-achieving schools (described in E(2))

all utilize expert consultants from both within and outside the state to support and build the capacity of district educators to implement these project initiatives.

Rhode Island will also invest in building capacity and infrastructure within the state to deliver high-quality support and professional development to our LEAs and educators. RIDE will develop a network of Intermediary Service Providers (ISPs)—education professionals within the state who have been specifically trained by our expert partners to deliver professional development and provide support based on proven national models. The partners will certify that ISPs are delivering these supports with high levels of quality and fidelity to the original models. ISPs are not individual agents; by training the ISP cohort as a group and coordinating its work, RIDE will ensure that quality is maintained while expanding the scope and capacity. These ISPs will enable us to more broadly and deeply support educators during Race to the Top and ensure the long-term sustainability of these supports beyond the grant period.

(c) Providing effective and efficient operations to implement the grant

RIDE has the fiduciary responsibility to assure that state and federal resources are received and expended in accordance with all state and federal rules and regulations. RIDE has proven systems in place for the effective and efficient transparent administration of its resources. This is demonstrated by both state and federal reviews and a consistent history of clean audits. The RIDE Office of Finance manages all accounting, control, and oversight for all state, federal, and restricted-receipt funds and distributes education aid to LEAs.

Federal Grants Management: Federal grants management activities include approval and financial oversight of federal funds, including the preparation of allocations, competitive requests for proposals for discretionary funding, and the review and approval of all applications for compliance with state and federal laws. The Federal Grant Coordinator and Grant Officers ensure that funded programs are operated in accordance with their approved grant application and budget, supporting documents, and other representations made in support of approved grant applications. RIDE adheres to fiscal controls and accounting procedures to ensure compliance with federal program requirements. RIDE’s web-based federal grants management system, Accelegrants, collects uniform, transparent data on LEA spending and outcomes and integrates data into the Rhode Island data warehouse, allowing RIDE staff to analyze LEAs’ progress against performance measures and return on investment. Accelegrants, paired with our Uniform Chart of Accounts, (UCOA), enables RIDE to examine leading indicators on spending, compute

return on investments, and identify efficiencies in real time as LEAs upload their financial data quarterly. RIDE currently uses Accelegrants to administered federal ARRA funds and other federal funding streams to all LEAs.

Planned operational supports to Race to the Top: RIDE's FY 2011 budget includes a full-time Federal Grants Officer who will be dedicated to the financial administration of the Race to the Top grant and will carry out the activities described above. RIDE's experience in federal grants management systems will allow for the effective management and monitoring of the Race to the Top grant. RIDE will distribute Race to the Top funds annually to LEAs based on their attainment of agreed-upon performance measures. With the support of Accelegrants and the UCOA, RIDE will be able to monitor progress toward performance standards each year for each LEA receiving funds through Race to the Top and make sound decisions regarding whether to disburse additional funds or hold them back for non-compliance.

(d) Using funds in the grant to accomplish plans

As discussed in our budget and accompanying budget narratives, we will use Race to the Top effectively and efficiently to meet ambitious but attainable performance targets, (See Appendix A(2)-6: RI Race to the Top Budget Narrative and Project Summaries.) Race to the Top funds will primarily support the design and implementation of six statewide areas: (1) state and local capacity, (2) standards and curriculum, (3) instructional improvement system, (4) educator effectiveness, (5) human capital development, and (6) school transformation and innovations. These areas will lay the basic groundwork to enable our LEAs to imbed reforms in the day to day work of every school and classroom in Rhode Island. While Rhode Island invests in education, this effort requires additional resources to fully develop the work described in this proposal. We will use Race to the Top as a one-time influx of dollars to launch the foundational components of these projects. We will simultaneously invest in building the capacity of educators, leadership, and administration at both the local and state levels to use these new systems effectively and efficiently to drive lasting improvements.

To fully implement all Race to the Top initiatives, we will leverage national and regional partners and providers with strong track records of success in improving student achievement. These partners and providers will help jump-start the efforts outlined in the Race to the Top plan and over the course of the grant will build the capacity of RIDE and educators across the state.

Rhode Island faces tremendous fiscal pressures due to a significant decrease in state revenues, but this will not detract from the state's investments to design, build, and maintain an education system

that will ensure continuous school improvement and accelerate the performance of all students in the state. As noted in Section (F)(1), there was an increase in the proportion of state revenue dedicated to education from 2008 to 2009. The Commissioner is committed to aligning state resources with *RIDE Strategic Plan* priorities. These strategic investments will also support and ultimately help sustain the work started under Race to the Top.

RIDE already presented a state budget proposal that responds to the state's projected budget for the next fiscal year; while redeploying resources to support investment in the *RIDE Strategic Plan*. The Commissioner and her staff re-examined every activity in every program to identify state savings. This modified, zero-based budgeting process achieved savings by eliminating and reducing lower priorities. RIDE has redirected \$1.3 million of savings achieved through fiscal analysis to the bold new initiatives designed to transform Rhode Island public education, and is recruiting and hiring nationally recognized staff to lead transformation, charter school growth, and accelerating student achievement efforts. We are also using a portion of the savings to fund research and identify best-practice models and strategies to transform Rhode Island's schools and educator workforce. Increased alignment of resources with the *RIDE Strategic Plan* priorities is allowing us to use funds effectively and efficiently to maximize their impact.

Our UCOA requires every LEA and educational collaborative to use the same uniform system of numbers to account for all of the revenues and expenditures in schools. The UCOA provides transparency, uniformity, accountability and comparability of financial data for LEAs throughout Rhode Island. The UCOA will enable the state and its districts to systematically redeploy funds from local, state, and federal funding streams (including Title I, Title II, IDEA, NSF, and Charter School Program grants) away from less effective uses and those that are not aligned with strategic reform goals in order to sustain Race to the Top initiatives after the end of the grant period. Because of the increased accountability and public attention as a result of Race to the Top, LEAs will face new incentives to use public resources as efficiently as possible. By strategically redeploying public funds in ways that best serve the needs of students, we can ensure that limited public funds are used efficiently and in ways that have the greatest impact on improving student achievement, including sustaining effective reform initiatives.

To use public resources effectively, LEAs are partnering with RIDE to implement statewide efficiencies for goods and services, such as transportation, school food services,

school and office supplies, and telecommunication services that save approximately \$5.5 million annually. The Rhode Island Association of School Committees (RIASC) is also working closely with LEAs and has established a statewide aggregate purchase agreement for energy commodities that saves approximately \$6M million annually. RIDE and RIASC continue to pursue other efficiencies including a statewide health care contract in accordance with legislation passed by the General Assembly, which is projected to save more than \$6 million annually. In addition, RIASC has been selected by the National School Board Association to be a model for a nationwide purchasing consortium that will complement recent legislation that allows for the state and LEAs to join nationwide purchasing consortiums. RIASC is also sponsoring a statewide program for maintenance services. Savings realized from these efficiencies will be used to sustain the new reform systems that will be implemented by Race to the Top funds.

(e) Using the fiscal, political, and human capital resources to continue reforms

Rhode Island's Race to the Top effort will result in changes—at the state, LEA, and school level—that are foundational systemic, and fully ingrained in the state's education landscape. Once we have built the necessary systems and human capital capacity, much of this work will not need to be repeated but rather effectively sustained through the strategic redeployment of existing resources.

Rhode Island's Race to the Top strategy invests heavily in building LEA capacity to implement reform strategies, ensuring that LEAs have in place the human capital and key capacities to continue and sustain reform after the grant period. Our Race to the Top strategy also includes one-time investments in tools and systems our educators need to do their work effectively. Consistent with our theory of action, our Race to the Top strategy invests in professional development, educator evaluation, and improving the quality of educator preparation programs to ensure that our teachers and leaders have the skills to use these systems effectively to drive student achievement. As a result of this Race to the Top work, all of our LEAs will have in place at the end of this grant period the human capital capacity and access to tools and systems to sustain this work going forward.

In partnership with high-quality external providers, we will build the capacity of institutions within our own state to sustain the work of supporting and developing the skills of our educators in LEAs in the years following Race to the Top. Rhode Island has

successfully worked with external providers by building the in-state capacity of our professional development providers, higher education faculty, and retired educators to sustain the high-quality and proven practices from these external providers by developing *Intermediary Service Provider* models (ISPs). The ISP model will be expanded to support many of our Race to the Top initiatives.

We are also building capacity and reallocating resources within RIDE to support the continuation of this work after Race to the Top. As described in Section A(2)(i)(a), RIDE will use Race to the Top funds to add 20 staff to support the Race to the Top work. Most of these positions are temporary; these additional staff will implement one-time capacity and systems-building projects and will no longer be needed after that work is complete. For 7 staff positions needed to support ongoing work, we have already identified budget dollars to support those positions in the future through phased redeployment of current staffing.

The process of developing the *RIDE Strategic Plan* and the Race to the Top application, coupled with Commissioner Gist's outreach efforts, stimulated unprecedented public support for education reform in Rhode Island. RIDE will capitalize on this intensified interest and support to sustain political and public will for reform throughout the Race to the Top period and beyond. We have strong support from the Speaker of the House, the President of the Senate, chairs of the House and Senate Finance Committees, the Mayor of Providence, Rhode Island KIDS COUNT, the state's major newspaper, and the Rhode Island Foundation, a major education funder. Because of this strong support and enhanced interest from the philanthropic community in Rhode Island's efforts, we believe that significant private funding contributions will also be available to support and sustain reform work both during and after Race to the Top.

Governor Carcieri, whose term as governor ends in 2011, has been a strong supporter of both the *RIDE Strategic Plan* and the Race to the Top application. To ensure continued political support for this effort, Commissioner Gist and top RIDE staff has briefed all major-party gubernatorial candidates. (See Appendix A(2)-1 for letters of support from all gubernatorial candidates.) This fall we will work closely with the governor-elect's transition team to ensure that the incoming governor's staff has a clear understanding of the Race to the Top work and to support a seamless transition. We will

undertake similar outreach efforts to legislative leaders to ensure the continuation of their support, which has been substantial to date. And we will maintain open and congenial communication with key policymakers in both the executive and legislative branches regarding all aspects of Race to the Top.

Most important, the results we produce will ensure the long-term sustainability of our Race to the Top reforms. Once we have done the hard work of putting in place systems, capacity, and reforms, we will begin to see more rapid improvements in student achievement. As parents, educators, and other key stakeholders see these reforms paying off in results for children and communities, these results will play a critical role in sustaining public, political, and fiscal support for these reforms over time.

A(2)(ii) Extent to which the state has a high-quality plan to use support from a broad group of stakeholders to better implement its plans.

(a) The State’s teachers and principals, which include the State’s teachers’ unions or statewide teacher associations

The Board of Regents, Commissioner Gist, and all Rhode Island’s educators will lead our efforts to transform education in Rhode Island. Commissioner Gist and RIDE worked proactively to build strong collaborative relationships with numerous partners, both in Rhode Island and elsewhere, who will support and complement the transformation efforts outlined in our application. Throughout the development of the *RIDE Strategic Plan* and this Race to the Top application, Commissioner Gist has met regularly with the leadership and membership of the R.I. School Superintendents Associations, the R.I. Association of School Principals, the R.I. Middle Level Educators Association, the R.I. Association for Supervision and Curriculum Development, the NEA-RI, and the RIFTHP. Some of these meetings were small workshops, others were public forums attended by hundreds of members. All involved a great deal of animated discussion of the Race to the Top application – both the general principles and details at the granular level. RIDE kept careful records of each of these meetings so as to capture all ideas that the teacher and principals brought to the table.

Each association provided feedback, input, ideas, and advice that helped to define the RIDE strategies, priorities, and initiatives and that helped build the proposals, timelines, and budgets that shape this application. The support of teachers’ unions in Rhode Island, particularly the RIFTHP and 9 of its 11 local affiliates, is noteworthy.

In her enthusiastic letter of support for our Race to the Top proposal, Marcia B. Reback, the president of the RIFTHP, which represents the teachers in our largest urban districts, wrote:

The development of the Phase 2 Application was a collaborative and open process and engaged the leaders of the locals affiliated with the RIFTHP. This accounts for a large majority of the local AFT affiliates in RI signing MOUs. Our locals look forward to working collaboratively with their districts in developing their plans and negotiating whatever provisions are necessary for implementation in districts.

We could not have earned this support from teachers and their union leadership without a solid plan that would ensure all educators that they are essential to the effective implementation of the *RIDE Strategic Plan* and Race to the Top.

Our design and implementation of our Race to the Top initiatives includes numerous opportunities to engage our state's excellent educators. Rhode Island educators (both teachers and principals) will serve on our advisory committee and work teams to design the Rhode Island Educator Evaluation Model (see D(2)), a cadre of qualified educators who will serve as *Intermediary Service Providers* to implement our Induction Program (see D(5)), to work with LEAs to implement the Common Core (See B(3), and to provide support to principals as they implement the Rhode Island Educator Evaluation Model (see D(2)). We also plan for the deep involvement of Rhode Island educators in gathering ongoing feedback on the implementation of our Race to the Top plan as it unfolds. They will be an integral part of our strategy for involving all critical stakeholders in our efforts to improve our plan. Our plan for engaging all stakeholders is described in part (b) below.

(b) Other critical stakeholders

The development of Rhode Island's Race to the Top application benefitted from the direct and engaged participation of a broad group of Rhode Islanders. Their continued involvement will enhance implementation of Race to the Top and the *RIDE Strategic Plan*. To facilitate this involvement, the Board of Regents and the Commissioner have established a Transforming Education Advisory Commission made up of leading stakeholders to provide the Board of Regents, the Commissioner, and the citizens of Rhode Island with an independent perspective on the implementation of Rhode Island's Race to the Top plan. The Commission will carry out three primary functions: (1) engage a variety of community, organization, and educational leaders in reviewing the implementation of the Race to the Top plan and make

recommendations for improvements; (2) identify strategies for sustaining momentum and engagement statewide, and; (3) issue a yearly progress report on the status of the Race to the Top plan implementation in a manner that can be easily understood by Rhode Island citizens.

The *RIDE Strategic Plan* and Race to the Top application have strong support from state leadership. Governor Carcieri, the Board of Regents, and leadership in both houses of the General Assembly have endorsed the *RIDE Strategic Plan* and Race to the Top application. RIDE developed the *Strategic Plan* with input and buy-in from diverse stakeholders, including superintendents, charter school leaders, the state's two educator-union organizations, community and civic organizations, the Governor's Urban Education Task Force, and individual principals, teachers, parents, students and other stakeholders. As a result, the goals, strategies, and actions outlined in the *RIDE Strategic Plan* and this application have deep buy-in from across our education system and citizenry.

We engaged the entire Rhode Island community throughout the development of this application. As we prepared our Phase 1 application, Commissioner Gist convened a broadly representative steering committee, which provided guidance and advice throughout the application process. More than 750 Rhode Islanders attended a series of community forums to discuss Race to the Top and the *RIDE Strategic Plan*. RIDE presented an early draft of the application to the public a full month before filing, and Commissioner Gist and other staff members met with many groups of educators and other stakeholders, including the associations of superintendents and principals and the leaders of the two state labor unions that represent all teachers in Rhode Island, to solicit their advice and input on development of the final version of the application.

Building on the momentum generated during Phase 1, RIDE took even more dramatic steps as we began revising our proposal for Race to the Top Phase 2. Commissioner Gist expanded the Phase 1 Steering Committee, adding new members to build an even broader base of public support for the application. RIDE held additional community forums and meetings with key stakeholder organizations. During the drafting of this application, staff members dedicated time each day to meet with any interested Rhode Island citizen to receive input and advice. We also posted working drafts of the application every day for public review and comment.

This open and active engagement process during both Phase 1 and Phase 2 not only improved our application by generating excellent feedback and insight from across the entire community, it also built solid stakeholder support. During Phase 1 and Phase 2, both houses of the state legislature passed a resolution (See Appendix A(2)-7 Joint Resolution.) and the House and Senate leadership sent letters in support of our Race to the Top application. This support was not a matter of words alone. During the current legislative session, both the Rhode Island House and Senate passed legislation to raise the cap on new charter schools (to 35, more than 10% of Rhode Island public schools), and the Governor signed this historic legislation into law. In another historic action, the chairman of the House Finance Committee has submitted legislation that would establish a new funding formula to provide education aid to all school districts based on student need and LEA capacity. Two weeks later, the chair of the Senate Education Committee introduced a companion bill, co-sponsored by the Senate President. As we submit this application, we are confident that the new funding formula will become law in Rhode Island this year, bringing equity and accountability to education funding in this state. (See Section F(1)(ii) for more information.)

Ongoing Public Engagement

Support for Race to the Top must come from across the whole state – and in Rhode Island, it has. Commissioner Gist is a true ambassador for education reform. We received over 100 letters of support from educators, elected officials, union leaders, parents, community and business groups, and youth organizations. (See Appendix A(2)-1 Letters of Support.) There has never been more attention to the quality of public education in the state, and the current groundswell of support signifies a deep desire to make Rhode Island’s education system the best in the nation. This level of engagement ensures that we all deeply understand not only what we need to accomplish through the Race to the Top application, but also how we will work together to accomplish these goals.

The executive director of Rhode Island KIDS COUNT, Elizabeth Burke Bryant, offered this strong endorsement of our Race to the Top application:

The important policy changes that the Commissioner has already put into place during the first eleven months of her tenure (with the backing of the Governor and the Board of Regents) are clear signs that Rhode Island is already making huge strides to improve our education system and to ensure that every education policy decision is in the best

interests of children. There is a great spirit of cooperation within our state, strong leadership, and a real sense of urgency. We are ready to work together, as a community, to increase student achievement in the state of Rhode Island. Rhode Island KIDS COUNT pledges its full support, staff resources and participation in the implementation of Rhode Island's Race to the Top agenda.

Gerri McCarthy, a high-school teacher and Milken Educator Award winner, wrote:

Deborah Gist's number one priority is to put an excellent teacher in every Rhode Island classroom – not just in one or two districts, but in every district. She is a breath of fresh air and has not been afraid to take on entrenched interests. She has not wavered in her commitment to what is right.

The largest community agency in the Latino community in Rhode Island, Progreso Latino, wrote:

The proposals set forth in this application are focused on the most important ingredient for student success: instructional leadership and effectiveness. This opportunity will give teachers in urban schools the professional development and technical support they need to incorporate educational strategies that will make a difference in the lives of the diverse constituencies in our state's student population.

The leaders of the Greater Providence Chamber of Commerce offered this support:

The education system plays a pivotal role in shaping the quality of the workforce which is so important to the business community and their ability to find skilled workers. The economy of our state and nation is being transformed from one based on the manufacturing of goods, to one based on knowledge-based businesses which requires a very different set of skills for its workforce.

As a final example, the largest student advocacy group in Rhode Island, Young Voices, offered this strong endorsement:

We have been thrilled with the progressive and strong direction that the RI Dept of Education (RIDE) has been taking to reform our state's schools. In the past year alone, changes have taken place that will make a real difference in the daily experience of young people. The leadership of our new Education Commissioner, Deborah Gist, as well as our state Board of Regents, has been key to this success. In addition to being both

decisive and productive, they have been incredibly open to student input, with Commissioner Gist herself meeting with us on several occasions.

We are extremely proud of and grateful for this broad-based community support for Race to the Top and for the *RIDE Strategic Plan*.

We are also well aware that the best of plans is useless unless and until the words are put into action. In addition to the many changes at RIDE (described in A(2)(i)) designed to ensure the successful implementation of the *RIDE Strategic Plan*, we intend to channel the tremendous public support for Race to the Top and use that energy and enthusiasm to ensure that we transform education in Rhode Island. As Commissioner Gist said on April 7, 2010, in her address to a joint session of the General Assembly of Rhode Island. (See Appendix A(2)-8: Commissioner's Address to the General Assembly, which also includes the list of the delegates who traveled to Washington to support Race to the Top.):

[W]e can't leave change this big and important to chance. In the months ahead, we will carry this message and agenda across the state directly to the people we serve. Building on the school tours I did throughout 2009, we will hold town hall meetings with our local leaders, educators, parents, and other community members in every district in the coming school year.

The Commissioner will use these town hall meetings *in every district* in the state to get continued feedback on our school-reform initiatives and to continue to build public support for transforming education. In addition, we will reconvene the Race to the Top steering committee as a Transforming Education Advisory Commission (described in A(2)(i)) that will meet at regular intervals to independently evaluate the progress of the many reform initiatives that we will put into action. The Rhode Island Public Expenditures Council has also agreed to publish an annual report on the measurable objectives contained in the BEP. We welcome accountability because Rhode Island is poised to do great things.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)

(ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)

(a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;

(b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and

(c) Increasing high school graduation rates.

Evidence for (A)(3)(ii):

- *NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.*

(A)(3)(i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms (5 points)

Over the past several years, Rhode Island has made significant investments to support strategic initiatives in the areas of standards, data, and educator quality. These investments, along with the funding provided through the American Reinvestment and Recovery Act have helped RIDE achieve progress in education reform.

Standards and Assessments: Rhode Island's commitment to and success with developing and using common content standards and assessments is demonstrated by its strong participation in other multi-state consortia.

- Rhode Island is a member, along with Vermont, New Hampshire, and Maine, of the New England Common Assessment Program (NECAP), the only operational multi-state consortium that shares both common content standards and an operational common assessment in the multiple grades required by NCLB. Rhode Island planned and implemented the standards and assessments using \$2.9 million in state funds annually and \$2 million from a Federal Enhanced Assessment grant. The multi-state consortium procured services from a national vendor to assist in the development of the standards and assessments, which resulted in more than \$5 million in savings for Rhode Island to date due to greater economies of scale. Maine recently joined the New England consortium which resulted in an additional \$0.4 million in savings in FY 2010 that has been repurposed to support and sustain Rhode Island's reform efforts. NECAP's standards and assessments are described in detail in Section B2.
- Rhode Island is also a leading member of the World-class Instructional Design and Assessment (WIDA) Consortium, which is dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. As an early member of this consortium, Rhode Island was the fiscal agent for WIDA and used \$2 million since 2006 to develop the English language acquisition standards that support the academic language that students need to engage successfully in its content standards in reading, writing, mathematics, and science.

- In addition, Rhode Island was a founding member and leader in 2005 of the Achieve Algebra II end-of-course consortium, which now includes 14 states using the common Algebra II assessment. RIDE has been working with a group of teachers and principals to create Rhode Island K-12 Grade Span Expectations (GSEs) in Engineering and Technology, (See Appendix B(2)-1.) Benchmarked to the International Technology Educators Association’s Standards for Technology Literacy and other publications, these GSEs were developed as a means to identify the concepts and skills in technology, design, problem solving, and engineering expected of all students. The creation of these expectations represents an important first step in the integration of the missing “T & E” in STEM education in Rhode Island. The STEM work has been a high priority for the Governor, and the General Assembly has invested \$1.5 million in state funds since 2007 for STEM planning and implementation initiatives.
- Rhode Island aggressively engaged in a multi-year effort to transform secondary education in the state. The state used \$2.4 million in state funds to provide intensive services and supports to all Rhode Island high schools, including career and technical centers, to meet proficiency-based graduation requirements and prepare for college and careers.

Standards and assessment work at the state and local level are used for accountability but are understood to be levers for improvement and capacity building. All work in this area is done with educators at the state and local levels designing and reviewing standards, assessments, and curriculum. Rhode Island knows that without this partnership, the work will never be used to its highest potential or sustained after initial development. This knowledge and experience is woven throughout our application as an integral design feature.

Data Systems: Rhode Island used \$4.6 million in state funds to design, develop, and implement the Comprehensive Education Information System (CEIS) innovative schools initiative. CEIS is Rhode Island’s longitudinal data information system that integrates state and local school information to comply with the mandates of No Child Left Behind and to assess how well Rhode Island schools are meeting their mandates for student achievement. The global design of the system is to provide transparency, accountability, and performance management; recognize successful practices; and encourage data collection and reporting innovation among the LEAs and state. CEIS consists of a suite of education application software components that operate

within a web-based Enterprise Portal Gateway Website infrastructure. The system is designed to allow transfer of data from the LEAs in an automated manner. The system provides for data verification, storage to our Data Warehouse, and analysis, federal reporting extractions, and it will provide a robust longitudinal data system that provides the ability to track student progress and improve performance. This system uses nationally recognized standards in educational data elements to allow different databases the ability to communicate with one another for the purpose of transferring and verifying data. This funding, leveraged with the recently federally awarded \$4.7 million dollar Statewide Longitudinal Data system grant, has allowed Rhode Island to implement each of what nationally, are considered the ten essential elements of a robust State Longitudinal Data System.

Great Teachers and Leaders: Rhode Island's work both honors and acknowledges the critical role of teachers and leaders as the most important influence on student learning. Educators across the state worked together to write standards for teachers and leaders as well as to support professionals that were later adopted into regulation. These standards make explicit what educators need to know and demonstrate in their respective roles. This body of work will inform our definitions of effectiveness as we build our evaluation system. This same process was used to build a set of Educator Evaluation System Standards that were also adopted by our Board of Regents. In combination, these sets of standards ensure that we are clear about expectations for educators, that we evaluate them in order to provide support and acknowledge effective performance and create targeted supports when needed, and that all of this is used within a human resource system that ensures students have the most effective educators each year. Rhode Island focused on pre-service preparation over the past ten years. We strengthened our programs by raising scores needed to enter educator preparation programs and created opportunities for alternate pathways into the profession. All Rhode Island educators were afforded the availability of high quality professional development opportunities to address effective curriculum instruction and assessment to increase student achievement. Rhode Island used \$2 million in state funds and more than \$14 million in federal grant funds annually to support the high quality preparation of all educators throughout their careers.

Turning Around the Lowest-Achieving Schools: Rhode Island has been a reflective facilitator of school reform work over the past decade. We had an accountability system and Progressive Support and Intervention model that pre-dated No Child Left Behind. We know that there is not

a one-size-fits-all approach that will lead to dramatic improvements in our struggling LEAs and schools. Rather, we worked in partnership with district and school leaders as well as the community being served in order to identify what is needed. The state invests \$3.5 million annually to support our lowest achieving schools and recently hired a Chief Transformation Officer who will lead an exemplary team of transformation specialists and contractors within the new Office of Transformation. The \$12 million in ARRA dollars and Title I G funds have been aligned with state and LEA school improvement plans to accelerate the progress of school reforms.

RIDE allocates its resources carefully to reflect strategic initiatives that best support our theory of action. The ARRA provided Rhode Island with millions of federal dollars that have been used to enhance services to Title I and IDEA eligible students, upgrade technology infrastructure, provide targeted professional development, and sustain RIDE and LEA critical education services during the state's worst fiscal crisis in recent history. We will continue to examine and repurpose all investments to ensure sustainability of our Race to the Top initiatives.

(ii) Improve student outcomes overall and by student subgroup since at least 2003

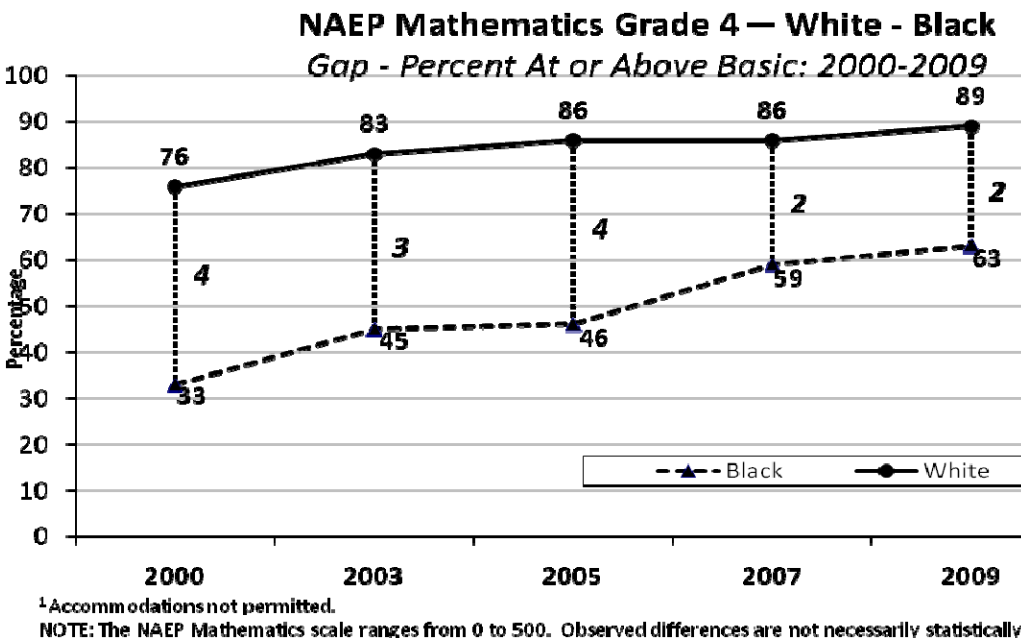
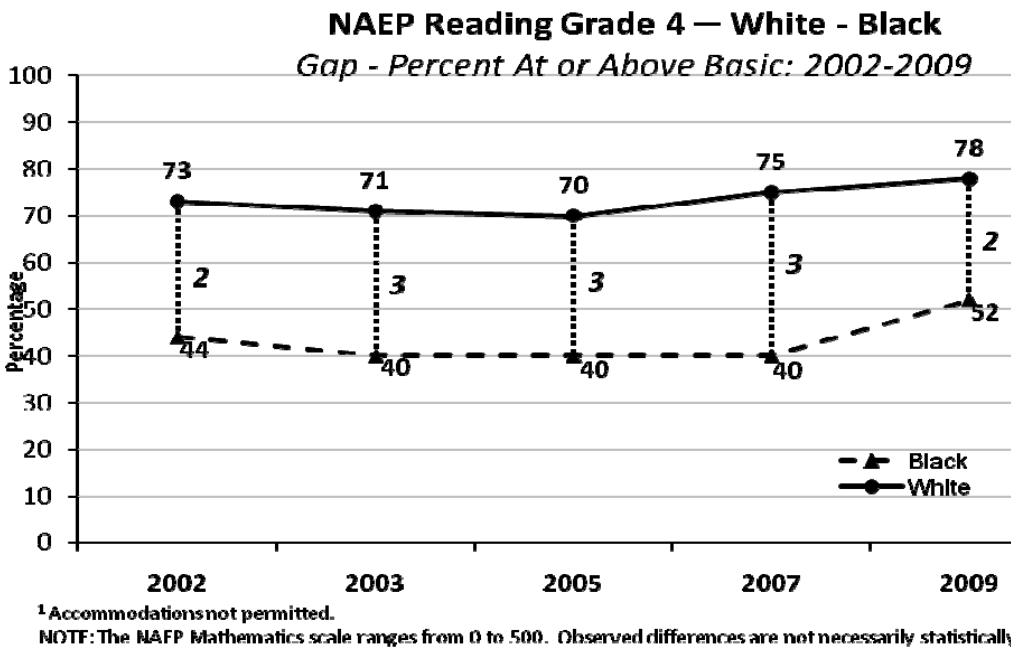
As a result of our integrated approach to improving achievement, Rhode Island students are making steady gains on both national (NAEP) and state assessments (NECAP). Rhode Island is one of only seven states where both 4th and 8th grade students improved their performance in both reading and mathematics on the recently released 2009 NAEP assessment.

Increase student achievement on NAEP and NECAP

Since 2003, the percentage of Rhode Island students achieving at or above the basic level on the 4th grade NAEP assessment in reading has risen from 62% to 69%. Rhode Island students have made even greater progress on the NAEP assessment in mathematics. The percentage of 4th grade students achieving at or above the basic level has risen from 72% in 2003 to 81% in 2009. Our low-income, Black, Hispanic, and English language learner students have made even greater gains, narrowing the achievement gap. (See Figure A1 for illustrations of gap closing among black students in reading and mathematics at grade four). These gains for 4th grade students are particularly important because they indicate that more of our students are acquiring a firm

foundation in reading and mathematics in the early elementary years. We will be able to produce greater learning gains at all grade levels as these students progress through our education system.

Figure A1- NAEP Fourth-Grade Reading and Mathematics Gap Closing



Our state NECAP (state summative assessment) data reaffirm what NAEP shows: Student achievement is improving in Rhode Island. Moreover, NECAP data show that Rhode

Island students are achieving learning gains at all grade levels, since it was first administered in 2005, with the greatest gains for students in grades 3 through 8.

Table A6 illustrates the progress that Rhode Island students are making on the NECAP assessment. This table shows the changes in NECAP scores both for each grade level from year to year and for cohorts of students as they progress through our education system. As the table shows, the percentage of students achieving NECAP proficiency at each grade level 3 to 8 has increased substantially, with average gains of 10 to 17 percentage points in reading and 6 to 10 percentage points in mathematics. Moreover, these data show learning gains for cohorts of students as they progress through our system. For example, only 60% of students who began taking NECAP as 3rd graders in 2005 achieved proficiency in reading; but by the 2009 NECAP assessment, 70% of these same students achieved proficiency in reading. Because NECAP assessments are vertically scaled and aligned, this increase means that students are making meaningful learning gains as they progress through our schools. These gains are greatest in reading, with smaller or no gains in mathematics. We are aware that mathematics has been a weakness of our education system, with many LEAs and schools lacking a coherent mathematics curriculum aligned both vertically and with standards. To address this weakness, in 2008 we began investing significant resources in professional development for teachers and the development of curricula aligned with NECAP standards in mathematics, and we will expand these efforts with Race to the Top. (See Section B(3) and STEM competitive priority for more information.)

Table A6 - Percent Proficient by Grade (2005-2009)

Testing Year: NECAP Reading

Grade	2005	2006	2007	2008	2009
3	60	65	68	70	72
4	60	63	64	68	67
5	60	65	66	68	72
6	58	64	62	68	68
7	56	59	67	71	70
8	55	59	61	65	70
-	-	-	-	-	-
-	-	-	-	-	-
11	-	-	61	69	73

Testing Year: NECAP Mathematics

Grade	2005	2006	2007	2008	2009
3	51	56	60	60	61
4	52	54	54	63	62
5	52	57	57	61	61
6	49	54	54	55	59
7	47	51	49	52	54
8	48	48	48	53	54
-	-	-	-	-	-
-	-	-	-	-	-
11	-	-	22	27	27

SOURCE: RIDOE Website

Decreasing achievement gaps between subgroups

These gains on the NECAP assessment are both overall and for all student subgroups, including Black, Hispanic, low-income, and English language learner students. Since 2005, the percentage of Black students in grades 3 through 8 achieving proficiency in NECAP has risen by 18 percentage points in reading and 11 percentage points in mathematics. The percentage of low-income students in grades 3 through 8 achieving proficiency has risen 17 percentage points in reading and 11 percentage points in mathematics. (See Appendix A3-2 for full breakdown of learning gains by student subgroup.) Because achievement of White and non-low-income students has also risen over the past four years, these gains have not resulted in narrowing the achievement gap, but they do mean that more of our historically underserved students are attaining proficiency.

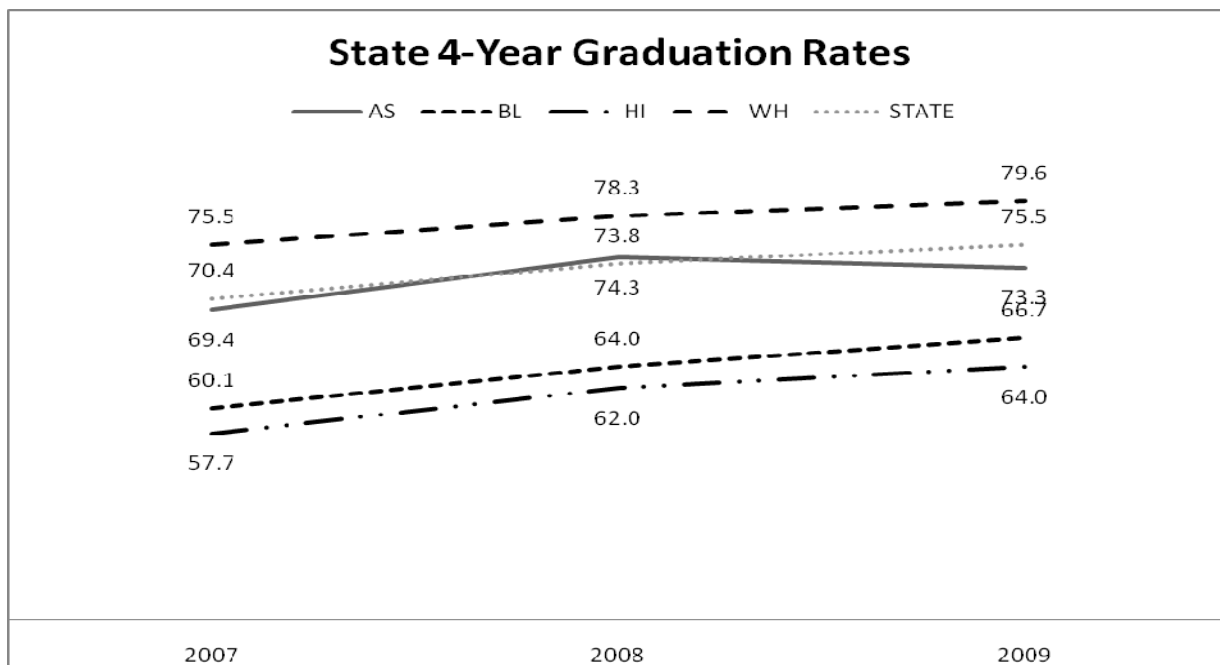
Rhode Island first administered the NECAP high school assessment in fall 2007; as a result, this assessment has been in place for only three years, insufficient time to see meaningful trends in achievement. The low proficiency rates of our high school students on the NECAP mathematics assessment created a call for action in the state. NECAP assessments are aligned to the most rigorous college- and career-ready expectations, and therefore they provided a much more accurate and sobering picture of our high school students' mathematics skills than our previous assessments did, stimulating major curriculum and reform efforts—at all levels in the state—targeted toward improving mathematics curriculum and achievement. (See Section B (3) and STEM Competitive Priority for information on these efforts.) Because these efforts are so recent, it is too early to see results in our NECAP assessment scores, but we are confident that

this work will lead to improvements in NECAP mathematics scores—at all levels—in the years to come. Because we have implemented many reforms in just the past five years, our high school and middle school students have not yet had the benefit of those reforms throughout their schooling and made smaller learning gains. As the cohorts of students who have benefitted from reforms progress through our school system in the next few years, we expect to see similarly large gains in our high school achievement levels.

Graduation Rates

High school graduation rates are Rhode Island’s most important indicator of success. Rhode Island adopted the NGA cohort graduation formula beginning with the graduating class of 2007. This more accurate accounting of student transfers and dropouts resulted in a lower graduation rate that year (a change from 85% in 2006 to 70% in 2007). Since then, our graduation rates are on an upward trend, with a 75.5% graduation rate for the class of 2009. (See Appendix A(3)-3 for graduation rates by subgroup.) As illustrated in Figure A2, graduation rates increased for all student sub-groups, with black and Hispanic students making the greatest gains, thereby narrowing gaps in high school graduation rates.

Figure A2 - Rhode Island NGA Graduation Rates from 2007 - 2009



We believe that this improving trend in the four-year graduation rate is the result, in part, of the Regents’ Secondary School Regulations of 2003, which require that high schools focus on

literacy, on supports for students including advisories and small learning communities, and on proficiency-based graduation requirements.

Among the students who graduate from Rhode Island high schools, approximately 55% enroll in college the following fall. Once in college, Rhode Island's retention rate ranks third in the nation for first-year retention of students who do attend college.

Rhode Islanders are pleased but not satisfied with the progress made over the last decade. While we recognize a positive trend in our student achievement results, we realize that the gains are not big enough and the progress is steady but not fast enough. The state took significant reform steps in just the past three years—too early for many of those reforms to have translated into student learning gains. We are aware of the research that underscores the delay between actions taken and results changing. We are confident that the bold reforms we have taken in the past few years will translate into increased student achievement as students move through our system with the benefit of those reforms. Rhode Island will use the Race to the Top resources to expand and accelerate what works so that educators are well supported and every student can achieve at high levels. We are pleased to explain how Rhode Island's plan for *Transforming Education in Rhode Island* will be fully implemented within a framework of strategic investments, sustainable programs, and innovative partnerships.

(A)(3) Evidence

Evidence for (A)(3)(ii)

- *NAEP and SEA results since at least 2003. Include in the Appendix all the data requested in the criteria as a resource for peer reviewers for each year in which a test was given or data was collected- See Appendices (A)(3)-1, (A)(3)-2, and (A)(3)-3.*

STEM Priority Area

Rhode Island has a lengthy and extensive commitment to STEM initiatives. Beyond what is presented in our STEM Competitive Priority Section, we have documented relevant STEM initiatives at the end of each section of our application.

(A) STATE SUCCESS FACTORS – STEM FOCUS:

- In 2005, Governor Carcieri created the **Governor’s Blue Ribbon Panel on Math and Science Education**, now called “Project Making the Grade.” This initiative defined four major issues facing our state with strategies and performance measures for each. The issues defined are: Governance and Culture, Teacher Recruitment, Teacher Quality, and Improved Learning Opportunities for Students. This initiative set forth Rhode Island’s reform agenda for STEM subjects. (see Appendix STEM1 – Project Making The Grade)
- Rhode Island has defined **proficiency achievement goals for students in mathematics and science** that reflect the reform agenda set forth in its *Strategic Plan*. Specifically, by year 2015, 92% of elementary students, 85% of middle school students, and 87% of high school students will be proficient in mathematics, based upon NECAP Assessment data. Likewise, 85% of elementary students, 80% of middle schools students, and 87% of high school students will demonstrate proficiency in science.
- Rhode Island will focus resources to **reduce achievement gaps** for Hispanic and African-American students in poverty to 5% (an average of 17% difference per subgroup), special education students to 10% (a 24% difference), and English Language Learners to 20% (an 18% difference).
- RIDE’s partnership with the **Charles A. Dana Center at the University of Texas at Austin** has directly increased the knowledge and skills in mathematics and science standards of over 300 educators in seventeen LEAs through the Building a Strong Foundation Mathematics and Science Partnership Grant.
- The **Rhode Island Center for Excellence in STEM Education** at Rhode Island College is a statewide resource dedicated to

the engagement and support of pre-service and in-service PK-12 STEM educators, focusing on increasing student awareness, interest, motivation, and achievement in STEM. Established in 2007, the Rhode Island Center for Excellence in STEM Education was made possible through Creative Use of Technology in Education funds and as a result of Governor Carcieri's Blue Ribbon Panel on Mathematics and Science Education – now called “Project Making the Grade.”

- RIDE has established **Education Leadership Councils in Science, Mathematics, and Information Technology**, made up of teachers and administrators at the K-12 and higher education levels as well as leaders from Rhode Island educational organizations. The objectives of the Education Leadership Councils are to increase knowledge and use of the NECAP Assessment results and other data to support decision-making, to clarify and strengthen the role of and supports provided by professional development organizations and RIDE, and to serve as an advisory resource for schools and districts facing significant challenges in any aspect of STEM education.
- Rhode Island recently revised its BEP regulation to strengthen expectations in **science, mathematics, engineering and technology** to include language invoking inquiry-based instruction, hands-on experiences for all students, and the employment of 21st-century skills.
- RIDE has established **communication networks** linking RIDE STEM specialists directly with **science, information technology, engineering, and mathematics** department chairs and lead teachers to share information and resources and provide online support.

(B) Standards and Assessments (70 points)

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State’s participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and*
- (b) Includes a significant number of States; and*

(ii) — (20 points)

- (a) For Phase 1 applications, the State’s high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2011 specified by the State, and to implementing the standards thereafter in a well-planned way; or for Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.¹*

Evidence for (B)(1)(i):

- *A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.*
- *A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.*
- *Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.*
- *The number of States participating in the standards consortium and the list of these States.*

Evidence for (B)(1)(ii):

For Phase 2 applicants:

- *Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State’s plan, current progress, and timeframe for adoption.*

¹Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

(B)(1): Developing and Adopting Common Standards

Overview

Our past practice in Rhode Island clearly demonstrates our solid commitment to common content standards, through our participation in multi-state consortia including:

- **New England Common Assessment Program (NECAP):** Rhode Island is a founding member of NECAP. NECAP is the only operational multi-state consortium (Maine, New Hampshire, Vermont and Rhode Island) that developed internationally benchmarked common content standards and an operational common assessment in the multiple grades required by NCLB. Section (B) (2) describes NECAP's standards and assessments. The states involved in NECAP are committed to continuing their work together with the Common Core.
- **World-Class Instructional Design and Assessment (WIDA) Consortium:** Rhode Island is also a member of WIDA, a 22-state consortium dedicated to the design and implementation of high standards, valid and reliable assessments, and equitable educational opportunities for English Language Learners (ELLs). As an early member of this consortium, Rhode Island was one of the first states to adopt the WIDA English language proficiency standards for all grades and core content areas. Rhode Island has also participated in innovative professional development programs as well as the development of language proficiency assessment instruments and program design and evaluation initiatives. Additionally, Rhode Island has contributed to cutting-edge research activities that the Wisconsin Center for Education Research (WCER) conducts on behalf of the WIDA Consortium. All WIDA activities in which Rhode Island participates or to which Rhode Island contributes are widely recognized as pioneering in supporting systems, common standards, and assessments that ensure ELLs have equal access to all academic programs and ultimately achieve academic success.
- **Achieve Algebra II End-of-Course Exam:** As a founding member of the American Diploma Project consortium, Rhode Island capitalized on the opportunity to become a founding member of the Achieve Algebra II end-of-course exam consortium. As of 2005, this unprecedented multi-state end-of-course exam consortium has grown from nine to 15 states, all focused on the improvement of curriculum and instruction in preparation for

college readiness. In 2007, the consortium expanded to include the Algebra I End of Course assessment.

B (1)(i) (a, b) The State’s participation in a consortium of states that –

(a) Is working toward jointly developing and adoption a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

(b) Includes a significant number of States; and

The State of Rhode Island is a member of the Common Core Standards Initiative, a project directed by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and supported by a coalition of 48 states, two territories, and the District of Columbia. The Common Core State Standards Initiative has developed content standards in English language arts and mathematics for grades K-12 that are envisioned as a first step toward national education reform. Rhode Island, along with the other participating states and jurisdictions, is committed to adopting the Common Core. Four principles drive the Common Core Standards:

- 1) Higher, clearer, and fewer
- 2) Internationally benchmarked
- 3) Evidence and research-based
- 4) Aligned with college and work expectations

In Rhode Island, we continue to demonstrate our commitment to common standards through our active role in participating in and providing feedback to the development of the Common Core Standards. We are pleased that the Common Core draft shows close alignment to our current state content standards, as well as the same commitment to college- and career-readiness. Rhode Island has also established a Common Core Engagement Committee, made up of representatives from the Governor’s Office, Office of Higher Education, Department of Labor and Training, and Department of Elementary and Secondary Education, to review the standards and provide feedback, in order to ensure the seamless adoption and transition of the Common Core Standards across state agencies. In addition, throughout the drafting process, we have used

our state content specialists to engage our district-level and higher education content leadership committees, including teachers and principals, in reviewing and providing feedback on the Common Core.

B1-(ii)(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.

Rhode Island is uniquely positioned to adopt and implement high-quality, common standards based on its experience as a participant in the only project in the country in which multiple states have worked together to adopt common content standards, common performance standards (descriptions of proficiency and associated assessment cut scores), and common reporting used to inform NCLB accountability requirements. As it considers how to support the development and successful operation of multi-state consortia for standards and assessments, the U.S. Department of Education has tapped Rhode Island’s experience and expertise.

The first public draft of the Common Core Standards was released in mid-March 2010 and the final draft is anticipated by June 2010 (See Appendix (B)(1)-3). Building upon the experience gained during the rollout of NECAP’s common standards in 2003, Rhode Island has developed the following Timeline and Process for Common Core Adoption.

Table B1 - Timeline and Process for Adoption of the Common Core

Timeline and Process for Adoption of the Common Core	
June 2010	Rhode Island Department of Education (RIDE) staff will align Common Core Standards- highlighting similarities/differences and ensuring they are equal to or more rigorous than current state standards.
June 22, 2010	RIDE staff will make recommendations to Board of Regents on adoption of standards.
July 1, 2010	Board of Regents will adopt the final draft Common Core standards, publish standards to public record, and distribute the standards to LEAs, teacher-training programs, and the public.
July 2010	RIDE will develop an overview of current grade-level and grade-span expectations and the Common Core Standards for LEAs and the public that clearly articulates similarities and differences.
August 2010	RIDE will conduct regional overview sessions to disseminate the Common Core Standards to key constituencies.
Refer to Section (B)(3) for Implementation Timeline	

Using this plan and timeline, Rhode Island is committed to the adoption of standards by July 1, 2010.

Legal Process for Adopting Standards

Rhode Island statute clearly authorizes the Board of Regents to “adopt and publish statewide standards of performance and performance benchmarks in core subject areas.” RIGL § 16-7.1-2(a). The Common Core is on the calendar for adoption by the Board of Regents for Elementary and Secondary Education at their July 1, 2010 meeting. The Regents’ authority is bolstered by the primary authorizing statute setting forth the powers and duties of the Board of Regents “to approve the basic subjects and courses of study to be taught and instructional standards required to be maintained in the public elementary and secondary schools of the state.” RIGL § 16-60-4(9)(i).

Beyond the Common Core, the Rhode Island Department of Education (RIDE) has been working with educators to create Rhode Island K-12 Grade Span Expectations (GSEs) in Engineering and Technology (see Appendix (B)(1)-4), scheduled for endorsement by the Board of Regents on July 1, 2010. Benchmarked to the International Technology and Engineering Educators Association’s (ITEEA) Standards for Technological Literacy, these GSEs were developed as a means to identify the concepts and skills in technology, design, problem-solving, and engineering expected of all students. In the development of the Engineering and Technology GSEs, RIDE worked directly with the National Center for Technology Literacy (NCTL) and utilized NCTL resources such as their *Engineering is Elementary* program. As students progress towards college and careers, the state recognizes that there is tremendous potential for engineering and technology education to heighten student interest in science, technology, engineering and mathematics (STEM) careers, increase the technological and scientific literacy of all students, and amplify student learning and achievement in science and mathematics. The creation of these expectations represents an important step in the integration of the “T & E” in STEM education in Rhode Island.

Evidence for (B)(1)(i)

- Appendix (B)(1)-1 Memorandum of Agreement for Consortium to Adopt the Common Core Standards

- Appendix (B)(1)-2 Number and List of states participating in the Common Core Standards Initiative Consortium
- Appendix (B)(1)-3 Draft of Common Core Standards
- Appendix (B)(1)-4 Draft Rhode Island K-12 Grade Span Expectations (GSEs) in Engineering and Technology

B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State’s participation in a consortium of States that—

(i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards (as defined in this notice); and

(ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- *A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium’s common set of K-12 standards; or documentation that the State’s consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State’s plan to develop and adopt common, high-quality assessments (as defined in this notice).*
- *The number of States participating in the assessment consortium and the list of these States.*

Recommended maximum response length: One page

(B)(2) Developing and Implementing High-Quality, Common Assessments

Overview

Rhode Island is committed to developing a comprehensive assessment system, aligned with the Common Core standards that will provide data to inform curriculum and instructional decisions at the state, LEA, and school levels. This system is a critical component of the Rhode Island Strategic Plan, *Transforming Education in Rhode Island (RIDE Strategic Plan)*, and is required through the Rhode Island Basic Education Program Regulations (BEP). The BEP requires each LEA to develop a comprehensive assessment system that measures student performance and includes formative, interim, and summative evaluations in each core content area. LEA data-based decision-making teams will access comprehensive assessment data (using the instructional improvement system described in (C)(3)). These teams will use a problem-solving approach to develop, evaluate, and modify academic instruction and support services to ensure that each student reaches proficiency and is ready for success in college, careers, and life.

Our commitment to developing a high-quality comprehensive assessment system is evident in our participation in the NECAP Consortium since 2002. The NECAP Consortium has developed two sets of content standards in mathematics and English language arts, Grade Level Expectations (GLEs) for students in grades 3-8 and Grade Span Expectations (GSEs) for students in grades 9-12, to provide instructionally relevant information to school administrators, teachers, and parents to help them make informed decisions about student instructional needs. The NECAP assessment framework, released in 2003, is based on a common set of K-12 standards that are internationally benchmarked and designed to propel students to college and career success. NECAP assessment designs are recognized for high standards enforced by rigorous cut scores and for challenging tests that include a substantial extended constructed response format that represents more than 50% of the total possible score. Constructed-response items provide teachers and principals with a more substantive and relevant evaluation of a student's knowledge and skills than multiple choice items alone. In addition to constructed response, the NECAP science assessment incorporates performance tasks to assess inquiry skills. The NECAP standards and assessment framework has received praise for its rigor and quality.

NECAP has been cited as “the best example of an assessment/accountability consortium to date.”² Achieve, Inc. has documented that the NECAP standards and assessments are aligned with world-class college- and career-readiness standards.

States participating in NECAP extended their collaboration as The New England Compact, which received research funding from the U.S. Department of Education to look at “students in the gap,” multiple groups of students whose abilities and skills are not fairly or accurately reflected on large-scale, statewide assessments (including English Language Learners and students with disabilities). Rhode Island also participated in an Enhanced Assessment Grant, with the NECAP Consortium states and Montana, in which test items were adapted to increase the validity of alternate assessments based on modified achievement standards. The work with Reaching Students in the Gaps and the Enhanced Assessment Project showed promise for the use of technology in adaptive assessment while also drawing attention to the impact of high-quality classroom instruction on proficiency.

(B)(2)(i) Developing and implementing common, high-quality assessments

Rhode Island is a governing state for the Partnership for Assessment of Readiness for College and Careers (PARCC), and has signed the Memorandum of Understanding demonstrating its commitment to develop comprehensive assessments aligned with the Common Core standards (see Appendix (B)(2)-1: PARCC MOU). The consortium members, convened by Achieve, agree that assessments must include an integrated system of standards, curriculum, assessment, instruction, and teacher development—all features of the Rhode Island instructional improvement system. Rhode Island will employ the knowledge and experience gained through our role as a founding member of the NECAP Consortium to develop a high quality common assessment with the PARCC.

(B)(2)(ii) Significant number of states

Through the PARCC Consortium, 26 states have agreed to work together to implement assessments aligned with the Common Core standards based on lessons learned from successful state systems in the United States and high-achieving systems internationally. In addition, RIDE is also part of the State Board Exam Consortium with eight states.

² National Association of State Boards of Education, “State Assessment Collaboratives: The New England Common Assessment Program,” *State Innovations* 14:2 (April, 2009)

In an effort to support the implementation of Common Core assessments and to further the development of a comprehensive assessment system, Rhode Island has joined and is a governing state for the State Board Exam Consortium (See Appendix (B) (2)-3 for Memorandum of Understanding). Through the State Board Exam Consortium, eight states (Connecticut, Kentucky, Maine, New Hampshire, New Mexico, Pennsylvania, Rhode Island, and Vermont) have signed a memorandum of understanding to increase the proportion of high-school students who leave high school ready for college or careers by adopting multiple pathways based on best practice. Board Examinations are embedded in aligned instructional systems including: syllabi, courses, formative and summative assessments, professional development, and externally scored examinations that meet or exceed the Common Core Standards. This project is one way for Rhode Island to implement Common Core Standards in the core subjects at the high-school level, beginning in fall 2011. Professional development for Rhode Island LEAs participating in the State Board Exam program will begin in fall 2010.

RIDE recognizes the importance of implementing programs, such as the State Board Exam system, that can both strengthen and help evaluate the effectiveness of the comprehensive assessment system at the state, district, and classroom levels. The Board Exam System will provide data indicating the level and fidelity of implementation of the curriculum, which may also be used to support decisions about program, principal, and teacher effectiveness. In addition, students must have access to multiple pathways that lead to successful postsecondary academic and career opportunities, as required by Rhode Island's regulations (BEP and Rhode Island Secondary School Regulations) and *RIDE Strategic Plan*. The State Board Exam system will provide another pathway through which students can meet graduation expectations and gain access to further educational opportunities. Successful completion of the program can provide students with dual enrollment opportunities or gain them immediate access to higher education.

Evidence for (B) (2)

- Appendix (B)(2)-1 Memorandum of Understanding for the Achieve Assessment Consortium, executed by the State, showing that RI is part of a multi-state assessment development consortium
- Appendix (B)(2)-2 Number and list of states belonging to Achieve Assessment Consortium

- Appendix (B)(2)-3 Memorandum of Understanding for State Board Exam Consortium
- Appendix (B)(2)-4 Number and list of states belonging to State Board Exam Consortium

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments

Rhode Island has developed a high-quality plan to support a statewide transition to and implementation of internationally benchmarked PK-12 standards that build toward college and career readiness. Improved standards and assessments will drive greater student achievement only to the degree that all teachers and principals understand the standards and have aligned curriculum, instructional strategies, and resources to teach our students effectively. Consistent with the state's role of setting standards and building local capacity, the Rhode Island strategy puts structures in place to ensure that the standards are taught by every teacher and learned by every student, every day, in every classroom in Rhode Island. Consistent with the state's theory of action that teacher excellence drives student achievement, our strategy calls for developing teachers' capacity to deliver high-quality, differentiated, data-driven instruction aligned with standards and for giving teachers the tools they need to do so. Because principals and other leaders set the culture for the school and create the necessary context for effective teaching, this strategy will also develop school and LEA leaders' understanding of the standards and their importance in guiding school-reform efforts.

The Rhode Island plan to support the implementation of the Common Core Standards and high-quality, aligned assessments builds on a strong foundation established through regulation and practice. The BEP requires each LEA to ensure that it provides its students with instruction based on a guaranteed and viable curriculum aligned with state content standards and to develop a comprehensive assessment system that includes formative, interim, and summative evaluations of all students in each core content area. Rhode Island Secondary Regulations also require the assessments to be aligned with state standards. The assessment system must also use multiple measures, including both local and state assessments, to determine student proficiency. To ensure that LEAs are able to develop and deliver curriculum aligned to standards, RIDE has been working with The Charles A. Dana Center at the University of Texas at Austin (The Dana Center). RIDE has also worked with the WIDA and NECAP Consortia and the RI Response to Intervention Initiative to provide district leaders, principals, and teachers with professional development in using state and local assessment data to inform decisions regarding curriculum and instruction. This work will inform and support our transition to the Common Core and PARCC assessments.

The Rhode Island transition plan for the implementation of high-quality standards targets professional development and resources for educators at differing levels of intensity matched to LEA need and capacity. Our plan will also build state and LEA capacity to ensure sustainability beyond the availability of Race to the Top. Each component of the Rhode Island plan to implement standards is designed to work together to drive changes in the daily instructional cycle that takes place in every classroom in Rhode Island.

To achieve this goal, Rhode Island will provide resources and professional development opportunities to build LEA capacity in three target areas: 1.) Supporting All Educators to Understand the Standards; 2.) Providing Intensive Support for Curriculum Alignment and Resource Development in Targeted LEAs, and 3.) Building a Comprehensive Assessment System. Further, RIDE will make resources that LEAs develop with support from this plan available to all LEAs through our instructional improvement system. As described in section (C)(3), teachers will be able to access units of study and local and state assessment data to support instruction. Through the integration of these supports, educators will deliver high-quality, differentiated, data-driven instruction aligned with standards.

Supporting All Educators to Understand the Standards

Dissemination of Standards: Following the Board of Regents' adoption and printing of the Rhode Island standards as revised by the Common Core, RIDE will send copies of the standards to all LEAs in the state and will post them on the RIDE Web site for the public to access. RIDE will create implementation documents that illustrate the similarities and differences between the current and Common Core Standards. RIDE will also provide a detailed transition plan that includes a timeline and strategies for implementing curriculum and instructional alignment to the common core. This timeline will also provide details on the transition to the new PARCC assessments and when we will use the assessments for accountability.

Rhode Island is one of three states that have partnered with the Center for Applied Linguistics, the Wisconsin Center for Education Research, and representatives from various institutions of higher education in the initial development of the next generation of WIDA English Language Proficiency Standards (ELPS). A large proportion of this work is the alignment of the ELPS to the Common Core Standards to ensure a seamless and comprehensive common standards framework for ELLs. This next generation of WIDA standards will, at a

minimum, be adopted by the 22 WIDA Consortium member states. Upon completion, these documents will be sent to every LEA in Rhode Island. RIDE staff will conduct regional meetings to orient educators to the changes and additions and will provide educators opportunities to discuss implications and needs to ensure fidelity of implementation. RIDE will use a similar approach to disseminate and help educators understand the new standards for Engineering and Technology.

Study of the Standards: RIDE will implement a process to ensure that all educators have the tools and training to engage in an ongoing study of the standards in order to understand them deeply enough to effectively align lessons, assessments, and resources to the standards. Over the past several years, RIDE has developed an effective partnership with its LEAs and The Dana Center, an organization that is highly respected for its public education work with a specific emphasis on standards-based school reform and STEM fields and that has a history of successful work in Rhode Island. We see the Dana Center as a key partner in implementing our vision of having coherent and aligned curriculum for all students in all subject areas. (See Appendix (B)(3)–1 for a letter documenting support and capacity for implementation.)

RIDE will conduct universal *Study of Standards* training for leadership teams in all Rhode Island LEAs. This training teaches educators a process to implement a continuous study of the standards in their schools and helps them learn to use necessary tools to do so. The training will instruct and guide educators in how to use provided tools to ensure that their LEA has in place curriculum aligned with the standards. It will enable educators to study the Common Core Standards and effectively integrate them into their daily instruction. Participants will experience the purpose, intent, depth, and clarity of the standards. Educators will also examine the coherence and alignment of the standards both vertically (across grade levels) and horizontally (between subjects within a grade), so that they can integrate content from the mathematics, reading, writing, science, and social studies standards into every subject across the curriculum.

The size and composition of the leadership teams participating in *Study of Standards* training will vary based on the size, needs, and capacity of each LEA. We will plan additional sessions for teachers of English Language Learners to demonstrate the alignment between the aforementioned components and the WIDA standards. Participants will gain the tools to lead their colleagues to study the alignment in their schools and across their LEA. The training emphasizes the process for integrating the standards into a teacher's instruction and assessment

plan. Educators can apply tools and processes learned in this session to any content at any grade level.

Our goal is to ensure that as many teachers, school-based administrators, and higher education faculty members within teacher-preparation programs attend the sessions as possible, so that they have the common tools and common language for implementing the standards in their classrooms. To date, 306 educators in Rhode Island have participated in a *Study of the Standards* session. This figure includes approximately 200 teachers/instructional leaders, 73 principals/assistant principals, and 45 central office administrators representing 17 LEAs. This summer, Rhode Island has the capacity to engage up to 2,000 educators, including higher education representatives, in the *Study of the Standards* sessions. Race to the Top funds will enable Rhode Island to maximize the number of participants who can be accommodated during 2010-11 and 2011-12 school years. Over these two years, an additional 5,000 Rhode Island educators will go through *Study of Standards* training. Our overall goal with this training is to create a deep level of understanding and a sense of urgency and commitment for teachers and principals to engage in an ongoing study of the standards that guide the work in every classroom every day in every school and LEA in Rhode Island.

In order to ensure the long-term sustainability of this work, Rhode Island will also invest in building long-term capacity and infrastructure within the state to carry out the alignment training and curriculum development work currently under way with Rhode Island LEAs. RIDE, in partnership with the Dana Center, has already begun to develop and certify a network of Intermediary Service Providers (ISPs)—highly trained education professionals, based in Rhode Island, with expertise in mathematics, science, and leadership development—to facilitate *Study of Standards* training sessions, in order to carry out the alignment work long-term. The Dana Center will certify up to 14 ISPs this summer to facilitate *Study of the Standards* sessions, increasing our capacity to continue to offer additional sessions throughout the year. The cohort of ISPs was trained on specific protocols over the course of a year. After substantial instruction, observation, and practice, the ISPs are then certified for one year. ISPs are not individual agents; by training the ISP cohort as a group and coordinating its work, RIDE will ensure that quality is maintained while expanding the scope and capacity. These ISPs will be able to both broaden and deepen the work over time in Rhode Island at a cost that is manageable within LEA operating budgets.

RIDE will also provide training to teachers responsible for instructing students who are English Language Learners to enable these teachers to make the connection with the aforementioned WIDA standards. This added step will reinforce the need to develop both social and academic language skills for this population of students.

Providing Intensive Support for Curriculum Alignment and Resource Development in Targeted LEAs

In addition to training teachers and principals in all the state's LEAs in the Common Core Standards, Rhode Island will provide intensive alignment training in a subset of targeted LEAs. RIDE believes that it is not the curriculum documents themselves that make a difference for student learning as much as it the full engagement of teachers and principals in the process of understanding the research behind and the developmental nature of the curriculum in order to implement it with fidelity. For that reason, we will invest Race to the Top funds to engage teams of teachers and leaders in developing model curricula and scope and sequence aligned with the Common Core standards. The intent of this intensive training is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that the state will then provide to educators in all LEAs.

RIDE will partner with the Dana Center for this work. In 2008, Providence, the state's largest LEA, conducted a curriculum audit, which determined that Providence would not improve student achievement without first resolving differences in curriculum among and within both grade levels and schools. In response, the Providence School Department formed a partnership with The Dana Center to help it design and implement a standards-based curriculum, support teachers with aligned curriculum resources, and improve student outcomes in mathematics and science. At the same time, RIDE analyzed results from recently established NECAP math and science assessments, which demonstrated a lack of standards-aligned mathematics and science curriculum in many LEAs. Impressed with the work in Providence, the state also entered a partnership with the Dana Center to engage LEAs in aligning curriculum, instruction, and assessment with each other and with the standards in mathematics and science.

With currently available state and federal funds, the partnership has engaged 17 LEAs. Four LEAs are working with The Dana Center in an approach that mirrors the work in Providence to create a curriculum that is aligned with the Rhode Island standards. In each of the

LEAs, a leadership team of central office administrators, principals, and teacher leaders are learning what is necessary to support teachers in the implementation of the aligned curriculum. Concurrent to the leadership training, teacher teams from these LEAs are building the curriculum framework in mathematics or science. An additional 13 LEAs are engaged in a less-intensive version of this work. Many other districts would also like to participate. The Dana Center, together with RIDE, is committed to expanding this work into language arts and social studies.

With Race to the Top funds, Rhode Island and its ISPs, in partnership with The Dana Center, will expand intensive alignment training and development of high-quality curriculum and support materials to an additional 16 to 20 LEAs working alone (if they are large) or in groups (if they are small) to develop shared curriculum. Combined with districts currently engaging in curriculum work, two-thirds of Rhode Island school districts will have completed in-depth curriculum alignment and training. In addition to building capacity in these districts, this partnership will produce substantive model curricula in math, science, ELA, and social studies that will be made available through the RIDE instructional improvement system (See C(3)) for use and adaptation by all LEAs. With Race to the Top funds, our goal is to develop four model curricula in math, three in science, two in ELA, and one in social studies by 2014-15. We have prioritized math and science because that is the area where our data show the greatest need for stronger, better aligned curriculum.

The productive partnership with The Dana Center, the high-quality output to date, and the lessons drawn from the work provide a strong foundation for scaling professional development on the Common Core Standards and creating high-quality resources aligned with them. There are two main components to this work:

1) **Leadership Training:** Leadership teams in 16 to 20 LEAs over four years will enhance their understanding of the LEA's role in supporting aligned curriculum, instruction, assessment, and use of data. LEA leaders, principals, and lead teachers will participate in five sessions to study the standards and to identify the structures that need to be in place to support the implementation in their schools or curriculum and assessments aligned with the Common Core Standards. The team begins by examining current student outcomes—both overall and for specific populations of students—to identify and focus attention on populations of students who are not being well-served, such as English Language Learners or low-income students. The teams identify achievement gaps and specific areas in need of improvement and set three-year

goals for raising student achievement in these areas and for specific populations of students for whom there are achievement gaps. The team participates in a simulation of leading change within the LEA to prepare for obstacles they may encounter. The leadership team then engages in the same detailed work of examining the standards that a team of teachers would do so that they understand this work deeply. Leadership teams are trained to use a “walk-through” protocol to collect data that they can use to identify both areas of alignment and opportunities to improve. Finally, they are trained on how to use the data collected in these walk-throughs to have conversations with teachers around aligned curriculum, instructional practices, and assessment. The output of this work is a common set of vocabulary, tools, and structures for leaders to use in support of teacher implementation of the Common Core Standards. Building upon our prior investments, the addition of this work through Race to the Top will result in a total of two-thirds of LEAs in Rhode Island having completed this valuable, intensive training.

2) **Curriculum Development and Alignment:** Teams of teachers from these same 16 to 20 LEAs will engage in an intensive curriculum-alignment process. In this process, teams of approximately 10 teachers per grade level come together over two years to build a standards-aligned scope and sequence that will become the scope and sequence for the LEA. The teachers “unpack” the standards, examining the vertical alignment within subjects and the horizontal alignment between standards in different subjects to identify opportunities to teach concepts and skills from one set of standards (such as writing or mathematics) in other subjects across the curriculum. The team then constructs the scope, content, and sequence of the curriculum, addressing the need for differentiated instruction and specific language acquisition skill development as part of the scope and sequence design. From the scope and sequence, the group works during the second year to create units of study—the planned, written and taught curriculum. Because of the process involved in the creation of these documents, they are highly aligned to the standards and there is tremendous teacher buy-in.

These units of study will integrate into the Rhode Island instructional improvement system (See C(3)), to ensure that every LEA has access to curriculum resources that are aligned with the Common Core Standards. RIDE will create a common template for units of study that address the planned, taught, and assessed components, including annotated student work. With Race to the Top, LEA-based teacher teams will create these resources in the four core content areas of English language arts, mathematics, science, and social studies over the four-year

period. The resources will integrate key skills and content from each content area across all four sets of curricula to help support integrated learning and increased opportunities for students to practice skills and understand the relationships between key concepts across the curriculum.

In addition to the intensive standards alignment work in core curriculum areas, RIDE will support individual districts and/or consortia of districts in aligning curriculum in STEM and to support career- and college-readiness. This includes:

- **High-Quality, Aligned Engineering and Technology Curriculum Resources:** As part of the curriculum alignment work described above, one participating LEA or a consortium of two to three small participating LEAs will complete intensive alignment training and develop high-quality curriculum resources aligned with the state’s Engineering and Technology standards. This work will focus on developing a scope and sequence that is aligned with, and embedded in, the mathematics and science scope and sequence—because engineering and technology are not an overlay or an add-on, but an integral part of how Rhode Island students will come to understand mathematics and science. LEA teams will use the scope and sequence to develop high-quality units of study that are aligned to the new state standards, and these resources will be made available to all LEAs for use in the classroom and as models for high-quality units of study in engineering and technology.
- **Project-Based Learning:** As a mechanism to rethink the way learning is contextualized, project-based learning delivers tremendous rewards regarding student engagement, ownership, and deep understanding. Rhode Island recognizes the power of rigorous performance assessments resulting from project-based learning opportunities and requires all students to complete such assessments as part of state-mandated graduation requirements. Professional development is necessary to ensure that educators understand the complex process needed to design project-based learning aligned with standards and implemented and assessed to high levels of rigor. Rhode Island will use Race to the Top funds to offer training on project-based learning, aligned with the Common Core standards and engineering and technology standards, to a small group of educators in two-three participating LEAs. RIDE will competitively select the LEAs with the most coherent plan and established curriculum to fit project-based learning into the instructional program of their schools and will seek to implement the work in school

settings that serve diverse populations, particularly English Language Learners. RIDE will identify a best-in-class vendor to deliver the training and follow-up support. All projects will be explicitly tied to the standards and the existing scope and sequence and will include a rigorous, embedded assessment that is all developed consistent with RIDE's unit of study template. Participating teachers, principals, and LEAs will commit to sharing units of study created through the process and to participating on a review panel that will recommend how project-based learning should be expanded thoughtfully within the state. Further, these units of study will be shared through the Rhode Island instructional improvement system, as described in section (C)(3).

- **College and Career Readiness Alignment:** Our participation in the State Board Exam Consortium will strengthen our efforts to align our curriculum and assessment systems to ensure all students graduate college- and career-ready. Rhode Island will use Race to the Top funds to support two or three participating LEAs in the implementation of a State Board Exam program that will enable students, at a minimum, to exit the program ready to succeed in a 2-year college program or enter occupations that will provide a quality standard of living. The State Board Exam program has been designed with input from higher education regarding entrance standards and the National Center for Education and the Economy as to the skills and knowledge needed to qualify for more complex and demanding careers in the 21st Century. Rhode Island plans to expand upon this initial State Board Exam participation through other grant opportunities, as well as through state and local commitments. The State Board Exam program will also support the integration of career and technical studies into the core curriculum. The framework for the curriculum and assessment system to be developed as part of the State Board Exam Consortium work is supported by Secondary Regulations, the BEP, and K-20 articulation initiative. Rhode Island will also use the Common Core College and Career-Ready Standards to support greater P-20 alignment and integration between the Rhode Island's PK-12 and higher education systems.

The Rhode Island Board of Governors for Higher Education (RIBGHE) has committed to launch a study of the new exit standards for high school and to work with RIDE to use individual student scores from the state's high school assessments to determine placement of recent high-school graduates into initial credit-bearing courses (i.e., non-developmental courses) in English

and mathematics at RIBGHE institutions (Community College of Rhode Island, Rhode Island College, and the University of Rhode Island). This work is an initial step toward more significant vertical alignment between PK-12 and higher education within Rhode Island. In addition to this state effort, there are early-stage conversations taking place among the New England public colleges and universities to do similar work with exit standards across all of the NECAP states as well as across all five of the New England States (Connecticut, Maine, New Hampshire, Rhode Island and Vermont) participating in the New England Secondary School Consortium (NESSC).

Building a Comprehensive Assessment System

The BEP requires each LEA to develop a comprehensive assessment system that includes formative, interim, and summative evaluations of all students in each core content area. In keeping with our capacity-building role, with Race to the Top RIDE will develop and provide all LEAs in the state with high-quality interim and formative assessments to support data-driven instruction. RIDE will make the tools and data they produce available to educators through the instructional improvement system described in Section (C)(3).

High-Quality Interim Assessments: RIDE will provide all LEAs in the state with high-quality interim assessments so that they can better assess students' progress toward annual learning goals. Through this training, principals and other school leaders will learn how to use the interim assessment data to track student progress, provide support to students not making progress, and ensure that effective practices are used for diverse learners. Interim assessments may also be used as part of an educator evaluation system. Many LEAs in Rhode Island have requested that the state provide such interim assessments to enhance the development of the LEAs' comprehensive assessment systems. High-quality interim assessments, which are valid measures of progress toward annual goals, are difficult for an LEA to create in-house and are expensive for a small LEA to purchase. Once the Common Core standards are in place, Rhode Island will use a portion of Race to the Top funds to engage an assessment vendor and, in partnership with the PARCC consortium, provide a focused set of interim assessments for all LEAs. This investment will diminish over the course of the four-year grant cycle for Race to the Top. As more items from the prior interim assessments and from the new PARCC assessment are released each year, RIDE will have an increasing number of high-quality items available from which to create interim assessments. RIDE will utilize established Content Leadership

Committees for each content area to review items and build interim assessments for statewide use. By including this data on the statewide instructional improvement system, RIDE will be able to develop and share with the LEAs statewide interim assessment results, including norms for English Language Learners and students with disabilities.

Formative Assessment: To directly affect the day-to-day learning cycle in the classroom, Rhode Island will use Race to the Top funds to teach leadership teams from participating LEAs how to use tools and processes to effectively design and utilize formative assessment that is connected and embedded in the curriculum to accurately measure student learning of daily and weekly learning aims. Further, web-based modules will be part of the instructional improvement system detailed in (C)(3). These modules will be accessible to all Rhode Island educators online to extend their professional development. With access to high quality training on formative assessment, all teachers will have the skills to embed assessment within the learning activity, directly link it to the current unit of instruction, and use the information gathered to inform instructional “next steps”. The training will build upon the curriculum work completed by LEAs. It will also use the units of study in order to embed formative assessment within the learning process.

Evidence for (B)(3)

- Appendix (B)(3)-1 Letter from The Charles A. Dana Center documenting support and capacity for implementation

- Table B2 documents Rhode Island’s plan, goals, activities, timelines and responsible parties for supporting the transition to enhanced standards and assessments.

Table B2 – Implementation Framework

IMPLEMENTATION FRAMEWORK				
	Outcomes	Action	Implementation	Responsible Parties
Understanding Standards	Dissemination of Standards:			
	Standards are accessible to all educators.	Publicize new standards (print and online)	w/in 30 days of adoption	RIDE: Office of Instruction, Assessment, and Curriculum (IAC)
	Illustrate similarities/differences between new and current standards accessible to all educators.	Provide implementation documents and timeline for new standards	w/in 60 days of adoption	IAC
	Effectively disseminate new standards.	Conduct regional briefings	w/in 60 days of adoption	IAC
	Study of the Standards:			
Universal process for continuous study of the standards for all educators.	Provide training to principals and teacher leaders for study of the standards	SY: 2010-2011 Summer 2011	The Dana Center/ ISPs	

Intensive Curriculum Alignment:

LEA leadership define supports needed to align curriculum, assessment, and use of data	Provide Leadership Training	SY: 2010/11	The Dana Center
LEAs create scope and sequence and units of study aligned with standards	Provide Teacher Training to “unpack” standards for curriculum alignment	SY: 2011/12	The Dana Center/ISPs
LEA(s) create Engineering & Technology scope and sequence and units of study	Provide Alignment Training	SY: 2012/13	The Dana Center/ISPs

College and Career Readiness Alignment:

Higher Education:

Structure team to include key institutes of higher education and key constituencies authorized to act upon outcome of standards alignment study	Build leadership team for study of the standard’s alignment with higher education	Fall 2010	RI Board of Governors for Higher Education
Study design reflects buy-in from stakeholders ensuring high outcomes from the study	Design and launch study of the standards’ alignment with higher education	Winter 2010	

Comprehensive Assessment	State Board Exam Consortium:			
	Select LEA participants	LEAs submit proposal for State Board Exam	Fall 2010	IAC
	Implement State Board Exam System	Initial implementation of exam system	Fall 2011	LEA, Vendor
	Project-Based Learning:			
	Vendor selected to support training	Issue RFP process for project-based learning training provider	Spring 2011	IAC, RIDE Office of Multiple Pathways (OMP)
	Selection of educators for project-based learning	LEAs submit proposals for team project-based learning training	Spring 2011	IAC, OMP LEAs
	High-Quality Interim Assessments:			
		Design provider selected	Winter 2010	IAC
	Select vendor for assessment tool design	Initial set of interim assessments released	Winter 2011	PARCC Vendor
	Formative Assessment			
Determine training provider	Issue RFP for formative assessment training provider	Fall 2010	IAC	
Define participant selection process	Select cohort of participants	Spring 2011	LEAs	
	Initiate Training	Fall 2011	Vendor	

(B) STANDARDS AND PERFORMANCE: STEM FOCUS

- **Rhode Island**, New Hampshire, and Vermont were three of only four states nationally to show significant gains in mathematics achievement in both the 4th and 8th grade on the 2009 NAEP Assessment.
- The Rhode Island Department of Education developed the **Rhode Island K-12 Grade Span Expectations (GSEs) in Engineering and Technology** that were benchmarked to the International Technology and Engineering Educators Association's (ITEEA) *Standards for Technological Literacy*. These GSEs are scheduled for endorsement by the Rhode Island Board of Regents on July 1, 2010.
- Through RIDE's partnership with the Charles A. Dana Center at the University of Texas at Austin a series of *Study of the Standards* workshops will be conducted in the summer of 2010 to ensure Rhode Island teachers understand the purpose, intent, rigor, and complexity of the **mathematics** and **science** grade level/grade span expectations and the **engineering** and **technology** grade span expectations. These workshops are estimated to reach over 2,000 Rhode Island educators.
- RIDE has expanded its partnership with the Charles A. Dana Center to develop rigorous and aligned **mathematics** and **science** curriculum resources and recruitment to include the training of a cohort of Intermediary Service Providers (ISPs). These ISPs, certified in the use and implementation of research-based curriculum alignment tools created by the Dana Center, will sustain the work initiated through the Building a Strong Foundation Mathematics and Science Partnership beyond the life of the grant.
- With Race to the Top funding Rhode Island will develop intensive alignment training and high-quality curriculum resources aligned to the **Engineering** and **Technology** GSEs that will intensify the application of STEM content that is project-based, authentic, and high-interest to students.

- RIDE will utilize anticipated funding to pilot a project-based learning approach to connect the **Engineering** and **Technology** Grade Span Expectations to ongoing curriculum and instruction.
- RIDE will provide educators access to high-quality, research-based formative assessments to assess student understanding and minimize common pitfalls in **STEM** subject areas such as misconceptions in **science** and **mathematics**.
- Rhode Island has a strong history of Multi-State Collaboration in **Mathematics and Science** (founding member of Achieve Algebra II End of Course consortium, New England Common Assessment Program).
- RIDE development of an *Academic Vocabulary List* supports all students but especially our ELL and Students in Poverty by identifying key terms that a foundational to understanding of **STEM** concepts and skills required at each grade level.
- In 2009, Rhode Island was one of only four states nationally to show significant gains in math achievement in both the 4th and 8th grade (NAEP). Clearly, the performance of teachers and administrators in aligning curriculum and pedagogy, using NECAP assessments as a critical data element, is the major element in this success.

(C) Data Systems to Support Instruction (47 total points)

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- *Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State’s statewide longitudinal data system.*

State Reform Conditions

(C)(1) Fully implementing a statewide longitudinal data system

Here in Rhode Island, we have undertaken significant work to design and implement a powerful, multi-dimensional statewide longitudinal data system that rivals that of any other state.

Data elements that RIDE collects include but are not limited to:

- Assessment results for all students, by student group;
- Alternate Assessment results for students with disabilities and English-language learners;
- Demographic information describing all students in all public schools and districts;
- Information and calculations on student enrollment, attendance, graduation rates, dropout rates, mobility rates, program participation, and growth on the state assessment;
- Special Education, Vocational and Career & Technical Education, Limited English Proficiency (LEP), Title I, and homeless status;
- Annual perception surveys of all students, teachers, and parents regarding school climate, teaching practices, and parental engagement;
- Detailed reports at the school level regarding finances and school spending;
- Student-level data on all school suspensions, disaggregated by 40 categories of offense;
- Investment and compliance data collected through the Consolidated Resource Plan;
- District- and student-level data associated with 20 federal indicators in the special education State Performance Plan; and
- Information regarding teacher certification, teaching assignments, and percentages of classes taught by highly qualified teachers.

All of these initiatives position Rhode Island to examine data from birth through college and careers, and this is evidenced by the state's meeting all the America COMPETES Act elements, as shown in Table C1.

Required Evidence for C(1):

- Specific evidence of the state's inclusion of American COMPETES Act elements are described in the following table (See Table C1, following).

Table C1: Rhode Island’s Student Data System Meets All Requirements Under The America Competes Act

Rhode Island’s Student Data System Meets All Requirements Under the America COMPETES Act		
America COMPETES Act Element	Included	Evidence
ACA-1	YES	Instituted in 2003, the state-assigned student identifier is generated for all currently enrolled students and allows for the ability to track and measure across time and location at the finest level of data granularity. Students cannot be individually identified by users of the system, except as allowed by federal and Rhode Island law. RIDE provides systemwide user training to support and maintain the system.

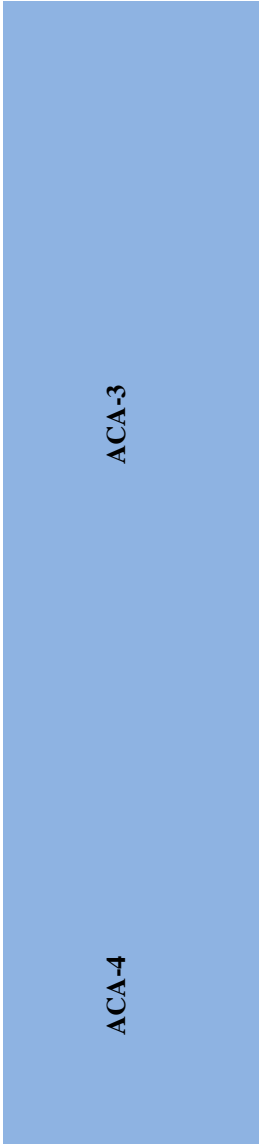
ACA-2

Student-level enrollment, demographic, and program participation information

YES

In 2003, RIDE developed and implemented an in-house Information Services portal that facilitates information exchange and state reporting. This portal provides for program-based data collections, state and local assessments, and systems-output data to be submitted with Web-based forms or a set of Web-based utilities with internal validation. This system, known as eRIDE, streamlines the data collection process and improves the accuracy, timeliness, and utility of information that informs management, budget and policy decisions to support student achievement.

These data are used by a wide variety of community partners, advocates, and researchers, including The Providence Plan, Rhode Island KIDS COUNT, the Rhode Island College Crusade, and the Rhode Island Research Collaborative.



ACA-3

Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete PK–16 education programs

YES

RIDE collects student-level information on all state and federally funded Pre-K programs. This information is contained in the data warehouse and regularly analyzed along with exit, transfer-in, transfer-out, and completion data of PK-12 students.

The Rhode Island Office of Higher Education (RIOHE) Data Warehouse collects student-level information for all students at the public institutions of higher education, including demographic, scholastic, and course-taking profiles for students at all points of entry, stop-out, and exit. This data is then analyzed to drive institutional and program efficacy and improvement measures.

ACA-4

The capacity to communicate with higher education data systems

YES

RIDE has a statewide contract with the National Student Clearinghouse (NSC) to access out-of-state higher education data. RIDE batch-uploads data to NSC and NSC returns data with state-assigned student identifiers attached so that RIDE can track students across PK-16. RIDE and the Rhode Island Office of Higher Education have signed a Data Exchange Agreement (Appendix C(1)-1), which provides the robust capacity for PK-12 to communicate with the RIOHE data systems and for RIOHE to communicate with RIDE’s data system at the individual student level. Record-matching protocols are in place. (See ACA – 11 for more information.)

ACA-5	A state data audit system assessing data quality, validity, and reliability	YES	<p>Effective data audit processes are routine at RIDE and have been recognized by the Data Quality Campaign. RIDE is continuously improving its audit systems to assess and ensure data validity and quality. Scheduled data collections throughout the state, combined with consistent data standards and error-checking layers, are embedded into RIDE systems.</p> <p>Rhode Island utilizes a statewide PK-20 Data Governance Committee to establish the state’s data collections as one integrated entity and to set up standards and processes to ensure data quality across all LEAs.</p>
ACA-6	Yearly test records of individual students with respect to assessments under Section 1111(b) of the Elementary and Secondary Education Act of 1965	YES	<p>All state assessment (NECAP) data are included in the state longitudinal data warehouse. NECAP data in math, reading, and writing were incorporated in 2005, and NECAP science data in 2007. Data stored include percent proficient, index score, raw score, strand score, items by depth of knowledge level, items by state grade-span and grade-level expectations, and simple growth measures for all state assessments for all NCLB subgroups and categories.</p>
ACA-7	Information about students not tested, by grade and subject	YES	<p>All students who did not take the state NECAP assessments in any given year are identified in the state longitudinal data warehouse, along with the reason they were not tested and the alternate assessments that were administered to each student, including results.</p>

ACA-8	A teacher identifier system with the ability to match teachers to students	YES	The Teacher-Course Student link is operational. Student and teacher data are connected via teacher course assignments and student rosters. The depth and breadth of these data will expand with RIDE's current conversion of all school courses to the NCES course-coding standards.
ACA-9	Student-level transcript information, including information about courses completed and grades earned	YES	RIDE Network and Information Services works with LEA technology directors to collect all these data. Transcript information that RIDE receives includes state-assigned student identifier, school code, report-card term, course code mapped to NCES SCEDS standards, course name, course completion, and course grade.
ACA-10	Student-level college readiness test scores	YES	RIDE's data system collects and supports analysis of college readiness test scores at the student level in the form of SAT and AP scores for high-school students and Accuplacer and other placements results for postsecondary students. As part of the Mutual Data Exchange Agreement, K-12 and higher education link these data to analyze the full picture of a student's college readiness and remediation needs. Rhode Island KIDS COUNT also compiles data from RIDE, the Rhode Island Higher Education Assistance Authority (RIHEAA), and other sources into a report on college preparation and access that includes district-level information aggregated from student-level data on college readiness, including SAT-taking, NECAP proficiency rates, and graduation rates.

Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework

YES

RIOHE collects data on successful transition to higher education, including data on which students require remediation. RIDE accesses these data through the Mutual Exchange Agreement.

Researchers from Northeastern University compile these data into annual reports on the college readiness and first-year success of all recent Rhode Island high school graduates who advance into the public higher education system. (See Appendix C(1)-2).

As part of the Mutual Exchange Agreement, RIDE and RIOHE have articulated critical policy and research questions that are organized in relation to the following three domains: Entering Higher Education, Within Higher Education, and Beyond Higher Education. This 3-year State Longitudinal Data Systems research agenda is articulated in Appendix C(1)-3.

The Rhode Island special education State Performance Plan measures the percentage of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals, as well as the percentage of recently graduated students who had IEPs and who have been competitively employed, enrolled in postsecondary education, or both.

Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education

YES

The Rhode Island Proficiency-Based Graduation Requirements (PBGRs) are arguably one of the most innovative mechanisms for ensuring adequate preparation for success in postsecondary education. The requirements were developed in alignment with 21st Century skills. Recognizing that Carnegie Units can no longer be the sole determinant of secondary achievement, the Rhode Island High School Diploma system embeds multiple pathways, differentiated instruction, and non-conventional learning styles into a system that meets students where they are, thereby instilling in them the confidence and motivation to pursue postsecondary education. (See F(3) for additional information.)

RIHEAA manages WaytogoRI.org, which allows students to maintain an electronic portfolio and provides them with free tools, such as SAT/ACT prep, career and college inventories, transcript tracking, and college applications to plan and prepare for their future.

Through these tools, RIHEAA collects a wealth of data on students' preparation for postsecondary education. The RIDE DataHub allows users (students and parents, LEA administrators, and higher education researchers) to access GIS-mapped information related to course-taking patterns and alignment to standards, enrollment in postsecondary education, and postsecondary success, among other indicators.

Appendix C(1)-4 provides a matrix mapping data investments against the *RIDE Strategic Plan* for transforming education and the state's research agenda.

Reform Plan Criteria

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.¹

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

Accessing Rhode Island Data – Current State

One of our most important roles is to maintain robust, multi-dimensional systems that collect and monitor a wide array of educational data at the student-record level. We must also provide school districts and individual educators with data access and analytical tools that enable them to use data to inform policy and practice to improve student achievement. Providing meaningful, accessible, and usable data to education stakeholders and decision-makers throughout the state is a key priority in the *RIDE Strategic Plan*. *DataWorks*, RIDE's new data site, provides one-stop access to all information and data-related sites at RIDE and across the state. (See Appendix C(2)-1 for a listing and description of Data Sites Available to Various stakeholders.) RIDE already has in place substantial data collection and integration capacities and has built powerful analytic tools into its data systems that enable users to track and analyze a wide variety of program indicators. Teachers and administrators have secure portal access to the records of their students. Through the Research Collaborative, which has a defined Rhode Island Education Research Agenda, the research community can access de-identified student-level data so long as the number in the student group is greater than ten.

Together with these advancements, Rhode Island is continuously improving innovation and ease of access for end-users. We recognize that, in addition to capacity and willingness, we need partners who share a commitment to improving the lives of all Rhode Island students. We have established statewide, regional, and national partnerships to provide multiple points of access to provide access to educational data for different users.

Partnering with the **Providence Plan**, a nonprofit information and public-policy agency, RIDE and other state agencies are implementing the Rhode Island DataHub, a cross-agency data mart that collects and links student-level data from multiple state agencies (e.g., Department of Health, Department of Labor and Training) to geographically map students across time by numerous educational and developmental variables. This site is powered by Web-based Analysis and Visualization Environment (WEAVE), open source visualization software developed by the **Open Indicators Consortium** (OIC). As a founding member and the only state education agency member, RIDE was particularly attracted to OIC (with member districts spanning seven states: Arizona, Connecticut, Georgia, Illinois, Massachusetts, Ohio, and Rhode Island) because of its insistence that proprietary data solutions are not sustainable. The consortium is committed to developing data visualization software that is free to states, districts, and schools. This

collaboration and adoption of cost-effective, open-source tools is just one example in which RIDE continuously thinks outside the box for ways to help districts cut costs during these harsh financial times. (See Appendix C(2)-2 for an Overview of WEAVE.)

RIDE has transformed our nationally recognized information portal, *InfoWorks! Live*, from a static, manual, print-dependent Web site to a user-friendly, electronic, interactive, live Web site with drill-down and drill-through capabilities. This new and improved data site includes school, district, state, and regional information about funding, community and culture, teaching and instruction, administration, leadership, and student achievement and developmental outcomes. This site also features information from *SurveyWorks!*, our perception survey for students, teachers, parents, and administrators. *SurveyWorks!* is user-friendly, electronically administered whenever possible, and reflects 21st Century skills and demands. It contains invaluable information about the extent to which students transition successfully across all grade levels. It allows schools to determine whether students have high expectations for themselves and whether they believe they will succeed in college. Principals and teacher leaders can use this qualitative data to improve supports for college- and career-readiness in their schools. It also contains information about rigorous coursework offered and taken. Both *InfoWorks!* and *SurveyWorks!* feed into RIDE's new data portal, *DataWorks*.

Accessing Rhode Island Data: Future State

RIDE has a strong data infrastructure that enables diverse users to conduct a wide variety of analyses to inform practice and policy. RIDE is now ready to build on this infrastructure to enable us to track educator effectiveness, base teacher certification decisions on educator effectiveness, monitor the quality of educator preparation and professional development programs, and utilize early warning indicators to predict student graduation and postsecondary success. RIDE has used its 2008 SLDS grant award to further build out our longitudinal system to inform critical policy decisions and to bring easy-to-use data analysis tools to a wide variety of stakeholder groups. (See Appendix C(2)-3: RIDE Data Ecosystem Vision.)

RIDE understands and emphasizes in its theory of action that great education data systems alone do not improve instruction. In addition to state-of-the-art governance, input, maintenance, output, and reporting processes, effective data systems must include a cadre of people from multiple disciplines with the skills to understand, manipulate, and use data to inform and transform instruction. RIDE will make the necessary investments to ensure that key

stakeholders have access to data and the right combination of technology tools and skills to use the data to both improve student-learning outcomes and inform critical policy decisions. These efforts will give teachers and principals the tools they need to provide high-quality instruction. They will also enable the state and its LEAs to better measure educator effectiveness and to use this information to inform decisions about certification, professional development, and approval of educator-preparation programs. These investments include:

Build easy-to-navigate data dashboards that provide teachers, principals, district administrators, and parents with “point and click” access to reports, key performance indicators, and drill-down data. LEAs will have the opportunity to contribute to the design of the dashboards, ensuring that metrics and analytical tools most useful to their efforts to improve instruction and teacher and leadership performance are readily available. Beyond state accountability metrics, the dashboards will incorporate data from locally conducted interim and formative assessments (as described in B (3)) that monitor progress of individual students against state standards and enable educators make adjustments to instruction. We will integrate these reports into the Rhode Island instructional improvement system described in C (3). This will allow educators to easily access formative assessments, lesson plans, and other tools to develop interventions and instructional strategies in response to gaps in student learning identified in the data dashboards. RIDE and vendors will continually refine the data dashboards based on input and feedback from educators through on-line surveys and other mechanisms. Dashboards will also provide parents access to high-quality, real-time reporting on their children’s progress, including making the dashboards accessible in the most common languages (other than English) spoken by Rhode Island students and their parents. To help meet the needs of all families, RIDE, in conjunction with our community partners and public libraries, will convene and facilitate focus groups of parents to determine their needs for alternative formats, training, and support. Depending on the results of the focus groups, web-based videos and webinars will be developed to support families’ use of data.

Expand the data collection and reporting capacities of the state teacher certification database (RICERT) to link data on educators’ impact on student growth and achievement back to the educator preparation programs they attended and the professional development they receive. This linkage will allow RIDE to analyze the effectiveness of preparation programs and professional-development providers, expand effective programs, and close or discontinue

funding for providers that do not produce effective educators. Preparation programs will be able to view certification information about their completers and find out who is and is not becoming certified and obtaining employment. Potential students will be able to look at this data to make informed decisions about preparation program selection. These data will also allow RIDE to base decisions to grant and renew full professional certification based on evidence of educator and administrator effectiveness.

Complete the RIDE comprehensive statewide Educator Performance Management System for collecting data from the evaluations of educator effectiveness, described in D (2).

When completed, this system will:

- Link educator preparation, assignment, compensation, advancement and tenure;
- Link performance-management with program approvals; and
- Support assessment of teacher effectiveness, educator-certification program effectiveness, professional development effectiveness, and the educator-evaluation system itself.

Through this system, the state will provide districts with data on educator impact on student growth and academic achievement that will constitute at least 51% of each educator's evaluation. Aggregate data will be available to general users in a specific district; however, individual data will be available only to authorized supervisory staff as required by all state and federal confidentiality laws. Rhode Island will implement standardized data input requirements to collect data from LEA-conducted educator evaluations. The system will also provide analytical tools to support school, LEA, and State decision-making about personnel, systems of support, certification, and the quality of educator preparation and professional development programs. The importance of the Educator Performance Management system cannot be overstated because it lets everyone know what works and what should be scaled statewide. It increases efficiencies at the state, district, and school level; it improves the effectiveness of classroom instruction; and it provides teachers the wrap-around support they need and deserve.

Continue to implement a statewide Data Governance Committee that oversees every aspect of how RIDE manages its education data systems to ensure that the data contained are clean, secure, consistent, and cohesive. We know that in order for data to be accessed and used, users must have confidence in the data's integrity. To continuously monitor the integrity of state data from its points of creation at the district to its point of integration at the state, RIDE

has implemented a comprehensive data governance structure. The Committee is critical to ensuring that the practices the state expects from users of PK-16 data can be sustained in the long term. Rhode Island has done a substantial amount of work linking LEA systems. The data governance committee will enable the state to develop processes and practices necessary to maintain “systems of record” and “single versions of the truth,” to help all Rhode Islanders understand a broader scope of information about students and teachers. (See Appendix C (2)-4: Data Elements and Reports to be developed.) Rhode Island’s plan for enabling stakeholders to access and use data is explained in Table C2.

Table C2 – Rhode Island’s Plan for Enabling Stakeholders to Access and Use State Data

Rhode Island’s Plan for Enabling Stakeholders to Access and Use State Data

Measures of Effectiveness:

- Short-term: Usage of data dashboards to inform day-to-day instruction and decision-making (60% of educators using system)
- Short-term: Educator, administrator, and parent satisfaction feedback on ease of use/access to data (as measured by on-line feedback survey)
- Long-term: Improvement in student achievement outcomes on state summative assessments

Data Tool Timeline			
Expected Outcomes	Activity	Timeline	Responsible Party
Data Dashboards	Issue RFP to build dashboards and select Vendor.	Fall 2010 Winter 2010-11	RIDE: Office of Data & Analysis (ODA)
	Convene review team comprised of districts/educators to develop data components, key performance indicators, reporting analytics, and other functionality to be incorporated into dashboards.	Winter 2010-11	ODA
	Design/build dashboards. Conduct review team testing.	Spring 2011	Vendor/ODA
	Train teachers, principals, district administrators.	Summer/Fall 2011	Vendor/ODA

Data Collection and Reporting Capacities of RI's teacher certification database expanded	Issue RFP to build/expand RICERT system capabilities.	Fall 2010	ODA
	Incorporate validated data on student-teacher-course links into data system.	Fall 2010 and ongoing	ODA
	Integrate teacher certification database into the state data warehouse.	Winter 2010-11	Vendor
	Build a data-collection portal that will require existing/new educator preparation programs to enter program completion data on all students.	Spring/Summer 2011	Vendor
	Make available analytics on individual teacher completion of educator preparation programs and PD programs tied to student achievement data available.	Winter 2011-12	Vendor/ODA
	Develop educator preparation and professional development program report cards with data/ratings based on teacher effectiveness.	Summer 2012	Vendor RIDE: Office of Educator Quality (EQ)
Educator Evaluation Data Collection & Reporting Tool	Identify data components and functionality for data collection tool to match new statewide educator evaluation system requirements.	Fall 2010	EQ
	Issue RFP to build tool; select	Fall 2010	EQ

	vendor.		
	Design/build tool.	Spring/Summer 2011	Vendor
	Load teacher data into system.	Fall 2011	Vendor
	Train school/district leadership on use of tool.	Fall 2011	Vendor EQ
	Launch new tool.	Winter 2011	EQ
Data Governance Board	Charter a state data governance board with RIDE Knowledge Officer as lead.	Fall 2010	RIDE:
	Issue RFP for consultants to support data standardization/integration work.	Summer 2010	Chief Knowledge Officer,
		Fall 2010	ODA
	Select/hire vendor. Initiate state workgroup led by RIDE staff to develop enterprise data dictionary and business rules for all data flow, start collaborating around the quality and interoperability of data that enters the data warehouse, how errors are fixed, and what new business rules are needed for automation. Develop data dictionary, state data standards for data collection/exchange.	Fall 2010 - Fall 2011	ODA
		Spring 2012	ODA

Early Warning Indicators Tool	Build on partnership with the Research Collaborative.	Winter 2010-2011	ODA
	Identify predictor indicators for HS dropout, graduation, post-high school success/failure based on local data and national best practice research	Spring 2011	Research Collaborative
	Develop Early Warning Tool that will identify students at risk of dropping out in order for schools and districts to provide these students with appropriate and effective interventions.	Fall 2010	Research Collaborative

Table C3 - Performance Measures (C)(2) Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
Build a customized data dashboard for 4 user groups (educators, principals, district administrators, parents)	0	4			
Train 2,950 principals and educators on use of dashboards	0	1000	1950		
Train 700 principals/school leadership members of Participating LEAs on state educator evaluation data collection tool			700		
Develop 1 statewide data dictionary with data collection/exchange standards		1			
Number of unique users of data dashboards		1000	13,500		

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English Language Learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

C(3)(i) Increasing acquisition, adoption, and use of local instructional improvement systems

RIDE's theory of action emphasizes that effective teachers and effective leaders must be supported by comprehensive student-centered systems, including data systems. One of RIDE's most important state roles, therefore, is to support LEAs' efforts to improve student academic achievement by giving them the data and tools necessary to track students' progress relative to the standards and to use this information to inform instruction. Because of our small size and the significant investments that the state has already made in data infrastructure and training, Rhode Island is poised to use Race to the Top funds to implement a statewide instructional improvement system that can be used by all LEAs in the state. This system can be used by and benefit multiple stakeholder groups. By implementing a statewide instructional improvement system, we will realize financial efficiencies while enabling Rhode Island LEAs to have access to a much more sophisticated and robust system than they could afford on their own.

Benefits of the Instructional Improvement System

This instructional improvement system will enable educators to access and analyze data showing how their students are performing against state standards and to use this knowledge to provide students with appropriate instructional supports. The system will also enable school leaders to access, analyze, and act on the differentiated strengths and needs of their teachers and to provide teachers with appropriate professional development, resources and assistance.

Educators will be able to use customized data dashboards described in Section C (2) to access instructional improvement systems that connect them to a rich array of tools and instructional resources. Teachers can use these materials to match instructional strategies and interventions to gaps in student learning identified by data analysis. For example, if the dashboard report indicates that a teacher's students are struggling with a particular concept, the instructional improvement system will enable the teacher to access lesson plans for that concept developed by highly effective teachers, as well as formative assessments she can use to evaluate whether her students are learning the concept. The instructional improvement system will also integrate the standards-aligned units of study that LEAs are developing as part of the curriculum work described in B (3). The system will provide teachers and principals with a wide variety of tools and capabilities, including:

- Collection and retention of all local assessment data—including products currently in use that are already aligned with state standards, as well as custom or homegrown assessments;
- Access to model lesson plans and units of study;
- Access to annotated student work aligned with standards that provide models of proficient work across grade levels;
- Access to a large bank of test items mapped to state standards;
- Ability to generate and print tests, collect data with ease, and view results immediately;
- Ability to know how a student is performing relative to the state’s expectations, based on an array of assessment tools;
- Ability to access and use all data collected on a student, including attendance, discipline, and state summative test scores; and
- Ability to analyze the longitudinal picture of each student’s performance from the point of entry into system through graduation.

Through the data dashboards, educators and school leaders will be able to review individual, class, and grade-level performance throughout the school year for all their students and teachers.

RIDE will design and implement a customizable instructional improvement platform at the state level, using existing systems and tools as well as national best practices. RIDE will develop an RFP with input from all participating LEAs to ensure that local systems meet the global requirements and that all educators in Rhode Island have a high-quality instructional improvement system. Participating LEAs will have opportunities to provide input on the platform’s design. This will ensure that the platform meets local needs, that local educators are comfortable with the system, and that the system leads to improved instructional practices and student outcomes.

Supports to Educators on the Instructional Improvement System

To provide teachers and principals ongoing support in using these tools effectively, RIDE will develop a series of easily accessible, Web-based toolkits that will support educators in accessing and using data. Resources will include recorded webinars and online training guides and manuals, as well as toolkits designed to fit the needs of each user group (teachers, administrators, students, parents, researchers, and the broader public). RIDE will also retain the

vendor for the instructional improvement system to provide ongoing “help desk” support that teachers, principals, and district staff can access for help and trouble-shooting in using the instructional improvement system. Table C4 presents Rhode Island’s plan for developing an instructional improvement system.

Table C4 – Rhode Island’s Plan for Developing a Statewide Instructional Improvement System

Rhode Island’s Plan for Developing a Statewide Instructional Improvement System			
Expected Outcome	Activities	Timeline	Responsible Party
State instructional improvement system platform developed and implemented	Issue RFP for vendor to build state system	Fall 2010 Winter 2010-11	RIDE: Office of Instruction, Assessment, and Curriculum (IAC)
	Convene review team comprised of districts/educators to identify critical data components, assessment tools, functionality to be incorporated	Winter 2010-11	IAC
	Design/build platform	Spring 2011	Vendor
	Build a series of online tools to support the operation and use of the instructional improvement system	Summer 2011	Vendor
	Launch online tools	Fall 2011	Vendor
State online toolkits (as supplemental information/ support to different user groups) developed and used.	Issue RFP Select Vendor	Winter 2010-11 Summer 2011	RIDE: Office of Data & Analysis (ODA)
	Design/build tools Design/build website	Winter 2011-12 Winter 2011-12	Vendor
	Additional upgrades to tools	SY 2012-13	Vendor
	Design training model to train leaders in using formative and interim assessment data (See B(3))	Winter 2010-11	IAC Vendor
School leadership professional development around data-driven instruction implemented.	Identify cohorts Cohort 1 (50 schools)		
	○ Summer Training Intensive Week	October 2011	IAC
	○ School Year Workshops	SY 2011-12	
	○ School Year Visits	SY 2011-12	Vendor

Cohort 2 (75 schools)	October 2012
○ Summer Training Intensive Week	SY 2012-13
○ School Year Workshops	SY 2012-13
○ School Year Visits	
	October 2013
Cohort 3 (100 schools)	SY 2013-14
○ Summer Training Intensive Week	SY 2013-14
○ School Year Workshops	
○ School Year Visits	

Table C5 - Performance Measures (C)(3)(i) Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Deliver Data-Driven PD model to 225 total schools in 3 annual cohorts (includes principal and school leadership team)			50%	75%	100%
Percentage of Rhode Island educators accessing and using IMS			20%	50%	100%

C(3)(ii) Supporting LEAs in providing professional development on data-driven instruction to drive student achievement.

Highly effective teachers and leaders are at the heart of Rhode Island’s theory of action. Therefore, our plan prioritizes the provision of high-quality, targeted professional development on data-driven instruction to drive student achievement. If data and instructional management practice are to translate into improvements in the day-to-day cycle of teaching and learning in our classrooms, teachers must have both the skills and motivation to effectively use data to improve student outcomes. Rhode Island has a high-quality plan that builds skills by providing continuing education and support and fosters a culture of data inquiry and collaboration.

RIDE and its local partners have extensive experience providing data-use training to teachers, principals, administrators, and communities. RIDE will build on these experiences to provide personalized training that is differentiated to reflect user needs and abilities. Through multiple delivery mechanisms, we will provide personalized training to account for differences in how adults learn. As shown in Table C6, our training experience includes on-site professional development, train-the-trainer groups, webinars, online tutorials, training retreats, intensive one-on-one training, computer-assisted training, and training forums.

Table C6 –RIDE’s Record in Providing High-Quality Professional Development in the Use of Data

RIDE’s Record in Providing High-Quality Professional Development in the Use of Data

- Through the Rhode Island DataHub, data stories teach Rhode Islanders how to use data by embedding charts and graphs into easy-to-read narratives that embed tangible data. This technique has been very effective working with community groups. Data stories make data less daunting. Included in these data stories are Web tutorials, a glossary, and online technical support. (See Appendix C(3)-1 for a Sample Data Story)
- The NECAP Analysis and Reporting System, implemented in January of this year, is a Web-based system that supports the interactive disaggregation of data into subgroups and items, provides tabular and graphic displays of results, and permits users to export data in a variety of formats. The system allows several levels of access, from district to teacher, to support classroom-level decision making based on student data.
- As part of its 2008 SLDS grant award, RIDE is implementing a Data Quality Curriculum Certificate Program, available online through SIFA University, with an accompanying incentive structure to encourage accurate data entry and to normalize state duplication. Modified to fit our particular state context, this program will improve the overall quality of data in our statewide system by providing training to local personnel in the creation, collection, and reporting of data.
- The ELL Data Retreat is a process-oriented, reflective approach to utilizing ACCESS for ELLs® and other test data in commitment to academic language achievement improvement planning for English Language Learners. Based on a professional learning community concept and a cyclical model of implementation, the ELL Data retreat trains identified school and district leaders to use data collected on ELLs to observe and improve effectiveness in the delivery of ELL support services.
- The thrive e-Academy, part of the state’s coordinated school health program, provides flexible, online professional development programs and tutorials to educators on key topics, including Using Health Data for Planning and Accountability. Both self-paced tutorials and in-depth mini-courses have a track record of increasing content knowledge, changing instructional practices, and improving policies and procedures.
- Over the past two years, RIDE has conducted a series of data analysis workshops designed to train teachers in the use of the ATLAS protocol to look at the NECAP science assessment’s released item data systemically to make school-based decisions. The protocol can be used universally to analyze a variety of data. As a result of these workshops, many of the participating educators implemented the protocol in their own schools as all-faculty activities. RIDE has expanded upon the success of the NECAP science assessment data workshops and is conducting workshops using the ATLAS protocol to look at mathematics and literacy released item data.
- The RIDE Office for Diverse Learners provides training to district and community leaders on the use of special education State Performance Plan data, particularly related to the School Efforts to Partner with Parents Scale, preschool outcomes, and

disproportionality.

RIDE will take the best of these training models and use the experienced trainers in the state to offer teachers, principals, and administrators professional development opportunities tailored to their local needs and strengths.

Because school principals set the culture for the school, our professional development in this area will focus heavily on principals and leaders as the necessary lever for driving cultural changes that support and motivate teachers to implement data-driven instruction. Because changing the culture in a school is a complex undertaking in which the principal needs partners, this professional development will focus on school leadership teams rather than on individual principals alone.

RIDE's most significant professional development investments will be in intensive, team-based professional development designed to help principals and school leadership develop and propagate the structures, processes, and systems in their schools for the effective use of data by the entirety of the school community, especially teachers. With Race to the Top funding, leadership teams from nearly 75% of our schools will receive intensive training and support to use data to drive instruction and academic-achievement outcomes for students.

Highly skilled trainers will equip each district and school leadership team with basic data and analytic competencies. Teams of leaders will learn how to implement a full-year planning, assessment, review/analysis, and response cycle to move every educator in their building to use data effectively on a daily basis to improve instruction and student outcomes. An intensive summer training session will equip principals and their leadership teams with the tools to return to their schools and implement the systems in which this work can thrive. Topics covered will include:

- Maintaining a disciplined schedule for completing interim assessments;
- Supporting scheduling efforts to create time for the staff to engage in planning sessions related to the data;
- Leading the staff by example through embracing the use of the system as a tool for goal-setting and school management; and
- The active use of data as part of the day-to-day culture of the school.

At the start of the school year, RIDE will assign trainers to 10-school cohorts for the duration of the academic year. All principals and leadership teams from these 10 schools will receive their training together, creating professional learning community networks that will provide leadership teams a venue to share peer support, best practices, and other resources to sustain changes in practice beyond the training year. Principals and their leadership teams will attend a series of three single-day workshops during the school year, each scheduled around the interim assessment, which will focus on reviewing, analyzing, and utilizing real-time data produced by the assessment. Leaders will learn from their peers how to use the instructional improvement system to develop succinct data reports to derive item- and standards-level analysis, and how to devise action plans to quickly address specific student academic needs revealed in the data analysis.

In these workshops, the trainers will be doing much more than training. They will model the behaviors and practices that they expect principals and leadership teams to replicate at their schools with their teachers: using timely and relevant data to set clear achievement targets and implementing a set of actions (supervision, professional development, collaboration, scheduling, etc.) to impact results in the short term. These sessions are, in fact, designed to hold principals accountable for the strategies and plans they design in response to student and teacher data and to prepare principals to set that same expectation for individual teachers in their lesson planning and delivery of instruction. We then expect principals and school leadership teams to hold their school and cohort colleagues accountable, and superintendents to hold their principals accountable.

Following each of the day-long workshops (but before the next interim assessment), trainers will conduct a day-long, on-site observation, providing coaching, feedback and support for the leadership team in each school. The trainer will review with each principal his or her action plan developed after the last interim assessment, review relevant data to help the principal and leadership team think through how they will work with their teachers to chart the course for each of their classrooms, and help make any adjustments that might be necessary for their students to reach their interim achievement targets. Each team will discuss obstacles and challenges they are facing in implementing effective data-driven instruction. The trainer will lead them through a rubric that assesses the following critical elements:

- Culture & Beliefs: Does the whole school community examine, share, and take responsibility for the data?
- Collecting/Examining Data: Do we collect and examine all the data that we need to get a full picture of student learning?
- Planning for Improvement: Does data analysis translate into action plans that will improve instruction for all students?
- Supporting Improvement: Does our professional learning cohort provide support to, and build capacity in, our teachers to successfully implement action plans?
- Follow-Up/Accountability: Is everyone in the building accountable for the action plan? Do we measure the effectiveness of the action plan?
- Logistics: Do we have structures and systems in place to foster success of our Data Meeting cycle?

Following each interim assessment, schools will have the opportunity to improve curriculum alignment, identify specific and tailored actions for groups of students based on the outcomes on the interim assessment, identify strengths and weaknesses in content, and establish a school community that supports the optimal use of data. At the end of the school year, the trainer will meet with each cohort of principals to debrief on lessons learned throughout the school year, to discuss strategies and planning as they go into the summer, and to begin preparing for the following school year. The session will help principals think through how to establish calendars for assessment, plan for data review meetings with their teachers, and seek ongoing inter-cohort support.

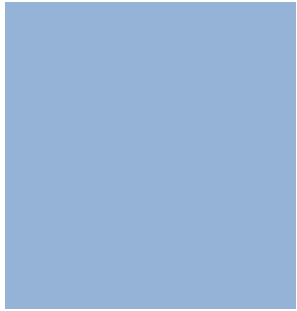
In addition to this intensive training provided to school leadership teams, RIDE will develop a series of interactive online tools that will be available for all educators to train them on the use of the instructional improvement system that builds their understanding on the role of formative, interim, and summative assessments. These modules can be used within schools and LEAs as part of ongoing professional development or accessed by individual educators as needed.

These online tools will supplement the professional development and support that school leadership teams will be able to provide their teachers, as a result of the training that leadership teams will receive in data-driven instruction. By training school leaders to support their staff in implementing data-driven instruction, and providing supplemental resources, we will be able to

ensure that all teachers are trained and supported, in a cost-effective way, to use data to improve instruction. Table C7 presents the timetable and plan for developing district and school leadership capacity for data-driven instruction.

Table C7-Rhode Island’s Plan for Developing LEA/school Leadership Capacity for Data-Driven Instruction

Rhode Island’s Plan for Developing LEA/School Leadership Capacity for Data-Driven Instruction			
Expected Outcome	Activities	Timeline	Responsible Party
Professional development for school leadership around data-driven instruction implemented.	Design training model to train leaders in using formative and interim assessment data (See B(3))	Winter 2010-2011	RIDE: Office of Instruction, Assessment, and Curriculum (IAC)
	Identify cohorts		Vendor
	Cohort 1 (50 schools)		
	o Summer Training Intensive Week	July/August 2011	
	o School Year Workshops	SY 2011/12	
	o School Year Visits	SY 2011/12	
	Cohort 2 (75 schools)		
	o Summer Training Intensive Week	July/August 2012	IAC
	o School Year Workshops	SY 2012/13	
	o School Year Visits	SY 2012/13	Vendor
Cohort 3 (100 schools)			
o Summer Training Intensive Week	July/August 2013		
o School Year Workshops	SY 2013/14		
o School Year Visits	SY 2013/14		
State online toolkits (supplemental information/support to different user groups) developed and used.	Issue RFP	Winter 2010-2011	RIDE: Office of Data & Analysis(ODA)
	Select Vendor	Summer 2011	
	Design/build tools	Winter 2011-2012	Vendor
	Design/build website	Winter 2011-2012	



Additional upgrades to tools

SY 2012/13

Vendor

C(3)(iii) Make instructional improvement data and SLDS data available to researchers.

We will make instructional improvement data and SLDS data available to researchers through our existing research portal in the data warehouse, by providing public access to all Frequently Requested Education Data, and through publications that will be disseminated to the research community.

RIDE has partnered with the Research Collaborative of Rhode Island to implement the Rhode Island Education Research Agenda (see Appendix C(1)-3), including an Early Warning Indicators system for predicting college readiness and post-high school success. Established in 2008, the Research Collaborative is a broad and established group of social scientists and policy researchers across the state that was created as a part of the Urban Education Task Force to pursue a statewide research agenda in the service of effective education programs, policy and practice.² Completed analyses by the Collaborative include student-level mobility studies in our urban districts and analyses of RIDE's persistently lowest-achieving schools. These analyses informed development of LEA improvement plans. The Collaborative's next task is to develop a model for predicting post-high school outcomes. This model will incorporate high-quality longitudinal data on high school students' academic performance, as well as the behaviors, environments, and processes that have been shown to predict post-secondary success. The Rhode Island Research Consortium is partnering with the state PK-16 Council to:

- Perform research and analysis;
- Sponsor trainings and professional development workshops;
- Write and present research and policy papers; and
- Provide ad hoc analysis and reports for the PK-16 Council.

The Consortium in turn receives:

- Internship opportunities for graduate students;
- Access to agency-linked data (password protected); and
- Sources of data for faculty and student research.

² Current members are Rhode Island KIDS COUNT, the Annenberg Institute and the Urban Education Policy Program at Brown University, the Providence Plan, the Rhode Island Public Expenditure Council, and the Regional Educational Lab Northeast and Islands, with data support from RIDE and funding from the Nellie Mae Education Foundation and the Rhode Island Foundation.

Beyond the statewide collaborative, RIDE works with numerous research entities that help our state answer crucial policy questions. Examples of current research are presented in the table below.

Table C8 –Rhode Island’s Research Partnerships

Rhode Island’s Research Partnerships	
WCER	<p>Wisconsin Center for Education Research is conducting a research study to explain the relationship between academic language manifested on ACCESS and the state mathematics assessment. They are using Rhode Island data to conduct the study. WCER produced research concerning language proficiency growth for ELLs by age and initial proficiency level. Rhode Island used this research to develop our updated Title III accountability plan, recently accepted by the U.S. Department of Education without change. RIDE also uses this research to evaluate program/instructional effectiveness for ELLs across and among districts.</p>
NE-REL	<p>The Northeast Regional Education Laboratory conducts research on behalf of Rhode Island and other northeastern states. Areas of research need include accountability and assessment, educational equity and special populations, low performing schools and school improvement, highly qualified teachers, and core subject areas. Some of the recent and ongoing projects with Rhode Island have included:</p> <ul style="list-style-type: none"> • Researching the correlation between English language proficiency and outcomes on state academic achievement assessments for ELLs • Teacher Preparation: Special Education Requirements for General Education Teachers • Impact of the Thinking Reader Software Program on Grade 6 Reading Comprehension, Vocabulary, Strategies, and Motivation

<p>KIDS COUNT</p>	<p>KIDS COUNT has produced a number of publications that inform instruction on behalf of the state.</p> <ul style="list-style-type: none"> • Rhode Island KIDS COUNT Special Report: Building an Early Care and Educational System in Rhode Island • Results for Rhode Island’s Children: Progress and Challenges • Issue Brief: Childhood Poverty in Rhode Island: A Statistical Profile • Issue Brief: Parenting and Family Support • Merging Local Data to Explore the Experiences and Needs of Children of Incarcerated Parents • Rhode Island Early Learning Standards
<p>THE EDUCATION ALLIANCE AT BROWN UNIVERSITY</p>	<p>The Education Alliance at Brown University is conducting an external evaluation of Rhode Island’s Mathematics and Science Partnership grant projects. As a component of the evaluations, the Education Alliance will conduct surveys, focus groups, analysis of student data, and artifact review. An annual report will be submitted to RIDE and to the U.S. Department of Education, and a final report will be produced at the completion of the project.</p>

C) DATA SYSTEMS TO SUPPORT INSTRUCTION: STEM FOCUS

- Over the past two years, RIDE has sponsored a series of *STEM Data Workshops* to provide training to educators in the use of protocols designed to observe, analyze, and construct action steps using assessment data. In November RIDE conducted 7 workshops that trained teachers in the use of the ATLAS protocol to look at data systematically in order to make school-based decisions. As a result of this workshop, many of these educators implemented the protocol in their own schools as all-faculty activities. Workshops for training in the use of ATLAS protocol to focus on mathematics and literacy released-item data are planned for late April and early May of 2010.
- As a result of RIDE's emphasis on the use of data to focus on instruction, major programs such as the \$12.5 million NSF-funded Rhode Island Technology Enhanced Science program and PROJECT SUCCESS, a multi-district collaborative advisory committee, are focusing their programs based upon gap analyses generated through a variety of data sources. The programs are then aligned to address the needs of the participating LEAs.
- Title II (d) federal funds, through E2T2, have financed the **Rhode Island Teachers and Technology Initiative (RITTI)** program. The focus of the program is to bring technology to the hands of students as well as provide effective professional development embedded in real work and real efforts. RITTI and E2T2 have trained more than 1,500 teachers in the use of **educational technology, data systems, and analysis of data**
- Focusing on mathematics, the **I CAN Learn** pilot program is a data-rich environment to support math instruction. I Can Learn, designed to support special needs students, generates an abundance of data to educators around student performance to foster more precise school-based decisions. (See Appendix STEM2 - RI STEM Initiatives Inventory.)

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;*
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and*
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.*

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).*

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:*
 - The elements of the program (as described in the alternative routes to certification definition in this notice).*
 - The number of teachers and principals that successfully completed each program in the previous academic year.*
 - The total number of teachers and principals certified statewide in the previous academic year.*

(D)(1) Providing high-quality pathways for aspiring teachers and principals

RIDE believes that educator excellence is the key driver of improved student learning outcomes at all age levels and in every demographic. Rhode Island, therefore, has created innovative partnerships and changed practices and policies to improve educator performance. In response to state need, we established alternative certification program regulations in 2008 to encourage nontraditional pathways to recruit and rigorously select highly effective professionals into the classroom and school leadership roles, especially for underperforming schools. We use our alternative pathways to address educator shortage areas and attract into the field content-knowledge experts from other professions, for whom the traditional route may have served as a barrier to entry.

D(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education

Rhode Island has a high-quality alternative pathway to certification for teachers and principals and has actively developed partnerships with non-higher education institutions. Rhode Island law gives the Commissioner of Elementary and Secondary Education and the Board of Regents authority over teacher certification in Rhode Island (RIGL §§16-1-5(2), 16-11-1, 16-60-4(a), 16-60-6 (9)(ii)).

The commitment to alternative pathways began in 2004 as part of a Teacher Quality Enhancement Partnership Grant RIDE received. That partnership with institutions of higher education yielded only four candidates. As a result, in 2008, the Board of Regents strengthened its commitment to alternative pathway programs by adopting more flexible Alternative to Certification Program Regulations that provide candidates the option of a streamlined route to earn certification while serving as teachers of record in Rhode Island schools. These regulations create the opportunity for providers outside of institutions of higher education to provide training leading to state certification as a professional educator. Alternative pathway providers must meet the same stringent Program Approval Standards (See Appendix D(1)-1: Board of Regents Alternative Certification Program Regulations) applicable to institutions of higher education. We have adopted regulations that provide for all five of the features of alternative routes, as defined by Race to the Top:

Can be provided by various types of providers, including providers operating independently of institutions of higher education: The 2008 Alternative Certification Regulations allow a variety of entities, including “an institution of higher education, a professional organization, or a private service provider,” to operate alternative pathways to certification. Nonprofit, private providers and LEAs may operate educator preparation programs independent of an institution of higher education. Using its federal Teacher Quality Enhancement grant, RIDE recruited The New Teacher Project (TNTP) to the state as a nonprofit alternate route provider under new Alternative Certification Regulations and launched the Rhode Island Teaching Fellows (RITF). RIDE also worked to recruit Teach for America (TFA) to the state. In early 2010, TFA announced a new statewide partnership to provide an alternative route to prepare and place teachers in high-minority, low-income LEAs. TFA has hired an executive director to launch the initiative for the upcoming school year.

Are selective in accepting candidates: The 2008 regulations require alternative certification programs to have rigorous admissions criteria, including at least a 3.00 GPA (on a 4.00 scale in undergraduate studies, or at least 24 credit hours of graduate study). All Rhode Island programs must require candidates to pass an assessment of basic skills. Rhode Island Program Approval Standards also require that all admissions processes have clear criteria and use a variety of evidence to demonstrate the potential for success in the certificate area. In practice, the existing alternative pathway provider, RITF, has been even more selective than the law requires. As a result of its rigorous admissions process, RITF selected only 9% of all applicants into its program for its inaugural year.

Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching: Rhode Island alternative pathways must provide, at minimum, a 5-week intensively supervised pre-service experience that prepares candidates to serve as the educator of record, provides opportunities for candidates to apply knowledge and skills in the classroom and addresses unique needs of the candidates’ certificate area. Programs must also “ensure ongoing professional support and supervision of candidates by educators who model effective practice and assume responsibility for supporting professional colleagues,” including an LEA-assigned mentor, consistent with Rhode Island guidelines for induction and mentoring. While candidates are serving as teachers of record, they participate in on-going coursework and

are continually observed and provided with feedback that requires them to reflect upon and improve their practice.

Significantly limit the amount of coursework required: *The state does not mandate credit-bearing college coursework for alternative pathway candidates, but instead focuses on their experiential learning opportunities.* Board of Regents regulations require alternative certification candidates to complete, at minimum, a 5-week intensive pre-service experience. During the school year, alternative pathway programs must provide on-going support and professional development. Courses may be offered through workshops that improve teaching performance and provide opportunities for candidates to apply knowledge and skills in the classroom in the candidate's certificate area.

Upon completion, award the same level of certification as other teacher preparation programs: Upon completion of an approved alternative pathway to certification program and all state testing requirements, candidates are eligible for a Rhode Island Professional Certificate, the state's standard teacher license.

D (1) (ii) Alternative routes to certification that are in use

RIDE has actively recruited programs to Rhode Island to utilize the alternative certification pathway and is working to increase the utilization of this pathway, especially to address shortage areas. RIDE used the new alternative certification pathway to partner with and fund the highly selective organization, The New Teacher Project, to launch the Rhode Island Teaching Fellows (RITF) in 2009. (See Appendix D (1)-2: TNTP Overview.) RITF's first cohort of 19 candidates is currently serving as teachers of record in high-need schools and subject areas in Rhode Island public schools while receiving ongoing professional development and induction support. These teachers will receive professional teaching certificates at the end of the year. RITF will expand to prepare 30 teachers in 2010-11 and 30 teachers in 2011-12, then adding 35 more teachers each subsequent year as needed by LEAs.

RIDE worked with Teach for America (TFA) to launch a new statewide partnership in early 2010. TFA will rigorously select and place an initial cohort of 30 teachers for the 2010-11 school year in high-need, high-poverty districts. Over the next five years, TFA will expand to select, place, and train 140 teachers in high-need subject areas in high-poverty urban districts. The Rhode Island Alternative Certification Regulations allow TFA to partner with TNTP as the certification partner for its teachers in Rhode Island, rather than requiring them to work with an

institution of higher education as it must do in most other states. With Race to the Top funds, we will help TFA and TNTP expand, especially serving the high-poverty LEAs and recruiting for high-need certificate areas. (See Appendix D (1)-3: TFA Overview.)

There is also one residency program currently operating for principals. The Principal Residency Network (PRN), sponsored by Johnson & Wales University, is a one-year program in which candidates serve as interns with a mentor principal while also participating in retreats, workshops, and an action research project to earn their principal certification. PRN has trained 50 principals over the past 10 years, and 7 current PRN residents will receive principal certification at the end of the 2009-10 school year. (See Appendix D (1)-4: PRN Program Overview.) PRN has also recently launched a new alternative pathway that will recruit and prepare candidates to become highly effective principals.

With Race to the Top funds, Rhode Island will increase its number of alternative program candidates and will recruit, incubate, and bring to scale high-quality alternative certification programs for teachers and principals. For example, RIDE has secured commitments from high-quality charter public schools (including two in-state and several national charter school organizations interested in coming to Rhode Island) to use the alternative certification route to recruit, select, and train teachers and leaders to serve in both charter and district schools with high-need student populations. Also, the planned Academy for Transformative Leadership (see Section D (5)) will develop new principals without a higher education partner and directly certify them under the Alternative Certification Regulations. All of these programs are focused on identifying and preparing leaders and teachers to serve high-poverty, high-minority students effectively, especially in struggling schools.

With an alternative pathway only two years old, Rhode Island has already brought two nationally recognized teacher preparation programs to the state, has expanded a principal program, and has made a commitment to their continued growth and to attract and develop others. Given the initiation of the alternative certification regulations two years ago, the first teacher cohort of 19 from TNTP will complete the program this year, and, with the addition of TFA, this number will grow to 60 next year. Rhode Island certified 1105 teachers last year, but fewer than 400 are hired annually as teachers. In contrast, 100% of the alternatively certified teachers are placed and serving in high-need schools. Given the current growth plans for alternative certification teacher preparation programs, over 25% of newly certified teachers hired

within two years will come from alternative certification providers. Three principals finished the PRN program last year and seven this year. Seventy-five principals were certified last year, making alternative certification principal program completers almost 10% of those certified. RIDE is committed to ensuring the ability of our LEAs to place and hire candidates from these alternative certification programs and is moving to increase the numbers, especially if LEAs have strong evaluation data from these teachers and leaders.

(D)(1)(iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill areas of shortage.

The number of teachers and principals prepared and certified each year in Rhode Island exceeds the number needed by LEAs each year. We use several strategies to ensure that there are highly effective candidates (teachers and principals) in all subject and geographic areas. First, RIDE monitors and evaluates areas of educator shortage in each district by tracking requests received from LEAs for emergency permits. Emergency permits allow certified individuals to teach out-of-field and individuals who are not fully certified to teach. The most common areas of emergency permits have typically been special education and secondary science and mathematics, and the largest number of requests comes from high-poverty urban districts. RIDE has actively worked to prepare teachers to meet these shortage areas. Over the past three years, the number of emergency permits issued has declined, from 255 in 2006-07 to 199 in 2008-09. RIDE does not issue emergency permits for principals. In fact, the state has an excess of individuals who have obtained a principal certificate but are not working as principals.

RIDE began to track data on newly certified and newly hired teachers in 2009. RIDE uses this data to monitor the routes individuals follow to become certified in Rhode Island, their employment status, and which LEAs are hiring teachers and principals and in what certificate areas. These two new data collection and analysis mechanisms, along with the emergency permit tracking system and an analysis of Title II Higher Education program completer data, allow RIDE to monitor potential shortage areas based on hiring trends. In the future, this data tracking will enable us to work more effectively with programs to ensure that preparation programs continue to target high-need certificate areas. Beginning this summer, RIDE will survey LEAs to identify the number of open positions in key areas and principalships, the number of applicants

for those positions, and the quality of applicant pools. RIDE will also include survey questions to gather information about principal tenure and retirement information to predict future need.

This is particularly important information for Rhode Island because our emergency permit data indicate that we do not experience shortages as other states do. Rhode Island LEAs do, however, experience shallow pools of highly effective candidates in specific areas. We will use our evaluation system data to link teacher effectiveness to high-need schools and hard-to-staff subjects and to link back to preparation programs to analyze where there may be concerns within preparation programs or where there may be anticipated vacant positions based on the evaluation data.

To address the shallow pools of highly effective teachers in hard-to-staff subject areas, RIDE launched two key efforts to recruit teachers to Rhode Island schools over the past two years. As discussed in D(1)(i), Rhode Island used its federal Teacher Quality Enhancement Grant funds to recruit TNTP to the state specifically to establish an alternative pathway and to address teacher shortages. RIDE also worked to recruit TFA to the state. RIDE's partnership with both TFA and TNTP focuses on preparing teachers to serve in the critical shortage subject areas of secondary mathematics, science, and special education in classrooms within the urban school districts in Rhode Island that have historically had a record of low student achievement. All 19 teachers in the current RITF cohort are teaching in critical shortage areas. Future TFA and RITF cohorts will also prepare teachers to work in dual-language and English-language acquisition programs. The additional alternative pathway providers that the state plans to recruit using Race to the Top funds will also specifically address needs for effective teachers and principals in shortage subject areas and in high-poverty, high-minority, and struggling schools, as identified in E(2).

RIDE is currently launching TEACH Rhode Island, a statewide educator recruitment campaign and screening platform that will assist all LEAs, especially high-need LEAs, in recruiting and screening effective teachers and principals to create a statewide pool of qualified candidates. LEAs will post open positions on the platform, making it easier for potential educators to find positions in Rhode Island and for LEAs to find better matches between open positions and qualified candidates. This Web-based platform will help low-capacity LEAs manage their recruiting pipeline and track candidates through the hiring process. Through this platform, we will streamline the hiring process for Rhode Island schools and help high-need

LEAs have access to a broader applicant pool. The TEACH Rhode Island initiative also includes specific recruitment efforts, such as the creation of marketing materials and job fairs, to attract people to Rhode Island schools.

Rhode Island's existing higher education preparation programs continue to expand programs that address hard-to-staff critical-shortage subject areas. For example, the University of Rhode Island received RIDE approval to begin a graduate program leading to special education certification for existing teachers. Also, the Educator Preparation Partnership (a collaboration among RIDE and all Rhode Island preparation programs) plans to train all faculty on the Common Core Standards through RIDE's existing work with the Dana Center (see B(2)) to ensure that all preparation-program faculty deeply understand the implications of the new Common Core for student learning and can embed these practices into teacher and principal preparation.

The integration of data systems at RIDE through the Statewide Longitudinal Data System (See Section C) will facilitate connections among data systems that will create a seamless system of data collection and reporting. For example, evaluation system data is another data point that will inform the tracking of shortages. We fully expect that the combination of tracking data from several sources, coordinating statewide recruitment efforts, coordinating with educator preparation programs, and training administrators in how to use the data for planning purposes will allow all LEAs to have high-quality candidate pools to staff all areas.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the state's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the state's alternative routes (as described in the alternative route to certification definition in this notice). (In Narrative)
- Appendix D(1)-1: Board of Regents Alternative Certification Program Regulations

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- Appendix D(1)-2: RITF/TNTP Overview
- Appendix D(1)-3: TFA Overview
- Appendix D(1)-4: PRN Overview

- The total number of teachers and principals certified statewide in the previous academic year. (See narrative for D(1)(ii))

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

(a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;

(b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;

(c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and

(d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(2)(i) Establish clear approaches to measuring student growth and measure it for each individual student.

RIDE is designing, in consultation with national experts and representatives from LEAs, a statewide model to measure value-added and growth for each individual student. RIDE has a long-standing partnership with The National Center for the Improvement of Educational Assessment (NCIEA) and will engage additional experts in this process through the establishment of a Technical Advisory Committee (TAC). The primary purpose of the TAC is to provide advice and guidance to ensure that the Rhode Island Educator Evaluation Model is fair, valid, and reliable. This committee will include national evaluation and measurement experts. Further, Dr. John Tyler, an education and economics professor from Brown University, is conducting a two-year research study on the implementation and use of Rhode Island's educator evaluation system through a grant from the W.T. Grant Foundation. In this role, Dr. Tyler will sit on the TAC and attend all design meetings.

We are committed to implementing the Rhode Island Educator Evaluation Model beginning in the 2011-12 school year. With Race to the Top investment, RIDE will accelerate the development of additional growth measures for grades and subjects that are not covered by the NECAP assessment. (See Table D1 below for a description of the plan to develop these growth measures.) By 2013-14, student achievement metrics based on value-added or growth data will be fully developed. The model will be designed to adhere to the technical variability among the multiple measures that are validated by the TAC for inclusion in the student achievement and value-added components of the evaluation system. Some assessments are better suited to value-added (e.g., vertically scaled state assessments that measure student progress from one year to the next), while others may be better suited to indicate growth from pre/post testing or interim assessment data (e.g., high school courses that are designed to be learned within one academic year). Rhode Island is committed to adopting multiple measures for student growth that are valid and reliable across students, classrooms, and schools.

Table D1- Student Growth and Academic Achievement Measurement Implementation Timeline

STUDENT GROWTH AND ACADEMIC ACHIEVEMENT MEASUREMENT IMPLEMENTATION TIMELINE			
Expected Outcome	Activities	Timeline	Responsible Parties
1. Implement growth and student achievement model beginning with NECAP data	Design system to collect teacher-course data, and confirm validity of teacher-course-student links	2010-11	
	Design and pilot growth model	2010-11	RIDE Office of Instruction, Accountability, and Curriculum (IAC)
	Design reporting format for growth data	2010-11	
	Fully implement growth model using NECAP data	2011-12	NCIEA, TNTP, TAC, LEAs
	Continue implementation and expansion of growth, value-added and student achievement models	2013 and ongoing	
2. Connect value-added data to educator evaluations	Connect every student in every grade and course to teacher assignments, see (C)(2)	2010-11 and ongoing	IAC
	Connect value-added data to educator evaluations	2011-12	
	Provide educators for whom value-added data is available with reports on impact on student achievement for their students, classrooms, and schools	2011-12 and ongoing	NCIEA, TNTP, TAC, LEAs
3. Build out data system to produce impact on student growth for educators in non-NECAP-tested grades and subjects and to include multiple measures as appropriate	Design and pilot growth model for ACCESS assessment and DRA data and interim assessment data	2011-12	IAC LEAs, NCIEA, TNTP, TAC
	Design methodology and reports for growth data to support ACCESS and DRA assessments	2011-12	
	Fully implement growth model for ACCESS and DRA data	2012-13	
	Design methodology and reports for growth data to support pre- and post-assessments in core content areas	2012-13	
	Fully implement growth model for all pre/post assessments	2013-14	

(D)(2)(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals.

Research has proven that there is nothing more fundamental to student success than having the benefit of an excellent teacher who works in a school led by an excellent principal. The state views its most essential function as improving and assuring the quality of education for students through its commitment to recruiting, developing, and retaining highly effective principals and teachers in our schools.

Given this priority and the direction provided in the Basic Education Program (BEP), the Board of Regents spent 18 months developing *RI Education Evaluation System Standards (RI Standards)*, which they adopted on December 3, 2009. (See Appendix D (2)-1: RI Educator Evaluation Standards.) These *RI Standards* were created in a transparent, inclusive process. RIDE met with teacher and principal teams including union representatives, held community forums with the Rhode Island Urban Education Task Force, and integrated feedback from the LEAs' annual teacher and principal surveys. Following the initial draft of the *RI Standards*, the state solicited public comment over three months and held two public hearings.

Coupled with the BEP, the *RI Standards* will provide the data that will serve as the basis for all state and local human resource management decisions— including certification, selection, tenure, professional development, support for both individual and groups of educators, placement, compensation, promotion, and retention. Every decision made in regard to the professional educators in Rhode Island, whether by an LEA or the state, will be based on evidence of the respective teacher's or principal's impact on student growth and academic achievement in addition to other measures of content knowledge, instructional quality, and professional responsibility. These new *RI Standards* **ensure that no child in Rhode Island will be taught by a teacher who has been rated ineffective for two consecutive years.**

The *RI Standards* **require** every LEA to establish an evaluation system that meets state standards by the 2011-12 school year. The evaluation of teachers, principals, and support professionals remains an LEA responsibility, and now it will be done at a breadth and level of *rigorous quality prescribed by state regulation*. To meet the *RI Standards*, each LEA's evaluation system must:

- Base evaluation of educator effectiveness “*primarily on evidence of impact on student growth and academic achievement;*”

- Differentiate educators into *four levels of effectiveness* (highly effective, effective, minimally effective, and ineffective);
- *Annually evaluate effectiveness* of all educators, including teachers, principals, and professional support staff;
- *Ensure a transparent, fair evaluation process;*
- *Involve teachers and principals in the development process; and*
- *Provide opportunities for professional growth and improvement.*

Base Educator Effectiveness “Primarily” on Impact of Student Growth and

Achievement: “Primarily” means **at least 51%** of teachers’ and principals’ evaluations must be based on impact on student growth using measures that are comparable from classroom to classroom. We are basing most of the evaluation decisions on educators’ impact on student growth and achievement because we believe that this is the most important measure of the teacher and principal – and that adults’ performance measures should be tied to the performance of their students. This is Rhode Island’s mechanism to ensure that students will have access to high-quality instruction that prepares them for college, careers, and life. RIDE will calculate and provide to the LEA the assigned value for the 51% for teachers and principals based on objective assessment measures of student growth and academic achievement used by the state (see D(2)(i)). RIDE will provide this value calculation to the LEAs to ensure there is objectivity and consistency across the state – to give everyone confidence that this is a meaningful measure that cannot be inflated.

RIDE understands that developing models of value-added and growth is a new and complex undertaking that has important implications for decisions made about students and educators. Given this understanding and the increased intensive professional development that RIDE is providing to teachers and principals, we will phase in a value-added measure of growth for students in tested grades and subjects to inform 40% of the overall body of evidence contributing to educator evaluations in 2011-12 and 45% in 2012-13. When the system becomes fully operational in the 2013-14 school year, and thereafter, the valued-added measure of growth will contribute 51% of the overall body of evidence. The methodologies will also phase in additional multiple measures, once validated by the TAC, that are comparable from classroom to classroom in the same time period. For teachers in non-tested subjects and grades, RIDE will introduce end-of-course exams and other measures that are aligned to standards and are

comparable from classroom to classroom. For principals, RIDE will determine and provide to the LEAs each principal's impact on student growth and academic achievement based on the aggregate calculation of the impact of his or her school's teachers on student growth. Race to the Top funding will allow the state to develop these assessments on an expedited timeline. *All* LEAs, by 2013-14, *must* use this state-provided data *for at least 51%* of each educator's evaluation.

The remaining *percentage* of each educator's evaluation will be based on valid and accurate measures of three required factors: 1) quality of instruction (or, for principals, quality of instructional leadership and management); 2) demonstration of professional responsibilities; and 3) content knowledge. The state will provide detailed guidance to all LEAs in evaluating the three mandated factors listed above. Currently, the state is designing evidence-based rubrics, observation tools, and other measures for potential use by districts. According to the *RI Standards*, measures of "quality of instruction" must include, at a minimum, observations of educator practice using valid and accurate observation rubrics and tools that operationalize Rhode Island Professional Teaching Standards. Principal evaluation instruments must reflect the Rhode Island Standards for Educational Leadership. Further, *all LEAs are required, under the RI Standards, to differentiate educators into four levels – highly effective, effective, minimally effective, and ineffective – and to annually evaluate all teachers and principals.*

Ensure a Transparent, Fair, and Consistent Educator Evaluation System: To receive state approval, an LEA's evaluation system will have to meet the *RI Standards* and RIDE's reporting requirements (currently being developed) for assuring the quality of educator evaluation. An LEA must demonstrate that its system includes validated tools and measures, effective processes, and necessary procedural safeguards to ensure fair, accurate, and consistent assessment of educator performance. All evaluation systems must: use evaluators who are trained and able to make valid and accurate judgments; ensure that the evaluation team as a whole has sufficient diversity of experience and content knowledge to accurately assess educators across subjects, grades, and programs (including ELL and special education settings); and include norming mechanisms to regularly confirm the accuracy and reliability of evaluator ratings.

Involve Teachers and Principals in the Process: In order to develop statewide support for the common definitions and methodologies used in evaluation systems and to assist with the

resolution of evaluation-related concerns, RIDE established the Rhode Island Advisory Committee for Educator Evaluation Systems (ACEES). This committee is made up of 25 members: The Commissioner of Elementary and Secondary Education (or designee); Commissioner of Higher Education (or designee); one representative from each of the state's teacher unions (RIFTHP and NEA-RI); one superintendent; one school committee representative; principals and teachers representing elementary, middle, and high schools; professional support educators; one special educator; one secondary student; one parent; and one representative from the business community. Members of this committee are nominated for a two-year period. The Commissioner sought nominations from professional organizations, as appropriate, to make all appointments.

Additionally, the *RI Standards* require LEAs to establish and support local District Evaluation Committees that include teachers, support professionals, administrators, and union representatives. This Committee in each LEA is charged with soliciting feedback from other educators, students, parents, and assessment experts, and it will share its findings with the LEA leadership.

In the fall of 2009, the Rhode Island Federation of Teachers & Health Professionals (RIFTHP) received a grant from the American Federation of Teachers to develop a model urban evaluation system. This initiative, coordinated by RIFTHP, brings together labor-management teams from the six most densely populated urban districts (including active participation from Providence, West Warwick, and Woonsocket) to work collaboratively with RIFTHP and RIDE to develop a model educator evaluation and support system that meet the *RI Standards*. Since last fall, the districts have been meeting monthly to assess their evaluation systems against the *RI Standards*, review models of educator evaluation, and work with nationally recognized experts to design a model urban evaluation system that will be piloted in the 2010-11 school year. RIDE will continue to work collaboratively with the RIFTHP group and hopes it will inform the development of the *Rhode Island Educator Evaluation Model System*.

Implementing the *RI Standards*

To comply with the *RI Standards* and the BEP, LEAs must either: 1) Adapt their own educator evaluation system to “primarily” include student growth and achievement and meet state standards, or 2) Adopt a state-provided educator evaluation system, the *Rhode Island Educator Evaluation Model System* (The RI Model). RIDE recently awarded a contract to TBA

Educational Consultant Group (a New England-based consulting firm) to work with and support those LEAs that choose to adapt their current models to meet the *RI Standards*. RIDE has developed a detailed and rigorous rubric (see Appendix D (2)-2: Evaluation System Rubric) based on the *RI Standards* that it will use to assess LEA evaluation systems' compliance with the *RI Standards*. The rubric addresses: 1) the quality of the design, rubrics, and instruments used to measure educators' professional practice, responsibilities, and content knowledge; 2) how well evaluation systems ensure fairness, accuracy, and consistency of educator ratings; 3) the engagement of principals, support professionals, and teachers in ongoing evaluation system development; 4) how the district uses evaluation results to inform key human resource decisions; and 5) how systems use evaluation data to create professional development plans. LEAs must have in place an approved evaluation system by the end of the 2010-11 school year. LEAs that do not have an evaluation system approved by RIDE that meet state standards by the end of the 2010-11 school year will be required to adopt the RI Model in 2011-12.

The RI Model

With Race to the Top support, RIDE, LEAs, and union representatives will create together a groundbreaking evaluation system (the RI Model) that will be a model for the nation. This model will meet all of the *RI Standards* and will provide intensive professional development and support for all LEA and school-level evaluation teams. RIDE is committed to engaging a broad group of stakeholders who will work alongside national experts, including practitioners and labor leaders, to design the RI Model that can be adopted by all LEAs. RIDE contracted with the nationally recognized TNTP to work with NCIEA and the TAC to bring deep expertise to develop the RI Model, in collaboration with ACEES. Further, six work teams are established to work on one the components of the RI Model, (e.g., professional responsibilities, student growth and achievement), and these teams will be co-chaired by members of the ACEES. These committees will meet twice monthly beginning in July of 2010. RIDE will host regular regional meetings open to all educators to share developments of the model and to gather ongoing feedback.

Figure D1 illustrates the various roles and opportunities for ongoing collaboration and feedback throughout the developmental process.

Rhode Island Model Educator Evaluation System



The RI Model will be designed to coherently integrate all components of the system and support high-quality implementation, especially by high-need, low-capacity LEAs. This includes:

- Development or adaptation of tools (e.g., observational rubrics and protocols, evaluation templates, professional development plan templates) to validly and accurately measure the three evaluation factors, outside of student achievement or growth, that will account for 49% of each educator’s evaluation (quality of instruction, professional responsibilities, and content knowledge);
- Calibration and reporting support; and
- Training that will support principals and district officials to evaluate teacher and principal effectiveness.

The quality of implementation accompanying the RI Model evaluation system will increase educator buy-in and confidence in the evaluation system, because teachers and principals will have played a key role in its development, with support throughout the process from national experts in the field. With its Race to the Top funds, RIDE also will accelerate the development of objective, rigorous, and comparable measures of student growth for educators working outside of tested grades and subjects (see Table D1 in D(2)(i) above). Race to the Top will enable RIDE to broaden the scope and timeline to hold all teachers and principals accountable for their impacts on student learning. As an additional measure of support to LEAs implementing the RI Model, RIDE is committed to training Evaluation Intermediary Service Providers (ISPs) to provide on-site assistance to LEA and school-evaluation teams to calibrate observations and to ensure consistency of implementation, judgment, and fairness. Research shows that principals often over-rate their teachers; thus, the ISP will help ensure accurate evaluations by principals through calibration and support (as well as RIDE’s provision of the 51% from objective, consistent data).

RIDE has used the ISP model, in which nationally recognized contractors train and certify Rhode Island professional development providers (including retired educators, higher education faculty, and in-state consultants), successfully in other reform initiatives. ISPs will work side-by-side with principals and other evaluators to conduct evaluations, calibrate decisions, and, most important, develop educator professional development plans based on the results of evaluation. ISPs will be selected for their ability to evaluate accurately and fairly as

well as their ability to use evaluation information in the development of professional development plans and to provide additional technical assistance to LEAs. The development of and timeline for training is in Table D2.

Table D2 – Rhode Island’s Educator Evaluation System Development and Training Timeline

Rhode Island’s Educator Evaluation System Development and Training Timeline		
Time Period	Action	Involved Parties
	ACEES Meets to review research and provide feedback on RI Model Evaluation components	
June 21, 2010 and monthly through December 2010	Work groups meet twice monthly to develop each component of the RI Model	TNTP, NCIEA, RIDE
July 2010 through December 2010	Engage stakeholders extensively to define and understand each evaluation system component by hosting regional meetings statewide	Participating LEAs (teams of 4)
July 2010 through December 2010		Advisory Committee for Educator Evaluation (ACEE)
September 2010	TAC Meeting	TBA Consulting Group
Monthly, as needed by LEAs	LEAs adapting current evaluation systems will meet with RIDE staff for ongoing review and feedback based on the <i>RI Evaluation Standards</i>	
November-December 2010	Recruit and hire Evaluation ISPs	
January 2011	System Component Training for LEAs implementing the RI Model	Same as above
February and March 2011	TAC Meeting Observation and feedback training for LEAs implementing the RI Model	Same as above

January –April 2011	Intensive training for Intermediary Service Providers (ISPs)	TNTP, NCIEA, RIDE, ISPs
January – April 2011	Pilot value-added and growth methodologies using existing data	TNTP, NCIEA, RIDE
March 2011	TAC Meeting	NCIEA, RIDE, TNTP, and TAC Members
May 2011	Standard setting training for the RI Model	NCIEA and Standard Setting Committee Members
June 2011	Training to prepare for implementation	

(D)(2)(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools.

The *RI Standards* require that all educators in the state be assessed *at least annually*, and more frequently if appropriate, depending on the educators' experience, assignment, or prior evaluation outcomes. RIDE believes that fair, valid, and reliable evaluation systems are important because they provide opportunities to acknowledge best practices and offer support when needed.

To receive state approval for their evaluation systems, LEAs must use the evaluation process and information generated to provide each educator with specific and actionable feedback on his or her individual performance, *including impact on student growth and achievement*, and recommendations for professional growth. Once the value-added model is in place, *the state will provide principals and teachers* in tested grades and subjects with *reports on their own impact on student growth and achievement* in their classrooms or schools, expanding these reports to all teachers as additional growth measures come online in non-tested grades and subjects. (See Timeline: Table D3.)

In addition to providing reports with data on student growth and achievement, educators' evaluations must be based on three required factors: 1) quality of instruction (or, for principals, quality of instructional leadership and management); 2) demonstration of professional responsibilities; and 3) content knowledge. According to the *RI Standards*, measures of "quality of instruction" must include, at a minimum, observations of educator practice using valid and accurate observation rubrics and tools. These tools will allow teachers to receive ongoing, timely, and constructive feedback about their instructional practice that will lead toward the development of an individualized professional development plan. Further, the *RI Standards* require LEAs to collect and analyze data about individuals' and groups of educators' professional development needs so as to develop coherent plans to address these needs. Each LEA's system must "provide feedback on performance to all educators to support continuous professional development."

Table D3 – Timeline for Implementation of Educator Evaluation in Rhode Island

Timeline for the Implementation of Educator Evaluation in Rhode Island			
Expected Outcome	Activities	Timeline	Responsible Parties
1. Establish rigorous, transparent, and fair educator evaluation statewide; develop a model national evaluation system; ensure all principals' and teachers' evaluations include student growth	Rhode Island Educator Evaluation System Standards adopted as regulation	12/3/2009 Effective for 2010-11 school year	Board of Regents
	Develop rubric to evaluate LEA evaluation system compliance with Rhode Island Educator Evaluation Standards	2010	RIDE Office of Educator Quality (EQ)
	Develop and pilot RI Model educator evaluation system	2010-11	EQ, Business Community, Labor, LEAs, Consultants
	Review compliance of LEA evaluation systems with <i>Rhode Island Educator Evaluation System Standards</i>	Summer 2011	EQ, Participating LEAs
	LEAs must implement a state-approved evaluation system, primarily based on student growth; LEAs that do not have a compliant evaluation system must adopt the state-provided system	2011-12	All LEAs
2. Provide professional development to principals, teacher leaders, and district administrators to effectively implement evaluation	Launch <i>RI Model</i> evaluation system	2011-12	RIDE Leadership, EQ and participating LEAs
	Additional supports for implementation of evaluation system in struggling schools	2010-11	RIDE Office of Transformation Providence, Central Falls
	Provide training for school leadership teams on effective uses of evaluation data and criterion-based hiring	2010-12	EQ TNTP

(D)(2)(iv) Use these evaluations to inform decisions.

A rigorous, transparent, and fair educator evaluation system is essential to Rhode Island's efforts to have an effective teacher in every classroom led by an effective principal in every school. How the state and its LEAs use data from educator evaluations is equally important. Pursuant to the *RI Standards*, LEAs must have in place processes to utilize evaluation results for the following purposes:

- Providing individualized feedback on performance to all teachers, principals, and support professionals, including detailed analysis of their performance (based on student growth and achievement as explained in section D(2)(i)), and recommendations for professional growth and development;
- Supporting continuous professional development and improvement;
- Creating incentives for highly effective educators, including establishing a process to identify individuals or groups of educators who demonstrate exemplary effectiveness and recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives;
- Providing objective information to support meaningful renewal and tenure decisions; and
- Improving performance of ineffective educators by providing intensive support and evaluation specifically designed to improve their performance and dismissing those who are unable or unwilling improve in a timely manner.

To obtain state approval of their educator evaluation systems, all Rhode Island LEAs must demonstrate that they have processes and policies in place to use data for at least the purposes listed above. LEAs that adopt the *RI Model* system must also document how they will use evaluation data for the purposes listed above or adopt model processes and policies recommended by the state in these areas. Thus, it is fully expected that all Rhode Island LEAs will be using educator evaluation data captured from LEA evaluation systems in 2011-12 to develop, promote, recognize and reward, renew/retain, assign, and terminate teachers and principals by the 2012-13 school year.

The state will hold LEAs accountable to use evaluation data for the purposes designated in their approved evaluation system designs. The integration of information generated from LEA-reported educator evaluations and the state's teacher certification database with the student information in the RIDE Data Warehouse will allow RIDE to collect, analyze, and report

extensive data. The state will use this information to monitor the extent to which districts are actually using evaluations to inform decisions about educator assignment, professional development, compensation, promotion, tenure, renewal, and termination and to hold LEAs accountable for doing so.

The state will require LEAs to set ambitious goals for improving teacher and principal effectiveness. At the end of the 2011-12 school year, every LEA must develop a plan, based on baseline evaluation data, to ensure that at least 85% of its teachers and principals are either effective or highly effective by the end of the 2013-14 school year. The plan must include ambitious annual goals for increasing the number of effective teachers in each of the 2012-13 and 2013-14 school years. It is vital that LEAs also develop targeted goals for developing systems that empower teachers and principals to improve performance, evaluate out ineffective teachers and principals, and assign effective teachers and principals to fill vacancies. These goals are a critical required element of the plans that LEAs must submit to RIDE for approval in order to remain in compliance with state standards for educator evaluation systems. These are important steps to strengthen the use of educator effectiveness data to inform key human capital management decisions.

Using Race to the Top funds, RIDE will work to further embed the use of educator evaluation data into every aspect of human capital management in Rhode Island's public schools, with particular emphasis in the following areas:

Developing Teachers and Principals: The *RI Standards* require that evaluation systems inform the types of ongoing professional development needed by individual educators and groups of educators. The information generated from the evaluation system will enable LEAs, principals, and teachers to make better-informed decisions about the specific, most appropriate types of professional development needed by individual educators. The integration of teacher evaluation data and the state certification database into the state's longitudinal data system will allow the state and its LEAs to track what professional development each teacher and principal receives every year and to link that professional development with educators' effectiveness ratings. This tracking will allow the state to measure the efficacy of professional development providers over time in order to inform future investments. The state will allow state and federal dollars to fund only those providers who have a proven track record of improving educator effectiveness. The state will also produce reports on the results of different professional

development providers in order to allow LEAs and individual educators to select the most effective professional development for identified local needs (D(5)). The BEP requires that LEAs develop systems to assign and promote professional development based on evidence of educator effectiveness. Professional development dollars going forward will be used more efficiently and effectively because the *RI Standards* will result in the state and its LEAs knowing how to connect the most productive professional development providers with educators' specific needs.

Compensating Teachers and Principals: Rhode Island believes that differentiated compensation, linked to evidence of effectiveness, is an essential lever in recruiting and retaining the best teachers and principals to improve student achievement. The *RIDE Strategic Plan* indicates that *RIDE will lead a collaborative effort to review and analyze research regarding the successful implementation of performance-based compensation systems that districts can adopt by 2015*. Race to the Top funding will accelerate this transition by providing resources to LEAs to develop innovative approaches to compensating educators in a manner that recognizes growth and student achievement.

Using Race to the Top funds, *RIDE will accelerate this transition by funding two programs through competitive grants to LEAs, multi-LEA collaboratives, or LEA-union partnerships*. One award will be granted to study the replacement of steps and lanes compensation schedules with systems that base compensation on evidence of teacher effectiveness. One additional grant will be awarded to develop a system that includes whole-school rewards. In the end, Rhode Island will have two viable models for LEAs to adopt or use as guidance for their own compensation systems. RIDE will provide consulting support from nationally recognized experts on compensation reform to help these LEAs design robust new performance-based compensation models.

Governor Carcieri also is committed to supporting the transition to a more performance-based approach to educator compensation statewide. In spring 2009, the Governor's office received a grant from the National Governors Association (NGA) to participate in the NGA Center for Best Practices policy academy on creating new models of teacher compensation. Teachers' unions from across the state have been integrally involved in this process. In spring 2010, the Governor's office and RIDE convened two summits of key stakeholders to lay the groundwork for developing and implementing a new approach to teacher compensation in Rhode

Island. National experts presented information on topics such as educator evaluation and successful performance-based compensation models. (See Appendix D (2)-3: Agendas from NGA Meetings.)

Promoting and Retaining Teachers and Principals: In order to gain state approval for its evaluation system, each LEA will have to demonstrate that it will use educator evaluation data to make decisions about promotion into leadership positions (i.e., mentor teacher, grade-level or discipline chair, assistant principal, principal, or other equivalent roles). Similarly, principals who demonstrate highly effective performance should be considered for principal-mentor roles and central office leadership positions. *Only those educators who have consistently been rated effective or highly effective on the district's educator evaluation system will be considered by LEAs as eligible for promotion to positions of increased leadership, including transfer of a principal from one school to another.* LEAs will annually report to the state those teachers and leaders in the district who have been promoted to positions of increased leadership.

The state, in its educator training and support programs, will also use evaluation data to place into state-sponsored leadership roles only those educators who have had a positive impact on student academic growth and demonstrated an ability to lead others to increased measures of success. *All state educator training and support programs will use effective and highly effective evaluation as an essential, nonnegotiable selection factor.* No teacher will be permitted to advance to these state-sponsored leadership roles without achieving effective or highly effective levels on his or her evaluation. Further, to inform state-level policy decisions, the state will use this evaluation data over time to understand and document how teachers are being cultivated, supported, assigned and removed.

Granting Full Certification: The *RIDE Strategic Plan* calls for a transformation of the state's current educator certification system into one that awards and renews full certification (the *Professional Certificate*) based on evidence of effectiveness. Candidates who complete an approved educator preparation program and pass all state-mandated tests will receive an Induction Certificate, a non-renewable, three-year initial certificate allowing them to seek employment in Rhode Island public schools. To continue teaching in Rhode Island schools, however, educators must earn a *Professional Certificate*. Only those new teachers who demonstrate effective performance, as measured by their district's evaluation system, will be granted the *Professional Certificate*. Current teachers and principals working in Rhode Island

schools who hold five-year Professional Certificates must also demonstrate effective performance to renew their certificates. All educators identified as needing improvement will be provided opportunities to improve, based on feedback and support, prior to the time their certificate is up for renewal.

The state will develop the new certification system during 2010-11 and put it in effect in the 2011-12 school year. Every teacher who completes a preparation program in or after spring 2011 will be certified through the new certification system, and existing teachers will transition to this system when their current certificates expire. By 2015, *all teachers' continuation in the profession will be based on objective evidence of effectiveness.*

The state will report annually on the numbers of teachers in the state who obtain or fail to obtain a first Professional Certificate upon expiration of the Induction Certificate, disaggregated by LEA and teacher preparation program. This information will be included in annual teacher preparation program report cards and will be a significant consideration in RIDE's decisions to renew or not renew the approval of teacher preparation programs (see (D4)). The state will also report annually on the number of teachers in the state who cannot renew the Professional Certificate as a result of consistently ineffective ratings on district evaluations, disaggregated by LEA.

Granting Tenure and Removing Ineffective Nontenured Teachers: *Consistent with the BEP, superintendents will report annually to the Commissioner that they have removed all teachers who have not demonstrated effectiveness before achieving tenured status.* Research indicates that teachers who do not demonstrate improvement and effectiveness within the first 2-3 years are highly unlikely to ever do so. Therefore, we are moving aggressively to implement the evaluation system regulations to ensure that new teachers receive evaluations that provide meaningful feedback designed to improve practice and provide support for the enhancement of performance and enable principals and LEA leaders to have accurate information about teachers' performance. New teachers who, after opportunities for improvement, do not positively impact student growth and academic achievement and continue to underperform in instructional delivery and professional responsibilities *will not be eligible for tenure. Board of Regents regulations require LEAs to exercise their authority to dismiss those educators who remain ineffective.* RI General Law 16-13 already allows the nonrenewal of nontenured teachers. Because Rhode Island is first committed to the support and growth of all new educators, we are outlining in this

application the need for more comprehensive LEA-level induction programs to provide intensive support to all new teachers so that they can become more effective.

Removing Ineffective Teachers and Principals: Throughout this application, we have emphasized that highly effective teachers and principals are the most critical factor in improving student growth and academic achievement. Rhode Island law outlines conditions under which LEAs can dismiss educators. The *RI Standards* outline the systems and supports that must be present in all approved systems in order to empower LEAs to more effectively support, evaluate, and, when necessary, dismiss ineffective teachers and principals. *In the state of Rhode Island, LEAs will dismiss a teacher or principal who receives a rating of “ineffective” on evaluations for two years in a row.*

When Rhode Island LEAs implement the newly designed and approved evaluation systems, they will have in place systems that use multiple measures to determine educator effectiveness based primarily on impact on student growth and academic achievement, while also providing procedural safeguards to ensure fairness and professional development plans to enable educators to grow professionally and improve their effectiveness. These systems serve as the new framework for making human capital decisions. Evaluation systems will also be designed to enable LEAs to dismiss ineffective teachers and principals after two years of ineffective evaluations. Individuals must receive fair and valid evaluations and opportunities to improve their practice. However, an educator who continues to underperform as evidenced through the documentation and data from the evaluation system will be dismissed by the LEA. This does not preclude LEAs from dismissing ineffective teachers and principals before two years if evidence merits dismissal.

The *RI Standards* call for LEAs to provide appropriate levels of support based on evaluation findings. The state will require LEAs to report annually on the number of teachers who received evaluations of ineffective, minimally effective, effective, and highly effective; the number of educators terminated annually as a result of “ineffective” evaluations; and the evaluation history of those teachers during their terms of employment with the LEA. This will allow the state to ensure that LEAs are in fact dismissing those teachers who repeatedly demonstrate ineffective teaching and to ensure that termination decisions are accurate and fair.

Table D4 – Plan to Use Educator Evaluation data to Inform Decision-Making

Plan to Use Educator Evaluation Data to Inform Decision-Making			
Expected Outcomes	Activities	Timeline	Responsible Parties
1. Educator compensation will become based on evidence of effectiveness	Issue RFP for districts for compensation reform; Select districts for compensation reform implementation	Winter 2011	RIDE—Office of Educator Quality (EQ)
	Design compensation models (step restructuring and whole school)	Spring 2011	EQ LEAs
	Implement reformed compensation systems in grant districts	2012-13	LEAs
2. The state will grant full certification only to teachers who have demonstrated effectiveness	Issue RFP and award contract for expert consultant to help RIDE develop new certification system	2010	EQ
	Board of Regents approves new certification system	2011	Board of Regents
3. Reduce the number and percentage of ineffective teachers in Rhode Island and increase the number and percentage of effective and highly effective teachers.	All Rhode Island districts must have in place educator evaluation systems that are used to terminate the employment of any teacher or principal who receives “ineffective” evaluations for two consecutive years;	2011-12	RIDE educator evaluation system implementation team
	LEAs collect and report to state baseline data on percentage of ineffective, minimally effective, effective, and highly effective educators;		LEAs
	LEAs with < 85% of educators effective and highly effective set interim targets for getting to 85% of educators effective/highly effective by 2013-14 and submit to state for review.	Summer 2012	LEAs, EQ

Table D5 - Performance Measures (D)(2)(ii) Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0	0	100%*	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	0	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	0	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	0	100%	100%**	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0	0	100%	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0	0	0	100%	100%

[Optional: Enter text here to clarify or explain any of the data] *By the Board of Regents promulgated <i>RI Standards</i> , all LEAs are required by the start of the 2011-2012 to have rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth and are designed and developed with teacher and principal involvement. **By 2011-2012, all LEAs are required to evaluate teachers and principals as described. Data from this evaluation will be available to inform decisions for the 2012-13 school year. All LEAs are required by <i>RI Standards</i> to use data to inform professional development, promotion, retention, tenure and removal.		
General data to be provided at time of application:		
Total number of participating LEAs.	48	
Total number of principals in participating LEAs.	435	
Total number of teachers in participating LEAs.	15,489	
[Optional: Enter text here to clarify or explain any of the data]		
Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) ¹	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	

¹ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Numbers of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- *Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan. (In Narrative)*

D(3)(i) Ensure the equitable distribution of teachers and principals.

Rhode Island is strongly committed to ensuring equitable distribution of effective teachers and principals, especially in high-need schools. The BEP requires every LEA in the state to have an effective human-capital management system that enables it to “ensure equity and adequacy of fiscal and human resources.” To do this, the BEP requires each LEA to “maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel.” Further, the BEP requires LEAs to use selective screening methods that determine skill and knowledge and “*address staffing in low performing schools with highly effective*” teachers and principals.

In October 2009, Commissioner Gist sent a notice to all superintendents in the state informing them that districts that assign teachers to schools and classrooms based solely on seniority would not comply with the new BEP regulations (See Appendix D(3)-1: Commissioner Notice on Seniority Hiring. In other words, *after July 1, 2010, it will become a legal requirement that all teacher assignments in Rhode Island must further the goal of matching highly effective educators with classrooms of students who have significant achievement gaps. Given that teacher and principal assignments must be based on student need, districts must develop and implement criterion-based hiring and assignment.* The term-limited nature of collectively bargained contracts means that all LEAs must be in compliance no later than August 31, 2013. The majority of collective bargaining agreements in Rhode Island—including the Providence contract and those in other historically low-performing urban districts—are up this year.

This action builds on previous orders by the Commissioner eliminating seniority-based hiring in Providence and Central Falls, two high-need LEAs. Ending hiring and assignment based solely on seniority and enabling principals to hire by *agreed-upon criteria (mutual consent)* dramatically improves the ability of principals in high-poverty and high-minority schools to hire effective teachers. This eliminates a major obstacle to ensuring equitable distribution of effective teachers. Central-office staff will also hire and assign principals to schools by mutual consent.

Commissioner Gist further instructed LEAs that when collective bargaining contracts come up for renewal they must address any contract provisions that prevent districts from implementing effective human-capital management practices that ensure effective criterion-based staffing based upon student need to ensure equitable distribution. To support LEAs in this

effort, RIDE worked with Providence to design a criterion-based hiring and assignment process and is training LEA teams to implement the process. We are also working with Central Falls as it designs a criterion-based hiring and assignment process for implementation immediately. Criterion-based hiring and assignment ensures the equitable distribution of veteran teachers and the selection of promising new teachers. Thus, the state, through its bold BEP, is exercising its authority to significantly change districts' human-capital management practices to ensure educator effectiveness and equitable distribution of effective educators, especially in high-poverty, high-minority, and struggling schools.

The BEP and actions taken to date by Commissioner Gist and former Commissioner McWalters provide a very solid foundation for Rhode Island to take even more progressive action to ensure that all children in Rhode Island, including those in high-poverty, high-minority, and historically low-performing schools, are taught by effective teachers. With Race to the Top:

1) RIDE Will Collect and Provide Transparent Data on Educator Effectiveness.

Prior to the adoption of the BEP, Rhode Island had an ambitious and U.S. Department of Education-commended teacher equity plan, focused primarily on the equitable distribution of “highly qualified teachers” based on certification (as defined under NCLB) and other credential measures. Based on research from the field, we understand that these measures are not adequate to ensure that children in high-poverty and high-minority schools have equitable access to highly effective teachers. Thus, the state plans to use its new educator evaluation system standards, described in D(2), to monitor and drive action to improve the equitable distribution of teachers and principals. Through its data management system, the state will monitor the distribution of highly effective, effective, minimally effective, and ineffective teachers and principals across classrooms, schools, and districts, and will use these data to hold LEAs accountable for achieving an equitable distribution of effective teachers and principals with highly effective teachers and principals going to struggling schools and classrooms. RIDE will publish annual reports on the numbers of highly effective, effective, minimally effective, and ineffective teachers and principals at each school in the state; differences between high- and low-poverty and high- and low-minority schools statewide and within each LEA; and differences across different types of teaching assignments (for example, general and AP courses) both statewide and in each LEA and school. Under federal Title II, Part A, teacher quality regulations, RIDE must report on and widely disseminate these reports. Additionally, RIDE will monitor the

assignments of all educators, as required through our Equitable Distribution Plan. (See Appendix D(3)-2) RIDE will disseminate these reports to all LEAs in the state, to parents, to civil rights and children’s advocacy groups, to the media, and to the public.

2) In Rhode Island, No Child Will Have an Ineffective Teacher Two Years in a Row.

While a single teacher can have a profound impact on student learning over one year, that effect generally diminishes if a student does not have equally effective teachers in subsequent years, with half the gains being lost the following year and nearly all of the gains lost within two years. To ensure that students have continual years of effective teachers, the Rhode Island Educator Evaluation Standards (see D(2)) will allow Rhode Island to link teacher-effectiveness ratings to the students those teachers teach and to identify students who are taught in any year by an ineffective teacher. Under the BEP and the *RI Standards*, LEAs must ensure that any student who is taught by an ineffective teacher in one year is assigned to an effective or highly effective teacher in the next. Every superintendent will receive a list, generated by RIDE’s data management system, of such students’ ID numbers and must report to the state each September that these students are not assigned to ineffective teachers in consecutive years.

3) RIDE Will Prohibit Transfer of Ineffective Teachers into High-poverty, High-minority Schools. The BEP requires LEAs to “address staffing of low-performing schools with highly effective” staff to make up for previous disproportionate staffing of less effective teachers to high-need students. By 2012-13, in order to comply with the new *RI Standards*, LEAs cannot assign or transfer any teachers who are not effective or highly effective to high-poverty, high-minority, or low-performing schools. The educator evaluation data system will enable the state to annually monitor whether districts are placing ineffective teachers in such schools.

4) RIDE Will Build Principal Capacity to Hire Effective Teachers Based on Mutual Consent. Because hiring teachers is the most important decision principals make, RIDE focuses on building the capacity of principals—particularly those in low-performing, high-poverty LEAs—to screen and hire effective applicants. Through the existing state partnership with TNTP, principals in Providence, the state’s most chronically low-performing district, received intensive professional development to improve their ability to hire effective teachers. (Under Orders issued by former Commissioner McWalters, principals in these districts are already able to hire teachers based on mutual consent.) Principals were trained on strategic staffing, marketing a high-need school, building a successful school-based interview model, and

conducting an effective interview. RIDE and TNTP also worked intensively with the LEA's human resources office to build capacity and improve human resources practices so that principals can hire early and make the best possible hiring decisions. In 2009-10, RIDE and TNTP worked with the Providence human resources office and principals in 15 Providence schools (1/3 of all Providence schools). In 2010-11 this work will expand to include all schools in Providence and Central Falls, using existing state and federal funds. As part of its implementation of the educator evaluation system (see D(2)), the state also will provide training for all the principals and superintendents in the state on effective teacher observation and evaluation.

5) LEAs Will Release Teachers and Principals after Two Years of Ineffective Performance. As explained in D(2)(iv), LEAs will dismiss teachers and principals after two years of ineffective performance. Because research shows there tends to be a higher concentration of ineffective teachers at high-need schools, LEA action to remove ineffective teachers and principals will relieve schools from ineffective performers and create openings for effective teachers to serve these students.

D(3)(ii) Increase the number and percentage of effective teachers teaching hard-to-staff subjects

As described in D(1)(iii), Rhode Island actively monitors shortage areas through data collection and analysis. Through this data, we know that Rhode Island does not necessarily have shortages of teachers in high-need areas, as in some other states. We also know, however, that the depth and quality of the pool of available teachers does not always ensure that districts are able to hire highly effective teachers—particularly for high-need subjects and in high-poverty, high-minority, and low-performing schools. Therefore, Rhode Island is deliberately seeking to build the pool of effective teachers in the state for all subjects, but particularly in high-need subject areas.

Rhode Island's efforts to eliminate staffing based solely on seniority; build principal capacity to hire, retain, and assign effective educators; and evaluate out ineffective educators will enable principals to hire effective teachers in mathematics, science, special education, and

language-instruction programs; and will decrease the number of ineffective teachers in these subject areas.

Rhode Island has actively sought to build the pool of highly effective teachers—particularly in high-need subject areas—by partnering with teacher preparation providers with track records of making a positive impact on student achievement to create alternative pathways to certification that prepare effective teachers to work in hard-to-staff subject areas in high-need schools. Using Race to the Top funds, RIDE will support partnerships with RITF/TNTP and TFA to recruit and prepare exemplary candidates to teach secondary mathematics and science and special education, and future cohorts will also prepare teachers to work in English-language instruction and bilingual programs. RIDE will recruit additional effective teacher and principal preparation providers (see D(4)) and high-quality charter school networks that are committed to training teachers and leaders to serve both district and charter public schools.

Through the *Study of Standards* work (See B(3)), which we will expand through Race to the Top funding, RIDE is working to deepen educators' skills in mathematics and science. Teacher-training faculty in institutions of higher education and in alternative pathways will also attend this training and learn more about mathematics and science content in the Common Core Standards to enable them to better prepare their teachers-in-training to serve the hard-to-staff subjects of mathematics and science.

RIDE is currently launching TEACH Rhode Island, a statewide educator recruitment campaign and screening platform that will assist all LEAs, especially high-need LEAs, in recruiting and screening effective teachers and principals to create a statewide pool of qualified candidates. This Web-based platform will help low-capacity LEAs manage their recruiting pipeline and track candidates through the hiring process. Through this platform, we will streamline the hiring process for Rhode Island schools and help LEAs, especially high-need LEAs, have access to a broader applicant pool.

Through our efforts to expand alternative routes to certification, support the expansion of effective traditional teacher preparation routes, improve the mathematics and science knowledge of existing teachers and higher education faculty, and build a statewide recruiting platform, RIDE will build the supply of highly effective teachers in high-need subject areas. Through our evaluation system, elimination of seniority-based hiring, and the training we will provide to principals in teacher hiring, we will enable our schools, particularly high-poverty schools and

LEAs, to take advantage of this increased supply and place highly effective teachers in high-need subject areas.

Evidence for D(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Rhode Island defines a high-minority school as one in the top quartile and a low-minority school as one in the bottom quartile in the percentage of students who are Hispanic, African-American, Asian, and Native American.

Table D6: Plan to Ensure Equitable Distribution of Effective Teachers and Principals

Plan to Ensure Equitable Distribution of Effective Teachers and Principals			
Expected Outcomes	Activities	Timeline	Responsible Parties
1. Eliminate seniority based hiring			
Eliminate seniority-based hiring in high-need LEA, Providence; all hiring based on criteria	Issue Orders to high-need LEAs, Providence and Central Falls, to end seniority-based hiring	2/17/09 for Providence; 6/1/09 for Central Falls	Former Commissioner McWalters
Eliminate seniority based hiring in high-need LEA, Central Falls; all hiring based on criteria	Adopt BEP regulations requiring equity and adequacy in human resources in all LEAs	6/4/09 adopted; 7/1/10 in effect	Board of Regents Commissioner Gist
No seniority-based hiring in LEAs; criterion-based hiring			
2. SEA collects and shares data			
SEA has data to hold LEAs accountable for equitable distribution	Collect data on educator effectiveness from evaluation system	2011-12	RIDE—Office of Educator Quality (EQ), LEAs
SEA makes data transparent to hold LEAs accountable	Publish first annual report on distribution of teacher and principal effectiveness	Summer 2012	EQ
3. Reduce ineffective teachers			
End transfer of ineffective teachers to high-poverty, high-minority, and low-performing schools;	Monitor data from each LEA on equitable assignment and distribution of educators	End of 2011-12 school year and annually thereafter	EQ
No Rhode Island child will have an ineffective teacher for two years in a row	Identify children who have had two ineffective teachers in a row and send letter to superintendents	June 2013 and annually thereafter	EQ, LEAs
	Superintendents required to certify that identified children do not have ineffective teachers for current school year	September 2013 and annually thereafter	EQ, LEAs

Plan to Ensure Equitable Distribution of Effective Teachers and Principals

Expected Outcomes	Activities	Timeline	Responsible Parties
4. Improve effective hiring practices			
Train principals in how to hire educators who are both effective and a good fit for their schools	Expand principal training in Providence to cover all schools	2010-11	EQ, TNTP
All principals and superintendents will be better able to hire effective educators	Provide training for all principals and superintendents in state in effective hiring and observation	2011-12	EQ, TNTP
5. Increase number of effective teachers and principals			
Increase number and percentage of effective teachers and principals	Launch and expand effective teacher preparation routes and continue the monitoring and analysis of shortage area and principal assignment data (see D1 and D4)	2010-ongoing	EQ, partner organizations
Increase the pool of effective teachers statewide, especially for high-need LEAs and in hard-to-staff subjects and specialty areas	Partner with organization for statewide recruiting system for high-need LEAs	Launch 2010	EQ

Table D7 - Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0*	0	20%	30%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	15%	20%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	50%	75%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	20%	35%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	0	0	10%	0
[Optional: Enter text here to clarify or explain any of the data] *Current baseline data is unavailable. Data from new LEA evaluation systems that must meet the <i>RI Standards</i> including both student growth data and the four levels of performance (i.e. ineffective, moderately effective, effective, and highly effective) will be available to inform assignments by 2012-2013.					
General data to be provided at time of application:					

Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	36	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	36	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	3047	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	1065	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	156	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	48	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

Table D8 - Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	0	0*	50%	65%	85%
Percentage of science teachers who were evaluated as effective or better.	0	0	50%	65%	85%
Percentage of special education teachers who were evaluated as effective or better.	0	0	45%	60%	85%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0	0	45%	60%	85%
Current baseline data is unavailable. Data from new LEA evaluation systems that must meet the <i>RI Standards</i> including both student growth data and the four levels of performance (i.e., ineffective, moderately effective, effective, and highly effective) will be available by 2012-13.					
General data to be provided at time of application:					
Total number of mathematics teachers.	773				
Total number of science teachers.	718				
Total number of special education teachers.	1927				
Total number of teachers in language instruction educational programs.	785				
[Optional: Enter text here to clarify or explain any of the data] Special Education teachers serve K-12. Mathematics and science serve secondary.					
Data to be requested of grantees in the future:					

Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

D(4)(i) Link student achievement and student growth data for teachers and principals to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.

RIDE's authority as gatekeeper for who can teach and lead in the schools in Rhode Island, and who may prepare prospective teachers and principals, is a critical tool for advancing the state's foremost education priority: ensuring that every student is taught by effective teachers in a school led by an effective principal. Rhode Island has developed a strategy to hold educator preparation programs accountable for their graduates' impact on student achievement while opening up pathways to teaching and leading in the state's schools.

The integration of Rhode Island's new educator evaluation system (as described in D(2)) and teacher certification database with the state's longitudinal data system (as described in C(2)) will enable the state to link data on each teacher's and principal's impact on student growth and academic achievement back to the in-state teacher or principal preparation program he or she attended. We will use this data to hold preparation programs accountable, support continuous program improvement, and, when necessary, close programs that do not produce effective educators.

Educator preparation programs in Rhode Island are subject to a rigorous re-approval process at least every five years, which includes data collection on recruitment, admissions, graduation rates, and other indicators. Once the state's data systems are integrated to link data from educators' evaluations and impact on student growth and academic achievement back to their preparation programs, RIDE will incorporate this information into the approval-renewal process for all educator preparation programs. Programs whose graduates consistently produce student achievement gains will be continued and supported. Those that do not will be required to improve their performance on a set timeline or lose their approval to operate educator preparation programs. RIDE, the Rhode Island Office of Higher Education (RIOHE), alternative pathway providers, and the Rhode Island Association of Independent Colleges will work together to ensure that candidates who are not effective during preparation do not graduate and obtain certification. Rhode Island acts aggressively to close programs that do not meet its current rigorous standards and has closed two programs, including a principal preparation program, in the last five years. *The state will be equally aggressive in holding teacher preparation programs accountable for the effectiveness of their graduates.*

Rhode Island will publicly report on the effectiveness of each educator preparation program's graduates. RIDE will use Race to the Top funds to create new educator preparation program report cards that include information on:

- The impact of the program's graduates on student growth and academic achievement, as compared with all other teacher or principal (as appropriate) preparation programs in the state;
- The rate at which each program's graduates earn full Professional Certification, which under the new certification system (described in D (2)(iv)) will require evidence of effectiveness, by the end of their first three years of teaching; and
- The number of preparation programs' graduates working in Rhode Island schools, disaggregated by LEA and high/low-poverty and high/low-minority schools.

These report cards will use a consumer-friendly format and will be available on the RIDE website to provide preparation programs, prospective teachers and employers, and the public a comprehensive, objective picture of the effectiveness of each preparation program's graduates. RIDE will also publish an annual statewide educator preparation report card that aggregates information on the performance of all preparation programs in the state.

D(4)(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.

As discussed in D(1), Alternative Certification Regulations have already allowed Rhode Island to open the doors for the creation of high-quality routes to certification operated outside of institutions of higher education and to recruit two highly selective preparation providers whose track records in other states indicate that they produce educators who achieve strong academic outcomes: TNTP and TFA. TNTP will expand its cohort size by 30 percent next year, and TFA will launch a cohort of 35.

With Race to the Top funds, Rhode Island will expand its efforts to recruit, incubate, and scale high-quality higher education-based and alternative pathway preparation programs for teachers and principals. The state will launch the Academy for Transformative Leadership and seek a partner with a track record of results to prepare cohorts of aspiring principals specifically to drive dramatic improvement in persistently low-performing schools. (See D(5) for more

information) The turnaround training will prepare these new principals to serve anywhere in the state, but especially in schools that serve high-need students. While persistently low-achieving schools will have the first opportunity to hire these new principals, the remaining principals will serve high-need LEAs and then other LEAs.

The state is working with high-quality charter school organizations to launch programs to produce teachers and principals to serve both charter and district schools (see D(1)). Rhode Island will continue seeking partners with a track record of success—including alternative pathway providers, charter public schools, residency programs, partner institutions of higher education, and other models—to prepare effective teachers and principals to work in the state’s schools. The closure of underperforming educator preparation programs, described in D(4), as well as new, more demanding expectations for teachers and leaders through the new educator evaluation system (see D(2)) and efforts to ensure equitable distribution of effective teachers to high-need schools (see D(3)), will create increased demand for new types of preparation programs that train teachers and principals to meet these expectations. RIDE is committed to identifying partners who can meet that demand. In addition, once Rhode Island has data to identify traditional educator preparation programs that produce effective educators, we also will work to expand these programs and to aggressively place their graduates in the high-need schools.

Table D9 – Plan to Improve the Effectiveness of Teacher and Principal Preparation Programs

Plan to Improve the Effectiveness of Teacher and Principal Preparation Programs			
Expected Outcomes	Activities	Timelines	Responsible Parties
1. Use data on graduates' impact on student growth and academic achievement to improve educator preparation programs	Launch educator evaluation statewide	2011-12	RIDE—Office of Educator Quality (EQ)
	Fully integrate the state's teacher certification database (RICERT) and educator evaluation system data into the longitudinal student data warehouse	2011-12	EQ
	Publish new report card for educator preparation programs	2012	EQ
	Revise educator preparation program approval process to include information on graduates' effectiveness and impact on student performance	2011-12	EQ
Improve the quality of teaching statewide			
2. Expand educator preparation programs and credentialing options that produce effective teachers	RITF/TNTP launch	2009	TNTP
	TFA launch	2010-11	TFA
	Expand RITF/TNTP cohort	2010-11	TNTP
	Launch Rhode Island Academy for Transformative Leadership to prepare effective principals	2010-11	RIDE—Transformation Office and partner

Table D10 - Performance Measures (D)(4)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	100%*	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	100%*	100%	100%
<p>[Optional: Enter text here to clarify or explain any of the data] This evaluation data will be available in 2011-12. RIDE and the Board of Regents will utilize this data to inform the continued improvement and approval of all teacher and principal preparation programs.</p>					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	9				
Total number of principal credentialing programs in the State.	3				
Total number of teachers in the State.	15,977				
Total number of principals in the State.	446				
<p>[Optional: Enter text here to clarify or explain any of the data]</p>					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					

Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.	
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.	
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

(i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and

(ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

(D)(5)(i) Provide effective, data-informed, ongoing and job-embedded professional development.

The *RIDE Strategic Plan* and our theory of action are predicated on research that clearly shows that the effectiveness of adults in the educational system has the greatest impact on student growth and academic achievement. Multiple research studies document that highly effective teachers are the most important school-based factor in determining student success. Moreover, we believe that teacher effectiveness at scale cannot be achieved without outstanding leadership in every school. This perspective is codified in Rhode Island's BEP (See Appendix A(1)-2), Chapters 13 and 15, which respectively address curriculum, instruction, and assessment and accountable management. Together, these chapters outline the expectations that LEAs will ensure effective teaching in all Rhode Island classrooms through the implementation of high-quality, data-driven, job-embedded professional development for teachers and principals.

The professional development efforts framed in our application work in tandem with our other tools and strategies that enhance the career continuum of high-quality teachers and principals from induction to high-quality, job-embedded coaching. So, for example, the state's efforts to improve the quality of educator preparation programs, as described in D(4), will mean that the principals and teachers who leave these institutions are better prepared and more effective and will need different types of professional development going forward. Our new evaluation system, described in D(2), will identify specific professional development needs of educators. Equally important, our data system will enable us to map educators' professional development opportunities against their evaluations to better understand what professional development opportunities are best helping educators improve. Increasingly, we will be able to assess the impact of professional development against the performance of our educators as determined by evaluations based primarily (51%) on evidence of student growth and academic achievement.

The state's instructional improvement system will allow professional development to be anchored within a coherent set of tools, curriculum, and data sets so that every educator is provided the information necessary to implement a standards-based education program that re-orientes the daily instructional cycle so that differentiated instruction in support of high-need students is the norm. To complement these practices and improve the effectiveness of teachers

and principals, Rhode Island is implementing its high-quality plan to provide data-informed professional development to teachers and principals. Specifically, Rhode Island’s professional development strategy will:

- **Provide educators with the tools they need to be effective—and the training to use those tools to greatest effect (Element 1).** Our theory of action states that effective educators must be supported by consistent and effective systems and policies based on student needs. Consistent with this theory of action, RIDE’s intent is to use Race to the Top funding to provide as many tools as possible to enable educators to implement effective instructional strategies informed by data about student achievement—such as high-quality curriculum (see B(3)), high-quality interim and formative assessments (see B(3)), and an instructional improvement system (See C(2)). We realize, however, that simply providing educators these tools is not enough—teachers and principals need training and support in order to take full advantage of new tools. Therefore, we will make the most of the Race to the Top investments by providing high-quality professional development to enable educators to use the newly developed tools. Wherever possible, such training and tools will be made available to all educators in the state.
- **Prioritize support for school leadership teams (Element 2).** RIDE believes that teacher effectiveness at scale cannot be achieved without outstanding leadership in every school. The principal is the best-positioned person in every school to ensure successive years of quality teaching for each student. We also recognize that fundamentally transforming the culture of a school requires teams of leaders working collaboratively, rather than reliance on a single heroic leader. Moreover, we believe that developing all educators as leaders is a key to retaining and growing effective educators at all levels, including teachers. Therefore, our strategy to support teachers and principals prioritizes investments in developing school leaders and leadership teams, including teacher leaders.
- **Provide high-quality induction for novice teachers (Element 3).** While all teachers need support and opportunities to grow and develop as professionals, teachers who are new to the profession have particular professional development and support needs that are too rarely met. Rhode Island will address these needs and improve the effectiveness and retention of our novice teachers by using Race to the Top funds to implement high-quality induction and mentoring for every novice educator in the state.

In order to achieve our ambitious goals, Rhode Island must couple new systems and policies with professional development and training to fundamentally strengthen the educational system. We will use Race to the Top funding to provide professional development on the tools and systems that will transform the daily routines of all teachers and principals. At the completion of this grant, all educators in Rhode Island will use data (student, program, and fiscal) to make decisions that support improved student learning. Further, sustainable programs and strategies will guarantee that new teachers are supported, principals are equipped with practices that ground them in instructional leadership, school leadership is developed at all levels, and a fair and reliable evaluation system is in place that informs professional development and assignments. In total, Race to the Top funding will transform Rhode Island's education system well beyond the life of the grant. Table D11 outlines the most significant tools and systems outlined in this application and the professional development that will be provided to support the implementation of new systems. We further discuss each of these three elements of our professional development strategy following Table D11: Professional Development Support to Implement New Systems.

Table D11 – Professional Development Support to Implement New Systems

Professional Development Support to Implement New Systems		
Systems and Tools	Professional Development	Who Benefits
Study of the standards (B(3))	Day-long study of the Common Core Standards will ensure a deep and full understanding of the standards and implications for instruction and assessment	5,000 core educators
Model curriculum development (B(3))	Develop four model curricula in mathematics, two in English language arts, three in science, and one in social studies that ensure alignment of the standards and articulation of instruction and assessment practices. These will be available on the instructional improvement system for the state-wide use	LEAs working in partnership are bringing teams of K-12 teachers and leaders in a content area; including special education and ELL staff.
Instructional improvement system (C(3))	Web-based modules will explain the use of the tools for instruction and assessment so that every educator in RI can access professional development and understand how to use data from formative and interim assessments	Every Rhode Island educator
Data-driven decision making (C(3))	6 days of training (3 in summer and 3 during the school year) on how to use formative, interim and summative assessment data for instructional planning and program evaluation; The summer training will provide theory and the embedded professional development days will present on-site guidance about how to use the school's own interim assessment data	Leadership teams in every participating LEA (principals, asst principals, instructional leaders, lead teachers)
RI Educator Evaluation Model (D(2))	<u>Year One:</u> 5 days of professional development throughout the school year on the system and how to implement it. <u>Year Two:</u> 3 days of in-school calibration with Intermediary Service Providers; 2 days of professional development about data management system use and decision-making	Evaluation teams from every LEA implementing the RI Model
Induction Model (D(5))	Develop models of in-class coaching and reviews of student work delivered by Induction ISPs so that beginning teachers have the support and guidance they need to be effective	All first and second-year teachers from participating LEAs

Turnaround Principal
Program (E(2))

Year-long program to prepare existing or aspiring principals to
work in a persistently low-achieving schools

12 principals will be selected
and trained and assigned to
specific schools with a 3-year
commitment

Provide educators with the tools they need to be effective—and the training to use those tools to greatest effect (Element 1).

As described in detail in Sections B(3) and C(3), Rhode Island will use Race to the Top funds to train teachers and principals in participating LEAs on 1) aligning standards, curriculum, and assessments, and 2) analyzing and using data to drive instruction and increase student achievement.

Standards and Assessments: Over the past several years, Rhode Island has developed an effective partnership with the Dana Center from University of Texas at Austin, a highly respected organization for its work with public education with a specific emphasis on rigor and STEM fields, to deliver *Study of Standards* training to Rhode Island educators. RIDE and its ISPs will conduct universal training for educators to ensure that they are able to study and understand the new standards to effectively integrate them into their daily instruction, and RIDE will also provide targeted, in-depth training to teams of educators from selected LEAs to enable them to develop curriculum, scope, and sequence aligned with the Common Core Standards in core content areas.

Analyzing and Using Data to Drive Instruction: Through extensive training and coaching, Rhode Island will build school leadership teams' capacity to effectively use data with their teachers to drive instruction. This strategy will empower leadership team members to provide effective, job-embedded professional support for teachers in their schools to use data. Rhode Island will also develop a series of interactive online tools and modules that will be available for all educators to train them on the use of the instructional improvement system and the use of interim and formative assessments.

Prioritize supports for school leaders (Element 2).

In Rhode Island, we view effective principals and other school leaders as the strongest lever for improving the effectiveness of teachers. Principals create the context for effective teaching. Thus, RIDE's professional development strategy will include an intense focus on improving the effectiveness of school leaders by building capacity within LEAs. Leadership is most important in turnaround schools, where studies find no examples of success without an effective principal. Transforming the culture of a school and infusing best practices throughout a school is a complex task. Principals need partners in this endeavor; thus, the state's efforts will focus on developing not only principals, but entire school leadership teams. RIDE believes that school

leadership teams will be best positioned to drive and embed practices in schools and to support on-going learning for principals and teachers.

As our primary strategy for developing effective principals and school leadership teams, Rhode Island will invest Race to the Top funds to launch an Academy for Transformative Leadership (the Academy) that will build on partnerships and best practices currently in place statewide. Through the Academy, Rhode Island will identify and leverage best practices from the field and research-based expertise, both in Rhode Island and nationally, in order to provide the best-in-class supports and training to school leadership teams. The Academy will prepare and better develop current principals, aspiring principals, and leadership teams for the state's schools—with a particular emphasis on equipping strong leaders to drive dramatic improvements in chronically low-achieving schools. The Academy will play a vital role in the state's efforts to develop effective school leadership teams of teachers and principals who will embed best practices in schools. Recognizing the varied needs of schools in the state, the Academy will emphasize developing highly capable principals to turn around the state's persistently lowest-achieving schools, while simultaneously providing support to improve the quality of leadership in all Rhode Island schools. Initially, the Academy for Transformative Leadership's work will focus on two areas:

Turnaround Principals Program: The Academy's flagship program will be a year-long, intensive training program that will develop cohorts of new and existing principals each year for the lowest-achieving schools. Participants for this highly selective program will be recruited from across the state and nationally and selected for demonstrated effectiveness as teachers and leaders, as well as for specific skills and dispositions that research indicates are essential for success in the comprehensive intervention context. The curriculum will be designed and delivered to prepare principals to serve the lowest-achieving schools (see Table D-12) and for fundamentally different roles as instructional leaders rather than as building managers. The state will draw from the Academy's graduates to lead turnaround schools, described in E(2). Because the Academy will produce more principals than there are turnaround schools, its impact will extend beyond the turnaround schools to provide leadership to transform other struggling schools in the state. The Academy will be a state-approved alternative pathway to certification, and, upon successful completion of the program, graduates will receive a Rhode Island Principal Certificate.

RIDE will issue an RFP seeking national or local providers with a track record of effectiveness in recruiting, selecting, training, and supporting school leaders to develop and launch the Academy's approved principal preparation program. The RFP will lay out specific expectations for the alternative principal certification program through the RFP and will require any organization to meet the approved Alternative Certification regulations and the *Rhode Island Program Approval Standards*. RIDE anticipates that the high quality of the Academy's training and the production of principals specializing in comprehensive, whole-school improvement strategies will generate significant demand from all LEAs in the state, not just those with schools that are persistently low-achieving.

School Leadership Team Training: The Academy will also offer intensive professional development to teams of superintendents, school committee chairs, principals, teacher-leaders, and other instructional leaders from all participating LEAs. Because driving real improvement in student achievement requires significant changes in school practice and culture, the principal needs partners in infusing change into the school. The Academy will develop, with strong oversight by RIDE and consultation from national experts, multiple training modules focused on specific professional development needs, beginning with two modules to build school leadership teams' capacity to effectively use 1) standards and 2) data with teachers to drive instruction.

Over time, the Academy will offer additional modules in response to professional development needs identified through the new educator evaluation system and demand from schools and LEAs. These modules may be developed in-house or adapted from best-in-class school leadership development models, both in Rhode Island and nationally. Modules may include creating a school culture of high expectations and intensive support for students, effectively evaluating teachers, and designing instruction to meet the specific needs of high-need students. Over time, these modules will be adapted and/or expanded to provide effective professional development targeted to the differentiated needs of individual principals and teachers, as well as for school teams.

Table D12 – Academy for Transformative Leadership Overview

Academy for Transformative Leadership Overview				
Component:	Coursework	Residency	Seeing the Best Schools	Designing School Plans
Schedule:	5 days/week for 4 weeks in the summer			
	1 day/week and 1 during the weekend throughout the academic year	4 days a week during the academic year	3 times a year for 1 week at a time	Second semester of academic year
Content:	3 week-long inter-sessions			
	<p>Participants will engage in case-based, experiential learning that is focused on achieving high-achieving schools</p> <p>Workshops will be offered in areas such as using data, instructional leadership, standards and curriculum, effective leadership practices, cultural competencies, school culture, effective recruiting and hiring, and developing budgets that support priorities</p>	<p>All participants will work on-site at a school to apply what they are learning</p> <p>They will work in conjunction with the school’s principal, who will serve as a mentor</p> <p>Each cohort of 4 participants will work with a coach. Coaches provide feedback and support throughout the first year and after participants have completed the program</p>	<p>Participants will spend an intensive week on-site at a high-poverty/high-achieving school to observe practical application of best practices</p>	<p>Participants will work to apply lessons learned to design a school plan as they prepare to be hired in the fall; they will tailor the plan to a specific school or to the instructional level they will be leading; cohorts will work collectively to develop plans.</p>

Provide High-Quality Induction for Novice Teachers (Element 3).

Research has documented that high-quality induction of new teachers can improve the quality of teaching, retention of new teachers, and ultimately student growth and achievement. But a recent report from Vanderbilt University and the University of Pennsylvania found that many induction programs provide only rudimentary on-the-job support, accomplishing little. Only comprehensive, job-embedded, multi-year induction support produces meaningful gains in novice teachers' impact on student growth and achievement.

Rhode Island General Law (Section 1. Title 16 of the General Laws 16-7.1-2) requires districts receiving Title I funding to provide "a process for mentoring new teachers." *Rhode Island Mentor Program Guidelines*, in use since 2002, assist LEAs in designing, implementing, and evaluating new teacher mentoring (See Appendix D (5)-1). However, many LEAs have struggled to design and launch effective induction programs, particularly for teachers with high-need students.

Race to the Top funding will allow Rhode Island to create a much more systematic, intensive, instructionally focused, and data-driven coaching program for all first- and second-year teachers across the state that will launch in 2011-12. This approach is modeled on the New Teacher Center, a 12-year-old program that has been cited by the U.S. Department of Education as an "exemplary program" and described as the "gold standard" for induction programs by *The Chronicle of Higher Education*. Rhode Island's new teacher induction model will be developed to focus on in-class coaching and will be delivered in partnership with qualified labor and professional organizations, institutions of higher education or preparation programs, and other non-profit organizations capable of delivering the essential components required by Rhode Island's new teacher induction program. With Race to the Top, Rhode Island's new teacher induction program will include:

- A rigorous selection process: The selection process will create a cadre of Induction Mentor ISPs who have demonstrated their impact on student growth and achievement and ability to work with adults as well as children. The Induction Mentor cadre will possess diverse grade-level and content expertise (e.g., science, ELL, special education) to effectively support the full range of novice teachers' assignments.
- Rigorous mentor training: Each Induction Mentor ISP will receive intensive, comprehensive initial training. Practicing mentors will participate in workshops for

calibration and consistency of practice, sharing of practice, case reviews, and collective problem solving. Mentors' coaching sessions with new teachers will be observed and critiqued.

- Intensive, one-on-one, job-embedded support: Mentors will observe each new teacher in their charge, offering feedback and coaching in the review of student assessment data and supporting teachers to plan and implement effective learning strategies appropriate for each student.
- Ongoing professional development: Seminars, online forums, etc., will be held for new teachers to foster community and avoid isolation.
- Clearly articulated roles and responsibilities for everyone involved in new teacher induction: Principals and any other instructional leaders will receive training to build their capacity to support ongoing work of mentors with new teachers.
- Structures that encourage the collaboration of all stakeholders in the success of new teacher development: The structures will include unions, administrators, school boards, certification programs, and higher education.
- Formative assessment of new teacher practice: These assessments will include analysis of student learning data.

D(5)(ii) Measure, evaluate, and continuously improve the effectiveness of those supports.

Research shows that most of the professional development that teachers and principals currently receive is ineffective and does not change educator behavior or improve student achievement. Only a few years ago, there were more than 500 professional development providers operating in Rhode Island, and feedback indicated that the professional development teachers received from these providers was often lacking in coherence, was not aligned to standards, and was disconnected from the state's long-term goals and priorities. Over the past two years, this has changed in Rhode Island, as RIDE has worked aggressively to bring coherence to professional development in the state, building LEAs' understanding of what it means to be good consumers of professional development, and ensuring that professional development is based on identified school and LEA needs.

Rhode Island's state-level professional development strategy under Race to the Top will allow RIDE to exercise quality control and assurance for professional development in

participating LEAs. The state will vet and source high-quality vendors with a successful track record of improving educator effectiveness and student achievement. Participating LEAs will be able to use Race to the Top funds only for approved providers. This process will help support the state's effort to target investments only to professional development focused on data, instruction, and improving student achievement.

By 2012-13, the state will be able to link records of professional development received by teachers to impacts on educator effectiveness and student achievement and to invest in only those providers that improve educator effectiveness. RIDE will define effective professional development programs as those that elevate minimally effective teachers and principals to be effective, and effective teachers and principals to be highly effective. Professional development providers that do not deliver these results will no longer be eligible for funding from Race to the Top and other state-funded professional development programs. The evaluation system will also allow the state and its LEAs to track professional development needs in the state and, through the Academy, to develop resources that meet identified needs and target differentiated professional development to individual educators. The state will also collect, rank, and disseminate data on the performance of LEAs and schools in developing teachers and improving student achievement.

The Leadership Academy will coordinate with RIDE to play a critical role in coordinating and organizing professional development offerings to principals and leaders so that they are equipped with relevant and effective professional development statewide. Further, through our ISP model, Rhode Island will work with national consultants to build the skills and capacity of existing professional development providers in the state to offer high-quality professional development that is aligned with the *RIDE Strategic Plan* and with Race to the Top goals and consistent across all approved providers. Because the national providers train and certify the ISPs, we are able to monitor quality and ensure a high degree of fidelity and consistency. In partnership with the Dana Center, we are already using this model to successfully build a supply of certified ISPs in the state to deliver *Study of Standards* training to a much larger number of educators than we could otherwise reach. (See B(3) for additional information.) By building in-state capacity to deliver training and professional development, we ensure the long-term sustainability of these efforts.

Table D13 – Plan to Provide Effective Support to Teachers and Principals

Plan to Provide Effective Support to Teachers and Principals			
Expected Outcome	Activities	Timeline	Responsible Party
12 principals trained as instructional leaders and placed in high need/high poverty schools	Design and launch Academy for Transformative Leadership	2010-11 Design Phase 2011-12 Launch	Academy for Transformative Leadership in partnership with RIDE Office of Educator Quality (EQ) and the Office of Transformation
75 school leadership team (principals + teacher leaders) from high-need LEAs trained on how to use data to drive instruction and embed the practices in their schools	Train school leadership teams on data-driven instruction (See C(3))	2011-12 (50 schools) 2012-13 (75 schools) 2013-14 (100 schools)	RIDE Office of Instruction, Assessment, and Curriculum (IAC) with support from partner organizations
60% of teachers and principals in Rhode Island able to use standards effectively to impact their teaching	Train (see B3) teachers and principals on standards	2011-14	IAC with support from partner organizations
160 new teachers supported, covering all the high-need LEAs	Design new teacher induction program and select mentor teachers	2010-11	EQ with support from partner organizations
	Launch new teacher induction program and train teachers	2011-14	
Continuous improvement of PD programs, increased satisfaction from teachers and principals, and increased student improvement	Begin monitoring and evaluation of PD programs	2011	EQ

Table D14 - Performance Measures (D)(5)(ii) Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
(Enter measures here, if any.) 1) Provide effective data-informed professional development, coaching, induction and common planning and collaboration to teachers and principals.	0	0*	100 %	100 %	100 %
2) Measure, evaluate, and continuously improve the effectiveness of those supports to improve student achievement.	0	0*	100 %	100 %	100 %
* Data system will capture professional development accessed by educators beginning in 2011-12. RIDE and LEAs will then be able to link data to teacher and principal evaluations and performance.					

D) GREAT TEACHERS AND LEADERS: STEM FOCUS

- RIDE will continue to recruit and utilize **Science and Mathematics Content Intermediary Service Providers (ISPs)** to support all educators in the study and use of standards. Many ISPs have been recruited from the ranks of retired STEM teachers who have demonstrated excellence in their classrooms and are well-suited to share their invaluable expertise and teacher content knowledge.
- RIDE has established networks of distinguished educators in STEM, specifically Rhode Island Teachers of The Year, Milken Family Foundation Educators, Distinguished Educators in Mathematics (DEM), and Distinguished Educators in Science (DES). With Race to the Top funding, RIDE will be able to recruit and train ISP providers from these networks to support reform efforts.
- Over the past two years, RIDE has sponsored a series of *STEM Data Workshops* to provide training to educators in the use of protocols designed to observe, analyze, and construct action steps using **science** assessment data. In November, RIDE conducted seven workshops that trained teachers in the use of the ATLAS protocol to look at data systematically in order to make school-based decisions. As a result of this workshop, many of these **educators implemented the protocol** in their own school has all-faculty activities. Workshops for training in the use of ATLAS protocol to focus on **mathematics** and literacy released item data have recently been conducted during the spring of 2010.
- **Rhode Island Teacher Externship program** expansion will provide teachers the opportunity to gain experience with models of authentic, content-focused, and inquiry-based **STEM** programs through their work in the STEM industry/business setting. STEM Externships engage teachers through work in industry where they experience the application of their curriculum and the content they teach to real-world problems. The **Rhode Island Teacher Externship** program helps teachers develop

an awareness of career opportunities, as well as the skills they demand, which they can then relay to their students.

- To ensure aligned professional development in programs offered by Rhode Island Higher Education institutions to Rhode Island K-12 schools, the Rhode Island Board of Governors for Higher Education has collaborated with RIDE in the design of the **Title II, Part A Higher Education Partnership Grants**. (See Appendix STEM3 - Title II(a) Higher Ed. Partnership Grants RFP) Focused on **STEM content**, the RFP clearly defines criteria where applicants must demonstrate how their program aligns with state and, when adopted, Common Core Standards, and LEA-created curriculum as well as detail in the use of participant outcomes as a measure of success.
- Rhode Island has partnered with the Massachusetts Institute of Technology (MIT) through **Blended Learning Open Source Science or Mathematics Studies (BLOSSOMS)**, a project funded by the William and Flora Hewlett Foundation and sponsored by MIT LINC (learning International Networks Consortium). Working with Principal Investigators, MIT Professor Richard Larson, Rhode Island teachers have participated in workshops at MIT and in Rhode Island. With the anticipated funding for BLOSSOMS II, Rhode Island is ready to engage more deeply in the unique professional development afforded through the program. Hosting a compendium of video lessons in biology, chemistry, engineering, mathematics, and physics, BLOSSOMS modules are designed pedagogically to run in harmony with the regular in-class teacher with the goal of developing deeper and richer skills in the students and enhancing their critical-thinking skills.
- The **Rhode Island Center for Excellence in STEM Education** at Rhode Island College presently offers on-going professional development outreach to PK-12 teachers and pre-service teacher candidates through its collaboration with the Rhode Island Mathematics Teachers Association. The **Rhode Island Center for Excellence in STEM Education** is also planning to conduct a STEM Conference by bringing together all Rhode Island STEM programs and organizations in the fall of 2010. The

goal of the conference is to **foster the coherence and integration of STEM in Rhode Island.**

- **The Rhode Island School of the Future (RISF)** is a Rhode Island nonprofit organization dedicated to helping schools improve the lifelong learning skills of their students and to support teachers in this endeavor. RISF provides professional development opportunities for STEM teachers where they learn to teach their students to act like real writers, real scientists, real mathematicians, and real designers to develop technological fluency through involvement in robotic-design activities. This project has piloted robotic-design activities for more than 20 years in numerous Rhode Island classrooms and has adapted concepts from MIT's graduate course in total quality design. Each year a variety of teacher workshops and student challenges are offered statewide.

- **Rhode Island has several successful and well-funded STEM-focused programs designed to enhance teacher content knowledge and student proficiency. A select few are mentioned below** (See Appendix STEM2 - RI STEM Initiatives Inventory):
 - In 2008 **Rhode Island Technology-Enhanced Science program (RITES)**, representing a partnership made up of the University of Rhode Island, Rhode Island College, Brown University, and RIDE, was awarded a 5-year, \$12.5-million NSF-funded grant designed to provide educator training in the use of technology-enhanced, inquiry-based investigations for students in grades 6-12.
 - **Project ARISE**, an NIH-funded professional development program for Rhode Island high school biology teachers, has engaged teachers and students in inquiry-based approaches to learning through the integration of high-level concepts in molecular and genomic biology, bioinformatics, neuroscience, and physiology into the high school classroom.
 - **Amgen-Bruce Wallace Biotechnology Lab program**, in partnership with RIDE and the University of Rhode Island, has established Biotechnology Academies in five Rhode Island high schools and provides science teachers

and students with hands-on laboratory experience in biotechnology. Teachers are trained to incorporate biotechnology modules into their curriculum utilizing mobile-sophisticated equipment, which is loaned to the schools free of charge. Students learn techniques using these modules to develop skills and promote interest in STEM careers.

- **Rhode Island Information Technology Experiences for Students and Teachers (RI-ITEST)**, a \$1.5-million NSF-funded project, has provided training to teachers in the use of inquiry-based learning activities utilizing sophisticated computational models to prepare diverse students for careers in information.
- **Educator Ashore Program**, under the direction of famed oceanographer Dr. Robert Ballard, integrates STEM educators into authentic oceanographic expedition experiences, empowering them to educate and motivate the next generation of oceanic explorers. Educators are selected to participate as members of the on-ship expeditionary crews as well as trained on-shore mission specialists in the use of Exploration Command Consoles, directing live science research through remote sensing apparatus. Live science will be shared with students by the educators via Internet 2 and Internet 1, where students can ask questions of scientists as the expedition is underway.
- **Girls Reaching Remarkable Levels (GRRL) Tech** offers female high school students an engaging look into dynamic and rewarding technology opportunities. GRRL Tech aims to encourage STEM learning, break down gender myths, and offer career insight into STEM industries.

(E) Turning Around the Lowest-Achieving Schools (50 total points)

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- *A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.*

Overview

A number of states have scrambled to enact new legislation granting their state education agency the authority to act in response to continued low performance of selected schools and LEAs. Rhode Island is not one of those states. There are three reasons for this. First, *RIDE already has significant legal, statutory, and regulatory authority to intervene directly both in schools and LEAs* that have failed to meet performance targets established by the Board of Regents for three consecutive years. Second, *Rhode Island has a history of exercising that authority through Commissioner's Orders to remove barriers to improving student learning in our lowest-performing LEAs*. In fact, Commissioner's Orders have resulted in the reconstitution of a persistently low-achieving high school and the establishment of criterion-based hiring in two urban districts. When these prescriptive requirements have been challenged, RIDE has successfully engaged in mediation to resolve issues. Third, the Board of Regents and RIDE have *developed and promulgated a series of regulations that implement and further clarify the statutory authority granted them to improve learning and teaching*. Rhode Island has aligned a number of regulations and statutes in recent years to position the state to effectively implement the comprehensive intervention models identified in this application. Rhode Island General Laws § 16-7.1-5. Section 16-7.1-5 give RIDE and the Board of Regents authority to reconstitute low-achieving schools. The statute reads, in pertinent part: *"If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school."*

The Basic Education Program regulations (BEP) provide regulatory authority for the Commissioner to hold LEAs responsible for school improvement and outline state action for lowest-achieving schools. Section 15.3.1.(c) of the BEP states: "Failure to increase student performance to target levels at the school level shall result in increased LEA oversight responsibility on a year-to-year basis. Consecutive years without demonstrated improvement shall result in state intervention and decreased local authority."

Further, the state has developed a *Protocol for Interventions: Persistently Lowest-Achieving Schools (RI Intervention Protocol)* (See Appendix E(1)-1). This protocol became operational in January 2010, when the first round of lowest-performing schools was identified. The Board of Regents affirmatively voted to adopt the *Protocol* as a regulation at its May 6,

2010, meeting; a full vote for promulgation is scheduled for July 2010, following the required period of public comment and public hearing. The *RI Intervention Protocol* includes:

- The method for identification of Persistently Lowest-Achieving Schools (see E (2)(i));
- LEA duties and responsibilities (management of school transformation, community outreach requirements, LEA selection of school reform option, LEA development and effective implementation of School Reform Plan(s), development of an effective internal accountability framework that generates and focuses attention on data-based information and allocates resources where they are most needed);
- RIDE's role (establish the standards and expectations for school performance and categorize schools based on that performance, approve School Reform Plan(s) only when they are sufficient, provide assistance to those LEAs with identified schools in order to ensure that conditions at the school allow for meaningful reform, take enforcement action if the state determines that the LEA is not meeting its goals or fulfilling other applicable requirements and ultimately begin reconstitution pursuant to RIGL § 16-7.1-5); and
- Allowable school reform models (These models directly adopt those outlined in the following documents published by the U.S. Department of Education: *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965* (January 21,2010); and *Overview Information: Race to the Top Fund: Notice Inviting Applications for New Awards for Fiscal Year 2010* (November 11, 2009).

Evidence for (E)(1):

- A description of the state's applicable laws, statutes, regulations, or other relevant legal documents. (In Narrative)

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.*

(E)(2)(i) Identifying persistently lowest-achieving schools

As articulated in the *RI Intervention Protocol*, RIDE's methodology to identify persistently low-achieving schools (See Appendix E(2)-1) includes analysis of the following criteria to identify the state's Persistently Lowest-Achieving schools (PLA schools):

- 1) School-wide student performance in mathematics and reading against the statewide average performance in these subject areas;
- 2) No Child Left Behind classification with respect to number of years in need of improvement;
- 3) Student growth percentile at elementary and middle school levels in reading and mathematics and graduation rates at high school levels measured against the statewide average growth; and
- 4) School-wide improvement in reading and mathematics between the 2005-06 and 2008-09 schools years measured against the statewide average improvement.

Rhode Island has 43 PLA schools, organized in three tiers of descending priority. Sixteen of our PLA schools are high schools, five are middle schools, and 22 are elementary schools. RIDE has determined that it is critical to identify and treat schools at the elementary, middle, and high school levels. Elementary and middle schools are a fundamental part of the challenge in Rhode Island. Many students enter high school with 4th and 5th grade reading and mathematics skills, unprepared to complete rigorous high school work within four years. Our elementary and middle schools must make dramatic changes to accelerate student learning in high-quality and sustainable ways. It is critical that we attack the problem early by better preparing students for high school at the same time that we are working to improve our high schools. Therefore, we believe that it is imperative that our LEAs develop capacity and expertise to work with schools at all grade levels.

Five percent of Rhode Island's Title I schools in improvement, corrective action, or restructuring equals 2.8 schools, so the state, by definition, was required to target five schools as persistently lowest-achieving schools. These five schools, which require the highest and most urgent interventions, were classified as Tier I PLA schools. Of the five PLA schools identified by RIDE on January 7, 2010, one of these schools is the high school in Central Falls, a district enrolling 3,000 students. The other four schools are all in the state's largest LEA, Providence, which enrolls 24,000 students. With Race to the Top funds, we will deepen our work in districts

with the lowest-achieving schools to build district capacity, and we will add an additional five schools to our list. Our intent is to select a combination of high, middle, and elementary schools based on the most current achievement data using our methodology. With a total of ten schools taking on one of the intervention models, *Rhode Island will be working with 23% of its schools in improvement, corrective action, or restructuring*. (See Appendix E(2)-2: List of Lowest-Achieving Schools).

(E)(2)(ii) Supporting LEAs in turning around lowest-achieving schools

Rhode Island will provide a system of tiered interventions in our PLA schools that will coordinate federal resources available through Title I School Improvement 1003(g) and 1003(a), state funds for Progressive Support and Intervention, and local funds. Table E1 describes the use of these resources. Race to the Top will allow us to increase the depth and intensity of these interventions to turn around our PLA schools.

Table E1 – Coordination of Resources to Support Persistently Lowest-Achieving Schools
Coordination of Resources to Support Persistently Lowest- Achieving Schools

Persistently Lowest-Achieving Schools	Resources	Level of Intervention
Tier I: The five lowest-achieving Title I schools in need of improvement, corrective action, or restructuring.	<ul style="list-style-type: none"> • Title I School Improvement 1003(g) • Race to the Top • Progressive Support and Intervention (state funds) 	Title I 1003(g) requires implementation of one of the four reform models: Transformation, Turnaround, Restart, Closure
Tier II: The five lowest-achieving secondary schools that are eligible for Title I funds. Secondary schools include middle and high schools.	<ul style="list-style-type: none"> • Title I School Improvement 1003(g) • Race to the Top • Progressive Support and Intervention (state funds) 	Title I 1003(g) requires implementation of one of the four reform models: Transformation, Turnaround, Restart, Closure
Tier III: Any Title I eligible school in need of improvement, corrective action, or restructuring that was not identified for Tier I or Tier II.	<ul style="list-style-type: none"> • Title I School Improvement 1003(a) • Progressive Support and Intervention (state funds) 	Research-based strategies to address the particular needs of the school

The ten PLA schools on our list have failed to meet their students' needs for far too long. For the past five years, these schools have implemented a number of improvement strategies, with inconsistent levels of success. Lack of fidelity in implementation and inconsistent application of the strategies within programs have resulted in less than optimal results for students. With support from RIDE, these schools and their LEAs have implemented a number of strategies: coaching support for principals, direct support of curriculum mapping, assistance to school improvement teams in the use of data, and literacy intervention and supports. These approaches have not accelerated student learning to acceptable levels. (See Table E4: Historical Performance: School Turnaround.)

We have learned that, in order to positively affect student achievement, we must take an intensive and comprehensive school-wide approach to reform that addresses all the elements necessary to support student achievement. These include:

- standards-based curriculum, instruction, and assessments;
- data-based accountability and evaluation;
- improved leadership and governance;
- professional development targeted to individual teachers' needs;
- development of a culture and climate focused on student success;
- an expansion of external resources and supports that align with school improvement goals;
- ongoing parental and community involvement;
- opportunities for extended learning activities;
- structural reform strategies; and
- unwavering commitment to ensure that our PLA schools are staffed with highly effective teachers and leaders.

The *RI Intervention Protocol* requires LEAs to clearly articulate all of these reform elements in a School Reform Plan that is developed from a comprehensive needs assessment of the school, with wide representation from the school community.

Analysis of our past efforts makes clear that accelerating student performance in our PLA schools requires strong, coordinated leadership and policy direction at both the state and local levels. RIDE must take the lead to ensure that schools receive deliberate supports that address their specific needs identified through a diagnostic analysis of a wide range of data, including

current performance of students and educators, indicators of school climate, parent engagement, and use of available resources. Only through the coordination of RIDE's efforts in concert with LEA-level actions can we transform PLA schools. The BEP and the *RI Intervention Protocol* provide a framework and support for RIDE-LEA collaboration in the development of systemic reforms.

The Commissioner of Education, fully supported by the Board of Regents, the Governor, and the General Assembly, anticipates dramatic changes in our PLA schools. This will require thoughtful investment and capacity-building in both LEAs and at RIDE. At the LEA level, capacity-building measures will include extensive in-service training for existing and newly hired principals in research-based best practices for instructional improvement. To infuse these practices vertically between the state and impacted LEAs, we have recently created an Office of Transformation within RIDE and hired a Chief Transformation Officer. The primary function of this office is to ensure that all 10 PLA schools achieve the academic targets set forth in the School Reform Plan. In addition, the office will provide guidance, service, support, and direction to leaders and decision-makers in our LEAs and their schools to ensure that success for every child is the focus of all intervention and improvement initiatives.

The Office of Transformation will oversee the Academy for Transformative Leadership (the Academy, see D(5)). The Academy will bring together state-level best practice, higher-education expertise, and experienced education reformers to collaboratively define data-informed interventions and to assist us in the efficient and effective structuring of these efforts. We have entered into preliminary discussions with national school turnaround experts, including New Leaders for New Schools, Rainwater Leadership Alliance, Research for Better Teaching, and The Broad Foundation. In the Academy, we are creating a rigorous and robust platform to deliver ongoing, site-specific, job-embedded professional learning that will generate and sustain the essential foundational skills that principals entering our PLA schools need. The Academy will also customize trainings that will draw on the competencies present in our existing leaders, and it will develop and support them to move all students toward the goal of post-secondary success. Collaboration between recognized Rhode Island leadership entities and nationally known urban school transformation professionals will make the Academy an exemplary component of systemic change.

The inclusion of our civic leaders and community and family members will also add value to our work. Even with the ambitious plans and strong supports outlined elsewhere in this application, the success of our efforts requires us to identify and incorporate other intellectual, financial, and community resources into this work. Through connections with organizations such as Young Voices and Youth in Action, for example, LEA and state-level leaders have kept current with issues affecting our youth in schools. Rhode Island has sought to actively draw students into conversations about their schooling to assist them in recognizing their own power to create change. Other student, parent, and community leaders have been welcome partners in conversations around reform over the last few years. With the additional support from Race to the Top funding, RIDE will generate greater capacity to continue this practice and empower stakeholders through meaningful engagement and thoughtful interaction aimed at success for all Rhode Island students.

RIDE will also use Race to the Top funds to actively recruit high-performing charter schools and expand the work of existing high-performing charter schools in the state. We have already begun conversations with Achievement First, MATCH Charter Public High School, and School Revolution, charter-school operators with proven track records of success in states whose populations mirror Rhode Island's. Our plan is to identify additional organizations that lead the nation in serving low-income students, students with special education needs, and English Language Learners. Our criteria for identifying such organizations include: documented success at school reform; ability to recruit, hire, and train effective educational teachers and leaders; ability to affect change in the specific areas of need identified at the school; sustained instructional success with students; adaptations of practice for varying populations; and high rates of student postsecondary success.

Our plan for PLA schools is informed by both internal lessons learned and national research on school turnaround. Consistent with RIDE's theory of action that dramatic improvement in student achievement requires effective teachers and leaders in every classroom and school who are supported by student-centered policies and supports, we will provide PLA schools with a high level of support, sustained over a four-year period. This support will include the use of specific practices that have been proven to close achievement gaps, clear and high expectations for the results of the work, and an unwavering commitment to students. Our plan

for improving our lowest-achieving schools has **five elements** intended to build capacity at both the LEA and school levels:

- **Plan Element #1:** School turnaround efforts led by LEAs within the context of a clear protocol for intervention by the state in cases where schools fail to improve or where initial plans submitted by the LEA are not sufficient to address the schools' challenges;
- **Plan Element #2:** Investment by the state to increase the cadre of effective educators (teachers and school leaders);
- **Plan Element #3:** Investment in extra resources (people, training, and programs) for identified schools and LEAs that are aligned to proven best practices during the critical design and launch of the comprehensive intervention effort;
- **Plan Element #4:** Data-driven evaluation of school improvement progress leading to diagnostic feedback that can be used to further improve the comprehensive intervention plan; and
- **Plan Element #5:** Investment in recruiting high-performing charter-management organizations (CMOs) and education-management organizations (EMOs) to Rhode Island to offer immediate options for high-quality schools to our students.

We are committed to aggressively pursuing all avenues to build excellent education options for our students. Our strategy pairs significant investment in the support of improvement efforts “inside” the traditional public school system (articulated in plan elements #1 through #4) with an investment “outside” the traditional public school system (plan element #5). We elaborate these five plan elements below.

Plan Element #1: RI Intervention Protocol. RIDE and the Board of Regents have developed a clear protocol for intervention in the state's lowest-achieving schools. We identified our lowest-achieving schools using the methodology described above and notified their LEAs. LEAs will choose a reform option and will develop a detailed School Reform Plan, based on the needs of students, for each identified persistently lowest-achieving school. The Commissioner may approve, modify, or reject these plans. *The Commissioner will approve only plans that are diagnostically designed and sufficient to result in dramatic improvements in student academic outcomes.* The plan must include a sustainability component that describes how the school will sustain improvement efforts once the benefits of the state intervention are removed. The initial five schools have already begun this process.

Once approved, School Reform Plans will be in effect for three years. If the LEA is unable or unwilling to implement one of the four reform models or fails to meet annual progress goals in the approved school reform plan, *the state has the authority and the obligation to reconstitute the school*. Unless otherwise stated by RIDE, reconstitution will mean that RIDE will take governance and management authority for the school from the LEA, and the school must be considered to be under the direct control of RIDE. RIDE may then hire a Charter Management Organization or an Education Management Organization to operate the school. The *RI Intervention Protocol* clearly defines the intervention process, expectations for LEAs, RIDE's role, and the state's authority. This clarity about respective roles will enhance the ability of all parties to move forward with improving our persistently lowest-achieving schools.

Through the *RI Intervention Protocol*, RIDE and the Board of Regents have made clear to all LEAs that the state will use its authority to intervene directly in schools if sufficient progress is not made.

Plan Element #2: Investment in effective teachers and leaders. The state will invest to enhance the cadre of effective teachers and principals in two ways:

- 1) The state will work with existing preparation programs and alternate route providers, such as The New Teacher Project (TNTP) and Teach for America (TFA), to increase the number of highly effective educators prepared to work in PLA schools (previously described in D(4)). TNTP and TFA have strong track records of success in recruiting and preparing highly qualified individuals to succeed in urban schools. These organizations will first place teachers in the PLA schools identified and then in other schools in Rhode Island, depending upon capacity and LEA demand for their services.
- 2) In partnership with RIDE and LEAs, the Academy will recruit and train the RI Turnaround Principal Corps, a pool of dynamic leaders prepared to lead dramatic improvement in low-achieving schools. We will launch the Turnaround Principals Corps during 2010-11 to lead turnaround efforts beginning in 2011-12. The Academy will develop the Turnaround Principal Corps, in partnership with RIDE and LEAs. This effort will begin with a state-wide and national search for accomplished educators who are able to lead improvement in low-achieving schools. Selection of Turnaround Principal Corps members will be based on objective criteria and

evidence-based factors. Principals will be selected specifically for redesigned leadership roles that include principals' having the increased autonomy and authority that is required by each of the intervention models. New Leaders for New Schools and the Rainwater Leadership Alliance, two organizations with a strong track record of training, placing, and supporting leaders in high-need schools, have agreed to advise Rhode Island in its development of a recruiting and selection process specifically designed to select participants based on the dispositions and skills known to be critical in turnaround leaders. LEAs will select Turnaround Principal Corps members and place them in schools identified in this grant for intervention. The number of Turnaround Principal Corps members will be greater than the number of PLA schools, and Corps members not placed in one of these schools will be eligible for hire by other high-need LEAs.

During the preparation year, principals in the Turnaround Principals Corps will be trained, build the turnaround plan for their schools, and consider the staffing needs of the school. Training will focus on instructional leadership, change management, operational leadership, and school culture. During the preparation year, Turnaround Principals will commit the largest portion of their time to working on-site in the schools they will lead the following year. They will build relationships with students, engage with staff, and create connections within and around the school community. During this time, Turnaround Corps members will have the opportunity to conduct extensive observation of the current staff, participate in the evaluation process, and plan new academic programming for the school. With this groundwork in place, Turnaround Corps members will be in a strong position to make hiring, format, and program decisions in the best interest of the school. During the preparation year, the Turnaround Principals will also dedicate time to creating a vision for the school and working on the School Reform Plan. The school reform plan will provide a detailed roadmap for the first year of comprehensive intervention work.

Plan Element #3: Investment in Extra Resources. We know, from both the national research on school turnaround and our own state-level experience, that achieving dramatic improvements in PLA schools will require significant extra resources. Thus, we will use Race to

the Top and other federal and state funds to provide an initial infusion of supports, described below, for our PLA schools:

- 1) **Structures and support for transformation:** One of our critical lessons learned in prior turnaround efforts is the importance of building LEA capacity to support the ongoing work of turnaround. RIDE will support LEAs in the design and implementation of appropriate turnaround staffing plans, working with each LEA to determine the appropriate level of support needed. For Central Falls, we envision that one or 1.5 full-time staff members will be sufficient to support the turnaround effort. Providence will require at least three to four full-time staff members. RIDE also will add a full-time staff member to its own Transformation Office, who will work closely with these LEAs to support their school turnaround work. RIDE has also included in its budget funds to hire consultants who bring very specific expertise to support capacity-building within each LEA, based on the needs identified by state staff in partnership with the LEA. In particular, LEAs will need additional expertise to build their capacity to implement effective strategies to improve instruction for English Language Learners and students with special needs.
- 2) **Personnel resources to build leadership capacity at the school level:** Each PLA school will need additional staffing and resources to successfully implement the specific elements of its School Reform Plan. Race to the Top will fund the placement of school achievement specialists in PLA schools. School achievement specialists may assist with the implementation of the educator evaluation process, provide leadership coaching for the principal, support the introduction of new instructional programs, or establishing routines that promote positive school culture. We will utilize a school leadership team with teacher leaders to catalyze the turnaround effort. RIDE will centrally manage these efforts in collaboration with the LEAs to ensure that information is shared quickly and effectively. (See Appendix E(2)-3: School Achievement Specialist Job Description.)
- 3) **Professional development resources:** Leaders and teachers in PLA schools require additional professional development to build their capacity to implement effective instructional approaches and the elements of the School Reform Plan. The summer prior to the launch of each school's reform plan, a core leadership team (selected by

the incoming principal specifically for the new school design) will undergo a four-week training designed by the Academy in partnership with an organization with proven expertise in delivering staff training to create a high-performance school culture.

Leadership teams will receive two weeks of the training focused on instructional leadership and teaching the leadership team to support the staff in using data to drive instruction. The other two weeks of the training will be for the entire education staff, including teachers. The content for the full staff training will be based on the content of the School Reform Plan and will incorporate research on the effective practices and culture of high-achieving schools. This training will help the staff build a culture of high support and high expectations for all students. Training will emphasize proactive classroom-management strategies that teachers will implement to productively address behavioral issues, increasing student time-on-task, and a system for building relationships with students and families. The relationship-building training is based upon the insight that schools *must build strong positive relationships* with students and families through proactive, positive communications so that if/when there is a need to deliver a tough message, *there is an existing relationship* that can support that message.

Both training components—classroom management and relationship building—set the stage for a cohesive system of high expectations, discipline, and support that the PLA school staff will implement together. The Academy will also provide on-site support over the course of the first year to ensure that the practices and processes required for change are implemented with fidelity. RIDE will work through the Academy and outside consultants to ensure that the design of this program is aligned with the vision outlined in this proposal and to ensure that the content is high quality, research-based, and informed by feedback from each cohort of participants.

Plan Element #4: Evaluation of school improvement progress. RIDE will monitor the progress of the reform efforts in PLA schools, provide timely feedback and support, and hold LEAs and schools accountable for results. An important additional element of our role will be to ensure that best practices are being captured and shared as they emerge. It is RIDE's intent to report on the progress and outcomes of the intervention strategies to the public on a yearly basis.

In this way public perception will begin to change and the schools will become dynamic learning environments where students, educators, and families thrive.

RIDE will engage an external partner to *conduct a non-evaluative, diagnostic assessment of every school to measure its performance against a set of research-based criteria existent in excellent schools*. The external partner will collect student achievement data, review school documents about systems and structures, interview staff and students, and observe classrooms and team meetings over two to three days. The comprehensive review will analyze the structures, systems, culture, staff quality, coherence, alignment, and capacity of the principal and leadership team based on the actions and activities the field research shows to lead to high-achieving schools. The result will help every school leadership team plan strategically. The output will be an evidence-based report on school quality, tailored priority levers for student achievement improvement, and action plans to execute on the priorities. By using an outside provider to conduct this diagnostic assessment, RIDE will ensure that the review is objective, uses best practices, and enhances the capacity of RIDE and LEA staff.

Beyond the audit of school-level systems included in our evaluation planning, RIDE will design and identify additional performance indicators informed by past successful efforts. New Leaders for New Schools (NLNS) has authorized RIDE to use its School Improvement Evaluation Rubric. NLNS spent many years developing its rubric and studying the principal actions and the school progress that need to happen at each stage of school improvement. This rubric is calibrated to actual school improvement outputs and outcomes, so it can be realistically used to assess whether the conditions for success are being built—before the results in student achievement can be seen.

As an LEA develops the School Reform Plan for a low-achieving school, it must engage in extensive community outreach to affected students, families, institutions of higher education, community leaders, and organizations. Under the *RI Intervention Protocol*, the plan must include “ongoing mechanisms for meaningful and periodic family and community engagement.” The LEA must demonstrate that constituents have been involved in the plan development and that the LEA has identified measures for continued community involvement and established metrics for assessing these connections. Current tools available to LEAs include the School Accountability for Learning and Teaching Survey and the Special Education Parent Survey.

Due to Rhode Island’s small size, RIDE, working with its LEAs, will be able to track and support each turnaround effort individually. The Office of Transformation will design an information collection process that will gather relevant implementation evidence, student and educator performance data, results of the school evaluation report, and other key data points. The Transformation Office will remain in close contact with designated contacts in each LEA in order to be fully cognizant of the progress of each individual effort. The Transformation Office will also conduct frequent convening of all schools undergoing intervention to study their outcome data and progress. The Transformation Office will analyze and synthesize incoming information and share promising practices with LEAs and schools in need of improvement (both those identified by the state as persistently low-achieving and additional schools that are under-performing).

Plan Element #5: Invest in start-up operating grants to recruit and expand high-performing charter schools (current expansions and those new to Rhode Island), CMOs, and EMOs. The BEP places a heavy responsibility upon the LEA to hold its schools accountable for continuous improvement of instructional and support systems that advance equity and students’ access to opportunities for high achievement. Both in Rhode Island and nationally, there are excellent charter schools, CMOs, and EMOs with proven track records of producing outstanding student academic outcomes. We will engage such organizations to strengthen our charter school offerings and close inequitable gaps in performance and achievement, especially those gaps correlated with poverty, gender, disability, and language background among our varied groups of students.

We expect to broaden the use of external providers in two ways:

- 1) We will use RIDE’s authority to approve new charter schools to recruit to Rhode Island charter providers with proven track records in other states.
- 2) We will utilize RIDE’s authority (as set forth in the *RI Intervention Protocol*) to use the “restart” model of school reform to turn control of a low performing school over to a high-performing CMO or EMO.

In Rhode Island, a restart model is one in which an LEA converts a school or closes and reopens a school under one of the following mechanisms: (1) a regional collaborative organized pursuant to RIGL Chapter 16-3.1; (2) a charter school operator or CMO; (3) an EMO that has been selected through a rigorous review process; or (4) the creation of a joint Labor/Management

Compact detailing reciprocal obligations that create a new management structure with shared decision-making designed to fully address the needs of all students in the impacted school.

Rhode Island is committed to expanding our options in terms of CMO and EMO providers, and we are well-poised to do so. Legislation enacted in March 2010 allows for substantial expansion in the number of charter schools operating in the state. (See further detail in section F(2).) Rhode Island’s “Mayoral Academies” legislation has also made possible the growth of high-quality, autonomous new schools across the state via mayor-led nonprofit organizations. One such organization—the Rhode Island Mayoral Academies (RIMA)—has already been formed and is recruiting the highest-performing charter operators in the country to open new schools in Rhode Island. RIDE will work with RIMA to identify locations in the state with high concentrations of children attending failing schools and will then approve bold expansion plans for high-quality operators in those places. RIMA and other CMOs can then open new, stand-alone schools in nearby neighborhoods or, in willing LEAs, new schools that share space with under-enrolled district schools. These new schools will provide high-achieving options for students. As demonstrated by the letters of support in Appendix (F-2), several national CMOs with strong track records of closing achievement gaps in high-poverty settings are interested in opening schools in Rhode Island.

RIDE will move rapidly to recruit and select organizations to open high-performing charter schools. At least one of these schools will open by 2011. Race to the Top funds will support the start-up of two new charter schools. Our intent is that these organizations will become flagship schools for high-achieving CMOs in Rhode Island.

Evidence for (E)(2):

- The State’s historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date. (See Table E2.)

Table E2 – Rhode Island’s Plan for Supporting LEAs in Turning Around Persistently Lowest-Achieving Schools

Rhode Island’s Plan for Supporting LEAs in Turning Around Persistently Lowest-Achieving Schools			
Expected Outcomes	Activities	Timeline (Month/Year)	Responsible Party
1. School Reform Plans (SRP) approved, modified, or rejected	Review of preliminary SRP options for initial five schools	Completed	Commissioner Gist
	Submission of detailed SRPs	In progress	LEAs
	Approval, modification, or rejection	September 2010	Commissioner Gist
2. Turnaround principal Program begins	Launch national search for turnaround principals	In progress	LEAs
	Identify training provider through RFP	September 2010	RIDE – Transformation Office
	First cohort begins training	June 2011	Principals; training provider
3. Commitment to the recruitment of a specified number of teachers for 2010	Finalize agreements with TNTP and TFA	Completed (April 2010)	RIDE - Educator Quality
4. Prepare School Achievement Specialists (SAS) to support 1 st turnaround cohort	RFP to identify provider to support program	Fall 2010	RIDE Transformation
	Identify and train SAS	Fall 2010	Consultant, LEA, RIDE
	SAS begin support	June 2011	SAS
5. Proposals for new charter schools developed	Charter school grant competition	May 2010 (Submitted)	RIDE and Board of Regents

**Rhode Island’s Plan for Supporting LEAs in Turning Around
Persistently Lowest-Achieving Schools**

Expected Outcomes	Activities	Timeline (Month/Year)	Responsible Party
6. 2 new high performing charter schools open	See F(2) for activities	See F(2)	RIDE – Educator Quality
7. Schools benefit from research-based, diagnostic assessment	RFP for school assessment provider	January 2011	RIDE - Transformation office
	Diagnostic assessments begin	Spring 2011	
8. Schools benefit from educator evaluation implementation support Staff is trained for launch on turnaround effort	RFP for school leadership team training provider	Feb 2011	RIDE - Transformation
	Training content developed (culture and leadership)	July 2011	Identified provider
	Summer teacher leadership institutes conducted	Aug 2011, 2012, 2013	Identified provider and schools’ staff
9. School interventions launch	5 schools continue to implement SRPs	Sept 2011	LEAs
	3 schools implement plan	Sept 2012	LEAs
	2 schools implement plan	Sept 2013	LEAs

Table E3 - Performance Measures (E)(2)	Actual Data: Baseline	End of SY	End of SY	End of SY	End of SY
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	0	0*	5	3	2

[Optional: Enter text here to clarify or explain any of the data]
 While the 5 PLA schools initiate one of the intervention models in 2011-2012, all principals for these schools will be instated in 2010-2011 to give ample time for them to evaluate staff fairly, learn the community, design an effective improvement plan, and prepare for its implementation.

Over the last five years, RIDE has systematically intervened, through its progressive support and intervention authority, in 13 low-performing schools and 6 districts in corrective action, using a variety of strategies, including assignment of experts, support for leaders, and actual restructuring and reconstitution. Table E4 below specifies the details of these activities.

Table E4 – Historical Performance: School Turnaround

Historical Performance: School Turnaround	
<i>1. Intervention: RIDE reconstituted one (1) persistently low-achieving secondary school in a large urban district (initiated 2004).</i>	
Actions Taken	Results and Outcomes
Restructured leadership at the district level to include “lead coaches”	<ul style="list-style-type: none"> Established job-embedded professional development that influenced instructional approaches Improved instructional delivery and increased student success
Established three autonomous career-themed schools;	<ul style="list-style-type: none"> Each program fully enrolled Dramatic improvement in school climate noted in qualitative reports on school progress
Collaborated with teachers’ union to develop a criterion-based hiring system for staff;	<ul style="list-style-type: none"> Staff made up of both new and returning members Improvement in staff morale
Implemented block scheduling and weekly professional development	<ul style="list-style-type: none"> Students spent more time daily in core content areas; professional staff spent two hours per week in discussion of instructional goals, indicators of student progress/areas of concern Significant improvement English Language Arts scores Improved student attendance rates at each of the three schools
Developed connections to postsecondary institutions	<ul style="list-style-type: none"> Established programmatic focus on postsecondary college/career planning Improvement in attention to academic tasks and college/career planning – as indicated in anecdotal reports from students
Appointed a Special Master to guide the turnaround efforts	
<p>Lessons Learned: Specific measures of performance and success were not clearly established upon implementation. As a result, it was not possible to specifically identify the relationship between action steps and observed improvement outcomes. More rigorous monitoring is required to ensure accountability. The focus needed to sustain the work was not adequately created at the district level. The lack of adequate financial resources (to sustain job-embedded professional development and collaborative planning time), ongoing leadership coordination (between RIDE, the LEA, and the school) and mechanisms to ensure and strengthen buy-in from staff, the original design could not be sustained.</p>	

2. Intervention: RIDE restructured two persistently low- achieving secondary schools in a small urban district.

Actions Taken	Results and Outcomes
Created common improvement plans for two secondary schools in the same district	<ul style="list-style-type: none">• Aligned instructional practice between middle and secondary schools• Consistency of instructional program
Implemented common schedule, curricula, courses and graduation requirements in both schools	<ul style="list-style-type: none">• On-site diagnostic data for use in determining student needs, consistency of instructional delivery, and strengthening of LEA leadership capacity• At the middle school level, an increase in mathematics and English Language Arts scores for students identified in all NCLB disaggregated categories (including students with IEPs, ELLs and students eligible for free/reduced lunch; at the secondary level an increase in English language arts scores for students identified in all NCLB disaggregated categories (including students with IEPs, ELLs and students eligible for free/reduced lunch; math scores for ELLS and students with IEPs increased
Worked with secondary campus to implement proficiency assessment, curriculum alignment and leadership development	

Lessons Learned: Supporting competent district leadership contributed to school improvement. Central office resisted interventions, since they were not part of the planning process.

3. Intervention: RIDE restructured one persistently low-achieving secondary school in a small urban district.

Actions Taken	Results and Outcomes
Reconfigured campus to include a 9 th and 10 th grade academy, and three career-themed academies in grades 11 and 12.	<ul style="list-style-type: none">• Each program fully enrolled• Literacy strategies utilized to support/enhance learning in all areas – including self-contained classrooms and ESL
Negotiated block schedule and weekly professional development time;	<ul style="list-style-type: none">• Increase in English Language Arts scores in 2008 (math scores flat)• Increased attention to student literacy; incorporated literacy strategies across disciplines
Supplied resources to assist in restructuring administrative team;	<ul style="list-style-type: none">• Improved administrative presence• Administration engaged in regular classroom monitoring
Brokered partnership with postsecondary institution	<ul style="list-style-type: none">• Increasing post-secondary enrollment for students
Lessons Learned: Teachers’ response to literacy practices were positive and outcomes for students on literacy assessments showed growth. Insufficient resources provided to build central office and school leadership capacity to sustain improvements.	

4. Intervention: RIDE hired school improvement facilitators/coaches for eight middle schools.

Action Taken

RIDE coordinated, monitored, and engaged in dialogue with external facilitators who worked weekly with school principals and improvement teams to support capacity building at the school and district levels

Results and Outcomes

- Established systems for discussion and monitoring of facilitators' work
- Five of the eight schools made AYP targets for two years

Lessons Learned: Variability in the quality of facilitators and school principals has a significant effect on the ability of the principals to be effective. Weak ties to the central office undermined the overall improvement effort. Screening and training must be done carefully. Weak principals must receive concentrated, focused interventions and supports, and when they fail to improve, they must be removed. Specific performance benchmarks must be set, monitored, and evaluated to distinguish successful from unsuccessful strategies.

5. Intervention: RIDE established school-level interventions for special needs learners at one elementary school.

Action Taken	Results and Outcomes
Specified new school leadership model	<ul style="list-style-type: none"> Continual improvement of mathematics and English Language Arts scores—school made AYP last year for first time
Participated in the selection of key school and central office personnel	<ul style="list-style-type: none"> New leadership structure improved discipline and focused school-lead professional development on reading and writing
Worked with school leadership to develop, communicate, and implement school improvement plan;	<ul style="list-style-type: none"> Reading intervention programs put into place Significant reduction of self-contained classrooms; increase in inclusionary classrooms
Monitored work, sustained relation with school and central office leadership	<ul style="list-style-type: none"> Teacher evaluation process in place that can terminate tenured teachers

Lessons Learned: School and central office leadership capacity is critical for improving schools. Solid school improvement plans effectively focus school efforts and create general coherence. Within these efforts, effective use of resources is necessary to creating change. Engaging instruction lessens disciplinary issues.

6. Intervention: RIDE supported central offices in six districts to improve academic performance in identified schools.

Actions Taken	Results and Outcomes
<p>Worked with central office to implement professional development for tiered literacy and for implementing system-wide inclusionary classrooms</p>	<ul style="list-style-type: none"> • System-wide reform of special education; many fewer students are in self-contained classrooms; teachers receive adequate professional development for implementing inclusionary classrooms • Rise in scores for students with IEPs in middle and high school mathematics and English Language Arts; Rise in math and English/Language Arts scores at elementary, middle, and high school levels (except for math at high school); Rise in mathematics and English Language arts scores for students eligible for free or reduced lunch at all levels, except for high school math
<p>Supported central office as it negotiated financial crises with school committee and teachers' union</p>	<ul style="list-style-type: none"> • Teachers contract restructured with substantial concessions by union due to better communications among administration, union and school committee
<p>Worked with central office to structure and implement system-wide evaluation of schools, including visitations</p>	<ul style="list-style-type: none"> • Implementation of exemplary summer program as training/instructional model for middle and high school faculty • Strengthening of literacy intervention and support programming

Lessons Learned: RIDE can exercise considerable leverage with school committees and teachers' unions in some situations. Continuous RIDE presence, even at moderate levels, can contribute to productive relationships. Supporting central office capacity creates leverage when the central office is aligned with RIDE.

E) TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS: STEM FOCUS:

- Leverage anticipated funding from Race to the Top and through *No Child Left Inside* legislation using **Rhode Island's Environmental Literacy Plan** to strengthen the education community within struggling schools via **environmental science programs** through partnerships with informal education providers, field trips, and community groups;
- Identify and train **STEM distinguished educators** from the established networks to support reform-based educator leadership efforts such as Master Teachers and Intermediary Service Providers;
- Leverage The New Teacher Project's history of strong focus on recruitment of high-demand teachers in mathematics and science;
and
- Recruit organizations that can support the creation of a **STEM** focused, high-performing charter or in-district school as modeled by existing schools such as the New Tech Foundation, Denver School of Science and Technology, Hawaii Technology Academy, and High Tech High.

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

(i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and

(ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(F)(1)(i) THE PERCENTAGE OF TOTAL REVENUES AVAILABLE TO SUPPORT EDUCATION

Education funding is a priority in Rhode Island. According to the National Center for Education Statistics (NCES), Rhode Island’s public education system is the sixth highest-funded system in the United States, with average per-pupil spending of \$13,453 (See Appendix F(1)-1: NCES Expenditure Per Pupil). Of this, state funding accounts for \$5,423 per pupil, the 14th- highest state contribution in the United States (See Appendix F(1)-2: State Per Pupil Expenditure). Rhode Island began experiencing the effects of the severe recession in 2009, resulting in a precipitous drop in overall state revenues and an 11.9 percent decrease in the overall state budget for FY 2009. Despite this, Rhode Island increased the percentage of the state budget going to education to 33.24 percent (from 32.27 percent in FY 2008). Rhode Island’s FY 2010 budget, which sustains the total percentage of state funding for education despite continued declines in overall state revenues, demonstrates the state’s commitment to education funding (See Appendix F(1)-3: Support for Education as a Percentage of Total State Revenues).

(F)(1)(ii) THE STATE’S POLICIES THAT LEAD TO EQUITABLE FUNDING

(a) Equitable funding between high-need LEAs and other LEAs:

Rhode Island supports policies that provide equitable funding between high-need LEAs and other LEAs and has specific mechanisms to provide high-need LEAs with additional funding. *The Paul W. Crowley Rhode Island Student Investment Initiative* (R.I.G.L. 16-7.1), the landmark education reform act passed by the legislature in 1997, was designed specifically to close inequitable gaps in both funding and achievement that previously existed among LEAs and schools in Rhode Island. Under this funding system, the state distributes education funding aid to LEAs through eleven different categories. This funding formula is built on four fundamental principles that place a strong emphasis on equity: closing inequitable resource gaps among LEAs and schools; closing inequitable gaps in performance and achievement among different groups of students, especially those correlated with poverty, gender, and language background; targeting investments to improve student and school performance; and establishing a predictable method of distributing state education aid in a manner that addresses the over-reliance on the property tax to finance education.

General Aid, which accounts for 83 percent of state education aid, is the state's foundation funding. General Aid is distributed based on community wealth, using assessed property values adjusted for median family income. In addition, the state's Student Equity Investment and Targeted Aid funds, which account for 15 percent of state education aid, provide additional resources to LEAs with the greatest percentage of students living in poverty. On average, Rhode Island provides approximately \$2,850 more per pupil in state funding to the highest-need LEAs.

The Board of Regents recently approved a child-centered education funding formula that allocates state resources based on individual student needs and uses poverty and the density of poverty in an LEA as a determinant for the state share of funding. This formula is based on the Regents' *Guiding Principles for an Education Aid Foundation Formula* that set the framework for how a foundation formula for education aid should be constructed and noted that the formula should apply equitably to all LEAs and allow funding to follow the student (See Appendix F(1)-4: Guiding Principles). The proposed formula has three key components: 1.) a core instruction amount that adequately funds student instructional needs as described in the Basic Education Program (BEP); 2.) a student success factor that provides additional funding to support student needs beyond the core instruction amount, with the ultimate goal of closing student achievement gaps; and 3.) a state share ratio that considers a district's revenue-generating capacity, taking into account property values, median family income, and the poverty concentration of at-risk students. Therefore, wealthier LEAs receive a smaller portion of state funds while poorer school districts receive more state support. This formula is based on empirical data and research methodologies employed by 22 states.

At the request of the Board of Regents, RIDE submitted draft legislation to legislative leaders in March 2010. Commissioner Gist presented RIDE's proposal at an unprecedented joint caucus between members of the House of Representatives and the Senate on March 4, 2010, during which the funding formula received strong support. Senate President M. Teresa Paiva Weed stated, "The uniqueness of a joint caucus of the House and Senate demonstrates the commitment of both [House] Speaker Gordon Fox and myself to a funding formula." House Speaker Gordon Fox has pledged action on a "fair and equitable education funding formula" in 2010.

House Finance Chair Steven Costantino introduced our education funding formula legislation on May 5, 2010, and held a hearing in House Finance on May 13, 2010. Senate Education Chair Hanna Gallo introduced similar legislation on May 18, 2010, which was discussed at a hearing on that same day. The General Assembly leadership is committed to voting on the funding formula legislation in June 2010.

(b) Within LEAs, between high-poverty schools and other schools:

The Board of Regents and the Commissioner of Education have statutory authority to direct funding to support LEAs that have the persistently lowest-achieving schools through the progressive support and intervention strategies. RIDE establishes a district negotiated agreement that includes strategies for school improvement, including fiscal and human resource oversight, to ensure adequate resources to fund the BEP and to close student achievement gaps. RIDE can exercise progressive levels of control over the schools that do not improve and over the related LEA budgets, programs, and personnel. The Regents can assess the LEAs' capacity and may recommend the provision for additional LEA, municipal, or state resources.

Further, to support current and future policies, the new *Uniform Chart of Accounts* that the state has adopted will make LEA investments more transparent, enabling state officials, LEA leaders, parents, and the public to better see patterns of funding across different schools, monitor whether or not LEAs are actually satisfying BEP requirements for an equitable distribution of resources, and correct any policies and practices that systematically lead to disparities between high- and low-poverty schools.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same. (In Narrative and Appendices (F)(1)1-3, referenced in narrative)

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

(i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(iii) The State’s charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State’s success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

The Commissioner and Board of Regents have committed to grow the number of high-performing charters and other innovative schools as a key element of the *RIDE Strategic Plan* to transform public education. Charters and other innovative schools play several important roles in advancing the *RIDE Strategic Plan*:

- modeling and incubating innovative practices (especially for teacher and leader recruitment, selection, compensation, and evaluation) that can be adopted by schools and LEAs across the state;
- attracting and developing highly-effective teachers and leaders to serve both charters and traditional schools;
- providing options for low-income students; and
- playing an important role in the state's strategy to turn around low-achieving schools (see E(2)).

The Rhode Island legislature, with support from the Governor, Commissioner, and Board of Regents, has moved aggressively to open the doors to innovation and independent governance in its schools. On March 16, 2010, Governor Carcieri signed Public Law No. 2010-0003, which strengthened Rhode Island statutes to stimulate new, high-performing charter schools in Rhode Island (See Appendix F(2)-1- Public Law 2010-003). This legislation eliminated the cap on the number of students that may be served in charter schools and raised the cap on the number of charter schools that may be created statewide. This new legislation comes on the heels of innovative and bold legislation in 2008 that created Mayoral Academies, a new category of charter schools in Rhode Island.

As a result of recent legislation, Rhode Island now has one of the nation's fairest charter funding formulas, strong and improving charter school authorizing policies (including policies for school oversight and closure), and strong state and local leadership. These conditions will enable high-performing charter schools and other innovative governance models to play a key role in supporting the *RIDE Strategic Plan* to transform our entire education system.

Recent statutory changes and strong support from the Commissioner, the Board of Regents, the Governor, and state legislative leaders—despite political opposition—have created

a dramatically more hospitable and supportive climate for charter schools in Rhode Island, making Rhode Island attractive to high-quality charter school operators. RIDE is already in conversations with some of the nation's highest performing charter school networks to bring them to Rhode Island.

F(2)(i) Rhode Island's current charter law and policies do not prohibit or effectively inhibit the growth of high-performing charter schools.

Thirteen charter schools currently operate in Rhode Island, including five K-8 schools, four high schools, one middle school, and three K-12 schools. These schools are located in seven communities across the state, with concentrations of charter schools in the urban, high-need communities of Providence, Pawtucket, Woonsocket, and Central Falls.

State law and policy allow significant growth in the charter sector by imposing minimal limitations on expansion, allowing schools to open anywhere and serve any student, and empowering mayors to be an engine for expansion of high-quality chartering. Between 2005 and 2009, Rhode Island did not open any new charter schools, due to a legislative moratorium. In 2009-10, the legislature allowed the moratorium to expire and began appropriating funds for charter school expansion. Two new schools opened in 2009-10. The Board of Regents has granted preliminary approval to two new charter schools and is currently reviewing two additional charter applications. Conditions in Rhode Island are favorable for substantial future growth of the charter sector.

Minimal statutory and regulatory limits on expansion. Public Law No. 2010-0003, signed into law on March 16, 2010, completely eliminated caps on the number of charter school students and raised the limit on the number of charter schools that may be created in Rhode Island to 35—a large number for a state as small as Rhode Island, which currently has only 308 public schools. Further, state law *allows multiple charter school campuses to be operated under a single charter*. Thus, a Charter Management Organization (CMO) can use a single charter to operate multiple campuses. For example, Rhode Island Mayoral Academies (RIMA) received a single charter in 2009 to operate a network of mayor-sponsored charter schools, beginning with a single elementary campus. The increase in the number of charter schools that may be opened and the ability to operate multiple campuses under a single charter will permit *virtually unfettered growth of high-performing charter schools in Rhode Island*. The 35 charter schools permitted

under current law would make up more than 10 percent of the total number of public schools in the state; if each charter-holder operated two to three campuses, the charter sector share could easily grow—under current law—to 20 to 30 percent of all Rhode Island schools, with no limit on the number of students served.

Complete freedom to choose location and serve all students. Unlike some states that limit where charter schools can open and which students they can serve, Rhode Island imposes no limits on the location of charter schools or the areas from which they may draw their students. The 13 charter schools currently operating in Rhode Island are located in seven different towns and serve students from 32 of Rhode Island’s 36 school districts.¹

Empowering mayors to be an engine of growth. Since 2008, Rhode Island’s charter law has permitted the creation of an innovative type of charter school known as “Mayoral Academies.” Mayoral Academies are independent public charter schools with boards chaired by a mayor or group of mayors and made up of representatives from each town served. Rhode Island is unique in the nation in authorizing the creation of such charter schools. Mayoral Academies operate under a different legal structure from other charter schools in Rhode Island, and they are automatically granted freedom to establish their own policies regarding teacher retirement, compensation, and tenure.² All public charter schools, including Mayoral Academies, may request waivers from the Board of Regents of almost any statute in the state’s Education Code (RIGL, Title 16).

These favorable legal conditions and the creation of a new nonprofit organization, Rhode Island Mayoral Academies (RIMA), make Mayoral Academies a likely engine of future charter school expansion in Rhode Island. RIMA, chaired by Cumberland Mayor Dan McKee, is building a statewide network of high-performing charter schools operated by highly successful charter operators from inside and outside the state. RIMA has raised \$5 million in funding from local and national funders to expand the number of charter schools in Rhode Island and seeks to raise \$20 million over the next two years. RIMA received its first charter in 2009 for a network of schools overseen by a board that includes the mayors of Cumberland, Central Falls, Pawtucket, and Lincoln. Democracy Prep, a successful New York City-based charter school

¹ Data on number of districts of residences is based on 2008 enrollment figures.

² R.I.G.L. 16-77-11 (7)-(8)

organization, will operate these schools under a single charter, and it will ultimately serve 1,175 students in grades K-12. RIMA has already petitioned the Board of Regents to double that number to 2,350 in response to high demand for the first campus, which opened in fall 2009. The Commissioner and Board of Regents are committed to working with RIMA to open a network of high-performing charter schools in underserved communities across the state.

Under the Commissioner’s leadership, RIDE will continue to build momentum for charter schools in the state by supporting the growth of the best in-state schools and attracting to Rhode Island high-performing charter-management organizations (CMOs) from across the country.

Building In-State Capacity to Expand and Support Quality Charters. RIDE will use Race to the Top funds, as well as funds from its federal Charter School Program Grant, to build capacity and support the growth of strong charter schools currently operating in Rhode Island. This work will also support the dissemination and replication of innovative best practices from charter schools in our high-need LEAs.

RIDE has partnered with the League of Charter Schools to build the capacity of high-performing charters, especially those succeeding with high-need students. This support will provide operational and program management expertise to enable successful charter school operators to build a central office to support multiple schools. High-performing Rhode Island charter schools, such as those described below, face significant unmet demand for their services and are poised to expand and to work as partners with LEAs that serve students in high need/low income communities.

Table F1 – Examples of High-Performing Rhode Island Charter Schools ready to Perform

EXAMPLES OF HIGH-PERFORMING RHODE ISLAND CHARTER SCHOOLS READY TO PERFORM
<ul style="list-style-type: none"> The Learning Community, a charter school in Central Falls that serves students from multiple high-poverty communities, has a strong track record of success with low-income and English language learner students. The Learning Community currently has a waiting list of more than 400 students. Support from RIDE and the League of Charter Schools will enable the Learning Community to successfully expand to serve more students. The Learning Community has also created an innovative model to share and replicate its best practices in the Central Falls district by providing professional development to the district’s K-2 grade teachers. This professional development will help teachers in Central Falls, which has a substantial population of ELLs, to replicate the practices that have enabled the Learning Community to succeed with these students.

- **The International Charter School (ICS)** also has served ELL and immigrant students well and might also benefit from operational and programmatic support to grow. The mission of the ICS is to integrate the diverse languages and cultures of the communities it serves by teaching all students in two languages—in Spanish and English or in Portuguese and English—and helping children develop an appreciation of other cultures. ICS has a greater percentage of students who were proficient in reading than students in all urban charters and all urban districts at the elementary level. In mathematics, a greater percentage of ICS students were proficient than in all urban districts and all but one of the Rhode Island charters at the elementary level.

ICS' strong investment in dual language education aims to help students gain strong cross-cultural competencies, and the school is continuing to formalize ways for students to gain an understanding of themselves, their histories, and their cultures.

Attracting High-Performing National Charter Operators. RIDE will use Race to the Top and Charter School Program Grant funds to bring to Rhode Island the highest-performing charter operators from across the nation. The state already has secured commitments from several of the nation's top-performing charter school operators—Achievement First, MATCH, and School Revolution (formerly Excel)—to apply for charters and open schools in the next two years (See Appendix F(2)-2 Letters of Intent), RIDE will continue to seek out CMOs with track records of producing outstanding academic results for high-need students, especially those with a track record of producing outstanding results for special education and English language learner students.

F(2)(ii) Rhode Island has strong policies regarding charter authorizing, serving high-need students, and closing ineffective charter schools.

Legal Description of Charter Laws: Existing public schools, groups of public school personnel, public school districts, established Rhode Island nonprofits, and mayor-led nonprofits (in the case of a Mayoral Academy) may apply to establish a charter school (R.I.G.L. 16-77-3 (b)). The Board of Regents is the only charter school authorizer in Rhode Island. Before an application may be submitted to the Board of Regents, it must receive approval from either the Commissioner or the district school committee, which may request that the applicant make revisions to the charter application prior to final submission (R.I.G.L. 16-77-4(b)). The Commissioner has established stringent oversight requirements for charter school operators

(R.I.G.L. 16-77-8). Charter schools are also subject to fiscal oversight by the Auditor General (R.I.G.L. 16-77-12).

Strong Authorizing Policies: The Board of Regents has developed strong charter authorizing policies. RIDE staff thoroughly vets all charter applicants, and the Commissioner recommends to the Board of Regents for approval only those applications with a high likelihood of success. In May 2009, the Board of Regents adopted a new *Framework for Charter School Authorization Criteria (Framework)* and *Application Review Process*. This *Framework* ensures that the Board of Regents will grant a charter “only when an application demonstrates strong capacity and commitment to the operation of a high quality charter school.” The *Framework* sets forth rigorous criteria for the school concept, application content, the applicant’s capacity and long-term commitment, and the extent of community support.

The *Framework* also describes a multi-step charter application approval process, which includes review by a Charter Review Committee, a period of public comment, and a recommendation by the Commissioner for preliminary approval. Applicants who receive preliminary approval must then meet a series of robust “readiness” tests before receiving a charter, including a review that the Auditor General of their financial plans, the hiring of a competent school leader, the identification of a suitable facility, and the enrollment of a substantial portion of the school’s planned student body. RIDE is further obligated to negotiate performance contracts with newly approved or reauthorized charter schools that articulate “the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.” (See Appendix F(2)-3: BOR Approval Process and RIDE Charter Review Policy).

The Board of Regents’ authorizing process has proven rigorous in practice. The Board of Regents has approved only 13 the 37 applications it has received since the 1995 passage of the *Charter Public School Act of Rhode Island*. The Board of Regents has rejected 17 applications, nearly half of those it has received, because it found their plans were financially or programmatically unsustainable. Currently, two additional applications have received preliminary approval, and two more are currently under review.

Charter Reauthorization Process: The *Framework* also spells out the process and requirements for reauthorization of charters when their initial five-year terms expire. The Board

of Regents requires RIDE to conduct an extensive reauthorization review. The review team must include RIDE staff with expertise in assessment, finance, and school improvement, as well as staff from the Commissioner's office. The review team is required to collect and analyze a wide range of data, including state assessment results, survey data, school visit reports, financial statements, annual reports, and the school's own self-analysis, all with reference to the original charter application. The team is then charged with reviewing the school's Performance Contract to ensure that only those charter schools that meet or exceed the expected outcomes and performance measures in their Performance Contract are recommended for reauthorization. The review team's findings are then documented in a report from the Commissioner to the Board of Regents. When this process is complete, the Board of Regents decides, based on the Commissioner's recommendation, whether to reauthorize the school's charter.

Serving high-need students: To ensure that charter schools serve high-need students, the Rhode Island charter law stipulates that the Board of Regents may not authorize any charter school unless it serves “students eligible for free or reduced cost-lunch, students with limited English proficiency, and special education students in a combined percentage equal to those of the student populations enrolled in the school district as a whole.”³ Under state law, half of the state's 35 charters are reserved for schools designed to serve at-risk pupils.⁴ The *Framework* amplifies this statute by stating that, “the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.” Charter schools in Rhode Island serve a higher percentage of low-income students than the state's public schools as a whole; 49 percent of charter school students are eligible for free or reduced-price lunch, compared with 38 percent of students statewide.

Charter school accountability: RIDE has implemented an ongoing review system to ensure high levels of charter school performance. In addition to oversight that applies to all public schools, RIDE's accountability process for charter schools includes:

3 R.I.G.L. 16-77-4 (b)(10)

4 R.I.G.L. 16-77-8 (d)

- Annual reports, filed by charter schools, that cover mission, program performance, governance, and financial accountability;
- Submission of annual audited financial statements;
- Reports to the Auditor General’s Office and the Office of Municipal Affairs;
- School visits conducted by the Board of Regents; and
- Monitoring of charter school enrollment lotteries.

Most importantly, the Board of Regents now requires that all newly approved or reauthorized charter schools enter into Performance Contracts with RIDE. The Performance Contract “articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.” Beginning in 2010, RIDE will base all annual charter school performance evaluations on the Performance Contract requirements.

To ensure accountability and high-quality oversight for growing numbers of charter schools, the Commissioner has elevated the role of charter schools within RIDE and dramatically increased RIDE’s capacity to monitor comprehensive charter school performance. The Division of Accountability and Quality Assurance includes a full-time staff member focused solely on supporting and overseeing charter schools. RIDE’s Charter Schools Coordinator will consult and communicate regularly with charter school directors, including conducting multiple site visits. RIDE also has in place a detailed data system specific to charter school performance and a process for investigating public complaints and inquiries regarding charter schools. This enhanced capacity will enable RIDE to identify charter schools that consistently fall short of high-quality standards and to capture effective charter school practices that should be replicated elsewhere in the education system.

To ensure public accountability for the Board of Regents' charter authorizing activities, the Commissioner will publish an annual report detailing the student performance results achieved by existing charter schools; the numbers of new charter applications and whether they were approved, rejected, or withdrawn; and any school closures or charter renewals and the student achievement results upon which these decisions were based.

Revocation, closure and re-chartering: State law allows the Board of Regents to revoke a charter at any time if the school fails to achieve student performance targets, does not meet the terms of its charter, or falls short of applicable legal or fiscal standards (RIGL 16-77-8). To date, the state has not closed any charter school, although it has required one charter schools to change its leadership and governing board following a hearing at which the school was required to “show cause” as to why its charter should not be revoked. The strong initial authorizing process established by the Board of Regents, which ensures that the Board approves only those applications with both strong academic and financial plans is one reason for the lack of charter school closure to date. Further, the Commissioner and Board of Regents are committed to raising the bar for charter school performance in Rhode Island even higher. We will build the capacity of existing charter schools to deliver even higher levels of student performance, and we will aggressively identify charters that fall short of high expectations and either close them or “re-charter” them under new governance and management.

The Commissioner recently adopted a new, rigorous charter revocation protocol (See Appendix F(2)-4: *Protocol for Revocation or Re-Chartering of Public Charter Schools*). This protocol ensures a fair, transparent, and merit-based process that bases charter closure decisions on a thorough and rigorous review of the school's performance, especially its success or failure in improving student academic achievement. Pursuant to this protocol, the Board of Regents will

hold a hearing prior to non-renewing or revoking any charter. This combination of stringent standards, high expectations, and due process protections ensures that Rhode Island is well positioned to close low-performing schools and expand the presence of high-performing charter schools in the state. The *Protocol for Revocation or Re-Chartering of Public Schools* prioritizes the well-being of the school’s students by including an option to “re-charter” the school—by identifying new governance and management to take over its operations—so that its students can continue in the existing facility. In the case of school closure, RIDE will assist students and their families in transitioning to new schools, including charters and other schools of choice.

F(2)(iii) The State’s charter schools receive equitable funding compared to traditional public schools.

Rhode Island provides one of the most equitable funding policies for charter schools in the nation. The Rhode Island charter law guarantees each charter school 95 percent of the state and local funding a traditional public school district would receive for each student enrolled. (The remaining 5 percent is distributed to each charter student’s district of residence to pay for administrative costs.) (See Appendix F(2)-5: Narrative on Charter Funding.)⁵ The state sends federal funding directly to each charter school as if it were a district.⁶ According to the Center for Education Reform, Rhode Island provides more equitable funding for charter schools than all but five states (Idaho, Minnesota, Missouri, North Carolina, and Tennessee).⁷

5 R.I.G.L. 16-77-1-2 (a)

6 R.I.G.L. 16-77-6(e) “Federal aid received by the state shall be used to benefit students in the charter public school, if the school qualifies for the aid, as though it were a school district.”

7 http://www.edreform.com/charter_schools/funding/chart.htm

The proposed funding formula described in F(1) would further increase funding equity for charter schools by ensuring that schools that enroll a higher concentration of at-risk students will receive higher levels of state funding.

F(2)(iv) The State provides charter schools with funding for facilities.

Charter schools in Rhode Island receive substantial facilities grant funds, through a reimbursement program outlined in R.I.G.L. 16-77.1-5. The reimbursement program provides generous support for school facilities, allowing schools to receive reimbursement for facility purchasing, renovation, and maintenance. For charter schools within districts, the sponsoring school district may access state aid for facilities in the same manner as it would for a traditional public school. Both startup charter schools and Mayoral Academies are entitled to a minimum 30 percent reimbursement of school housing costs directly from the state. Charter schools that are formed within an LEA are entitled to the district share for state reimbursement, which is currently 79 percent in Providence, which has two such charters. Between 2005 and 2007, the state provided well over \$22 million in facilities reimbursements to six charter schools. In addition, charter schools in Rhode Island can obtain tax-exempt bond financing via the Rhode Island Health and Educational Building Corporation (RIHEBC). Between 2002 and 2007, RIHEBC completed five charter school bond offerings amounting to \$27 million.⁸ These charter school facilities' funding—which are far more generous than those in many other states—combined with a large number of vacant or under-utilized former parochial school facilities in the state, make it much easier for charter school operators to access and fund appropriate school facilities in Rhode Island than in many other states—another factor that will help the state attract the highest-performing national charter school operators.

The existence of Mayoral Academies further reduces the burden of locating and acquiring charter school facilities. RIMA provides ready-to-use facilities with rents based on enrollment, aiming to limit rent to five percent of the schools' per-pupil funding. The unique partnership created between the community and the charter sector in Mayoral Academies encourages mayors to use their influence over municipal resources to increase the number of high-performing

⁸ Local Initiatives Support Corporation, *2007 Charter School Facility Finance Landscape* (New York: LISC: 2007), p. 33.

charter schools. In many municipalities, the town or city may own school facilities. In this case, mayors could facilitate a charter school’s acquisition of an unused property. In other instances, mayors could help increase the number of high-performing charter schools less directly, by galvanizing the local community and local philanthropy to secure additional funding for a new charter school facility.

F(2)(v) Rhode Island law does not restrict the ability of an LEA to operate an innovative or autonomous public school.

The BEP creates new opportunities for LEAs to create innovative learning environments for students. Unlike many states that simply accredit schools, Rhode Island has chosen to regulate the quality of instruction and the delivery of a “guaranteed and viable curriculum” to every student at every grade level. The BEP codifies existing practice to provide opportunities for innovative programs of study—including the creation of autonomous public schools. LEAs have historically used this authority in many ways, such as Providence’s conversion of Hope High School into three small, autonomous high schools. The Jacqueline M. Walsh School for the Arts in Pawtucket, a high-performing Regents Commended school, is a similar example of an autonomous school created to serve high-poverty urban students.

Virtually every LEA in the state has taken advantage of R.I.G.L. Ch. 16-3.1 to create regional collaboratives, in which several school districts join together to develop innovative school programs for a variety of student populations. Working in concert, Rhode Island LEAs have created cost-effective and innovative programs and entire schools to meet the needs of students with special education needs, over-age and under-credited students, and students on long-term suspensions. Detailed below are just a few examples of innovative programs presently on-going in Rhode Island schools.

Table F2 – Additional Examples of Innovative Public Schools and Programs in Rhode Island

ADDITIONAL EXAMPLES OF INNOVATIVE PUBLIC SCHOOLS AND PROGRAMS IN RHODE ISLAND
<ul style="list-style-type: none"> • The Smithfield School District partnered with the Inner Space Center (ISC) at the University of Rhode Island (URI), the Rhode Island Network of Educational Technology (RINET), and RIDE to create a satellite of the ISC control center at Smithfield High School. The ISC at Smithfield High School allows students to participate in primary research with oceanographers around the world and supports real-time ship-to-shore scientific data

streaming and communication through telepresence. Smithfield's elementary and middle schools use the ISC at Smithfield High School as a learning resource. This partnership serves as a model for other LEAs to replicate. With strong support from the URI-ISC creator, world-famous oceanographer Dr. Robert Ballard, the Inner Space program provides hands-on learning and remote control access to underwater cameras around the globe to facilitate a standards-based oceanography curriculum—all within the four walls of an existing comprehensive high school. The ISC is used to integrate STEM subjects around the oceanography focus, and recently Smithfield High School's Technology and Design Education program was recognized by the International Technology and Engineering Education Association (ITEEA) with its Program Excellence Award. The award identifies the Smithfield High School Technology Program as one of the top 50 programs worldwide.

- The **Foster-Glocester School District** received a \$984,000 United States Department of Energy grant to create an Alternative Energy Lab at Ponagansett High School. The grant provides funding to construct a facility that houses biodiesel conversion equipment as well as fuel cell and solar panel design and engineering. This program emphasizes all aspects of STEM. Work is underway to provide access for other LEAs to tuition students to the facility to gain experience and skills in alternative energy production. Ponagansett High School has been nationally recognized prior to this grant for its work in fuel cell production. Its Fuel Cell-powered Model T Ford, designed and engineered by Ponagansett High School students was recently featured in the March 2010 issue of *Hot Rod Magazine*.
- The **Confucius Institute**, developed in partnership with Bryant University, is an example of an innovative program with global reach, allowing Rhode Island schools and their Chinese counterparts to exchange students, teachers, and new approaches to pedagogy. The Confucius Institute provides professional development training for K-12 teachers and intensive Chinese-language instruction and cultural immersion activities for middle and high school students. At present, 10 Rhode Island LEAs are involved with this initiative, and interest is high to involve more. Rhode Island is proud of several STEM-related initiatives that provide strong examples of innovation within LEAs.

The state also funds the Metropolitan Regional Career and Technological Center (The Met), a career and technical academy in Providence developed in partnership with the Big Picture Company. The Met School uses internships as a way to take theory and abstract knowledge and have students apply them to real life. For example, students learn mathematics by selling a house or physics by building a boat. This model has inspired a national network of 50 similar schools, all founded by Big Picture Learning.

Rhode Island's high schools have also implemented several innovative e-learning opportunities that enable students to access Web-based content and differentiated instructional delivery systems for credit recovery and advancement. Rhode Island high schools are currently working with a variety of providers—including Virtual High School, Virtual Learning Academy,

NovaNet, Brigham Young University, Keystone University, Plato, Vista, Skills Tutor, and Anywhere Learning—to provide these virtual learning opportunities to their students.

Rhode Island is committed to offering high-quality e-learning experiences that allow both youth and adults to prepare for and access meaningful learning for college and careers and to become members of a worldwide learning community. RIDE is coordinating with LEAs, workforce cabinet partners, business partners, institutions of higher education, and experts from the field to create a statewide plan to build a dynamic integrated virtual learning network that will advance e-learning opportunities and promote educational innovation. Rhode Island will advance its comprehensive and cohesive statewide development plan by:

- Launching a virtual learning network (a consortium of invested stakeholders who commit to improving access to rigorous, high-quality e-learning in Rhode Island) that includes coursework, training, and college e-learning and creates state-wide guidance around access and opportunity for secondary students; and
- Approving the design and implementation of a state-sponsored virtual learning high school that attends to both credit recovery and credit advancement by building access to expanded high-quality curriculum in a synchronous and asynchronous offering structure.

As an objective in the *RIDE Strategic Plan*, we are currently working to develop a statewide virtual high school. This virtual learning high school will advance on-line interactive learning and addresses individual student educational needs and interest.

Evidence for (F)(2)(i):

- A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents. (In Narrative and see Appendix F(2)-1.)
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State. (In Narrative and see Appendix F(2)-1.)
- The number and types of charter schools currently operating in the State. (In Narrative.)

Evidence for (F)(2)(ii):

- A description of the State’s approach to charter school accountability and authorization, and a description of the State’s applicable laws, statutes, regulations, or other relevant legal documents. (In Narrative and see Appendix F(2)-3, F(2)-4.)
- For each of the last five years:
 - The number of charter school applications made in the state.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other). (In Narrative.)

- The number of charter schools closed (including charter schools that were not reauthorized to operate). (In Narrative.)

Evidence for (F)(2)(iii):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents. (In Narrative and see Appendix F(2)-2.)
- A description of the State’s approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations. (In Narrative and see Appendix F(2)-5.)

Evidence for (F)(2)(iv):

- A description of the State’s applicable statutes, regulations, or other relevant legal documents. (In Narrative.)
- A description of the statewide facilities supports provided to charter schools, if any. (In Narrative.)

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools. (In Narrative.)

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- *A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.*

(F)(3) Demonstrating other significant reform conditions

Robert F. Kennedy could not have more succinctly articulated the challenges facing public education today when he said more than 40 year ago: *"Few are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence. Yet it is the one essential, vital quality for those who seek to change a world that yields most painfully to change."* Rhode Island is prepared drive forward education reform to transform the state and serve as a model for the nation. Recent polices, regulations, and executive orders are testament to our resolve and lay the groundwork for dramatic impact. Our Race to the Top proposal details a coherent and comprehensive set of policies and regulations designed to enable high-quality education reform in our schools and LEAs.

Middle and High School Redesign: Under the Secondary School Regulations promulgated by the Board of Regents in 2008, all Rhode Island secondary schools are undergoing systemic redesign to provide every student with multiple opportunities to demonstrate proficiency in six core academic areas within a personalized learning environment that focuses on literacy and numeracy. Each school has developed systems to fully align all courses and assessments across all disciplines with grade span expectations in reading, writing, oral communication, and mathematics. Every secondary school in the state has implemented a

minimum of two locally developed performance-based diploma assessments: Graduation Portfolio, Exhibition, and Comprehensive Course Assessments. All students in Rhode Island know that they are measured as fully prepared for college and career based not only on their success in courses, but also on both performance-based assessment systems and the NECAP state assessment. Every Rhode Island student in grades 6-12 has an Individual Learning Plan (ILP) to support particularized choices and options regarding their individualized course of study. ILPs are active tools that help all students develop goal-setting and decision-making skills. The Rhode Island Diploma System has been studied and acclaimed nationally for leveraging state laws and policies in support of all students being able to defend their preparedness to graduate based on performance and proficiency. In an era of high stakes testing, Rhode Island is proving by example that students can demonstrate proficiency in myriad ways and deserve the chance to do so.

Pre-K Demonstration Program: Rhode Island launched a high quality Pre-K Demonstration Program in 2009, which is now up and running in four urban communities. Work is underway to expand this program so that it can be offered to more children, especially high-need students. The Pre-K Demonstration Program will continue through 2010-11, and the National Institute for Early Education Research is evaluating the Pre-K Demonstration Program through a randomized control trial design.

PK-16 Council: In 2005, Governor Carcieri established the PK-16 Council through executive order because he saw a dearth of communication among universities, schools, the state, the business community. This executive order emphasized the state's commitment to develop a meaningful link between our K-20 system, and work is well underway. We believe that our ability to partner closely with our colleagues across the education spectrum will break down the barriers that have prevented state education agencies from determining the effectiveness of programs and reforms.

New England Secondary Schools Consortium (NESSC): In 2007, four New England states began meeting regularly to discuss high school redesign and to learn what was working in each individual state. In 2008, funded by the Gates and the Nellie Mae Education Foundations, the NESSC states began their commitment to five overarching objectives: increasing four-year, on-time graduation rates across the states; decreasing annual dropout rates; increasing the

percentage of students enrolling in two or four-year college degree programs; reducing the number of students required to take remedial courses during their first year of college; and partnering with colleagues from higher education to ensure that more students enroll in and complete a secondary degree. Rhode Island has effectively completed the work plan of Phase I and piloted several of the tools developed by NESSC: the High Leverage Policy Leverage Framework (research on existing statewide policies that leverage support for student achievement), the iWalkthrough (a Web-based data collection and analysis protocol), and Global Best Practices in Context (an internationally benchmarked self-assessment tool for secondary learning). The Phase II project will increase the use of the iWalkthrough tool to 20 percent of Rhode Island districts. This project will support our work with the Dana Center and it will increase the number of Rhode Island high schools using walkthrough protocols to assess the implementation of standards and assessment.

Expanded Learning: There has been a significant increase in the scope of expanded learning initiatives in Rhode Island, such as afterschool and summer learning programs, in the past ten years. These initiatives include RIDE's 21st Century Community Learning Centers Initiative and Child Opportunity Zones, the Providence After-School Alliance, the Full Service Community School in Providence, the Woonsocket Afterschool Coalition, and the Rhode Island Afterschool Plus Alliance. The Wallace Foundation selected Rhode Island as a model state for its programs and has invested to help bring them to scale.

thrive: The fundamental principle of the Rhode Island Coordinated School Health Program (CSHP), **thrive**, is that school success and academic achievement are built on a strong foundation of healthy students who learn in safe and caring school environments. **thrive** has been successful in effecting legislative and regulatory changes; in developing and implementing policy as well as standards-based curriculum, instruction, and assessment; and in designing and providing professional development opportunities for school administrators, policy-makers, teachers, parents, students, and community organizations.

Research Collaborative: In January 2008, Governor Carcieri created the Urban Education Task Force, a committee of 28 community, education, business, and civic leaders whose charge over an 18-month period was to formulate policy recommendations that seek to improve teaching and learning opportunities in our core urban districts. The Task Force formed

the Rhode Island Research Collaborative, a statewide partnership of research and policy analysis organizations to support state policy and research efforts. This Collaborative is strongly positioned to offer the type of research and technical support necessary to advance RIDE's already promising developments in data systems capacity. In particular, the Collaborative is prepared to provide training and capacity-building for teachers, district leaders, and community stakeholders to take full advantage of the statewide longitudinal data system outlined in this proposal. Often, turf battles across agencies serve as barriers to genuine collaboration, but the Research Collaborative is showing, by example, that in Rhode Island the whole is greater than the sum of its parts.

School Accountability for Learning and Teaching (SALT) Survey: For more than 10 years, Rhode Island has administered a perception survey to every student (grades 4-12), parent, teacher, and school administrator in the state. The survey has been nationally recognized as a valuable school improvement tool. In 2008, RIDE awarded a revised SALT survey bid to WestEd. The new survey will align with the BEP, LEA functions, the RI High School Diploma System and RIDE's new Strategic Plan. In an effort to work horizontally across state agencies and vertically into higher education and the workforce, the revised survey will include multi-stakeholder input. Moreover, the survey will be updated to reflect the 21st- century stresses (cyber bullying) and opportunities (virtual learning) facing our students.

The DataHub: RIDE is working to link student data across all state agencies. With the non-profit Providence Plan as the state data hub, RIDE has already linked its data with the Department of Health. This DataHub will help the public, governmental agencies, and the front-line, direct-service agencies understand what is working towards improving the social, emotional, and academic health of the state's children. The true test of success of the DataHub will be improved services and supports for all Rhode Island students, based on an integrated data system that not only helps state agencies look across indicators but also encourages them to work in partnership to find solutions to the stubborn problems that the data expose.

Open Indicators Consortium: RIDE has joined a national consortium dedicated to improving access to important data about communities and regions. The Open Indicators Consortium members include organizations from Greater Atlanta, Georgia; Metro Boston, Massachusetts; Columbus, Ohio; Phoenix, Arizona; Chicago, Illinois, and New Haven,

Connecticut. RIDE is the first state education agency to join as a consortium member. In its second year, the mission of the Consortium is to develop a new open source software system for the analysis and visualization of economic, social, and environmental indicators at the neighborhood, municipal, county, and regional levels. As 21st-century technologies demand that states look beyond traditional proprietary solutions and beyond state boundaries, RIDE is proving it is up to the challenge.

A Strong Climate for Reform

The initiatives, consortia, and regulations set forth above provide a representative picture of the breadth and scope of the foundation for Rhode Island’s reform agenda. Throughout our application, we have provided evidence of Rhode Island’s leadership in working collaboratively with both other states and our own LEAs to model innovative practices for others to adopt. With this track record, Rhode Island is poised to share what we learn through Race to the Top with our partners in the New England states and across the country. We will demonstrate how a strong regulatory environment supports reform.

We believe that every student in Rhode Island deserves a great school supported by excellent teachers, a strong leader, and an involved community. With that support, we know that every student can achieve at high levels and make a difference in the world as a prepared citizen. The *RIDE Strategic Plan*, outlines the hard work ahead of us as we make this vision a reality. We understand that Race to the Top will not provide a silver bullet solution; rather, it will support a comprehensive, strategic effort to build the capacity of our state, our LEAs, and our schools to advance learning for all students. Throughout the application process, Race to the Top has also given us an opportunity to clarify how the components of our *Strategic Plan*—ensuring educator excellence, accelerating all schools toward greatness, establishing world-class standards and assessments, developing user friendly data systems, and investing our resources wisely—work together to strengthen *all* schools

As we work to ensure that Rhode Island has the very best education system possible, Race to the Top can provide the essential resources to bring us closer to our goal. We envision an education system that dramatically improves our persistently struggling schools, expects more from our moderately performing schools, and pushes our high-performing schools to excellence. There is no room for complacency in this vision. Rhode Island is a microcosm of the nation, and

we can be the country’s laboratory for education reform. Our state has done the hard work of building the legal and policy frameworks for meaningful and sustainable improvements to our education system. As set forth in our Race to the Top application, we have a bold, coherent plan of action that focuses on improving the quality of instruction for every student in every school. Rhode Island stands poised to make dramatic improvement in student achievement.

Evidence for (F)(3):

- A description of the State’s other applicable key education laws, statutes, regulations, or relevant legal documents. (In Narrative)

F) GENERAL, STATE REFORM CONDITIONS CRITERIA: STEM FOCUS
<ul style="list-style-type: none"> • The Green School, an approved charter school co-sponsored by the Audubon Society of Rhode Island and the University of Rhode Island (URI), will be established on the grounds of URI’s Alton Jones Campus, in West Greenwich. The Green School will develop a culture of personal, community, and global stewardship using a curriculum centered on project-based and expeditionary learning. Its students will focus on direct experiences with environmental science and on the technology that affects the natural world. • The Inner Space Center (ISC), a \$15-million undersea exploration center at the University of Rhode Island Graduate-School Of Oceanography, uses satellite and Internet2 systems to provide Rhode Island students the opportunity for live interaction with ocean-going expeditions. Through a partnership with RIDE and the Rhode Island Network of Educational Technology (RINET) a remote unit has been established at The Inner Space Center at Smithfield High School to allow students to participate in primary research with oceanographers around the world. The Inner Space Center at Smithfield High School supports real-time ship-to-shore scientific data streaming and communication through telepresence and is a remote node for the ISC at URI. (see Appendix STEM2 – RI STEM Initiatives Inventory) • The Alternative Energy Lab at Ponagansett High School, created through a \$984, 000 United States Department of Energy grant, features a facility that houses biodiesel conversion equipment as well as fuel cell and solar panel design and engineering. All aspects of STEM are emphasized within this program and work is underway to provide access for other LEAs to tuition students to the facility to gain experience and skills in alternative energy production. Ponagansett High School has been nationally recognized prior to this grant for its work in fuel cell production and its Fuel Cell powered Model T Ford, designed and engineered by PHS students was recently featured in the March 2010 issue of <i>Hot Rod Magazine</i>. • Recruiting organizations that can support the creation of a STEM focused, high-performing charter as modeled by existing schools such as Denver School of Science and Technology, Hawaii Technology Academy, and High Tech High.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM).

Rhode Island's approach to STEM supports and enhances our reform agenda, in that it is based on the same theory of action: All students will achieve at high levels when we have an effective teacher in every classroom and an effective leader in every school *and*, for teachers and school leaders to be effective, they need consistent and effective support within a system (of policies and resources) that is based on student needs. We have defined rigorous yet attainable goals for improving student proficiency and decreasing the achievement gaps in science and mathematics by the year 2015. (See Appendix STEM1 – Project Making the Grade).

RIDE and the schools in Rhode Island enjoy a strong history of collaboration with its universities, industry partners, and informal education centers regarding innovative STEM initiatives. At present, RIDE and LEAs around the state are engaged with these partners in numerous STEM-focused initiatives that are designed to engage and to excite students and enhance teacher content knowledge and skills regarding STEM education. Many of these initiatives target our neediest LEAs and support RIDE's efforts to close achievement gaps by improving achievement for our low-income, racial/ethnic minority, and English-language learner student populations. Several of these programs, such as Girls Reaching Remarkable Levels TECH and Brown's Women in Science and Engineering, specifically target middle-and-high

school girls to encourage them to pursue STEM courses and careers. (See Appendix STEM2 – RI STEM Initiatives Inventory).

RIDE and the Board of Regents have prioritized the creation of systems, policies, and resources that support these STEM initiatives. Working with educators and experts, RIDE has developed the Rhode Island K-12 Grade Span Expectations (GSEs) in Engineering and Technology, which the Board of Regents is scheduled to adopt in July 2010. These GSEs, which complement our standards in mathematics and science, are benchmarked to the International Technology and Engineering Educators Association’s Standards for Technological Literacy. This will create the framework to drive the often-overlooked “T” and “E” of STEM into every mathematics and science classroom across the state and to support the students’ understanding of the designed world they experience every day. As a result, all students in Rhode Island will benefit from a rigorous course of study in science, technology, engineering, and mathematics by 2011-12.

RIDE will direct significant resources to ensure that all educators have a strong foundation of training and resources to effectively deliver rigorous STEM education:

- We are expanding our partnership with the Dana Center to implement a series of *Study of Standards* workshops in the summer of 2010 to ensure Rhode Island teachers understanding of the purpose, intent, rigor, and complexity of the mathematics and science standards and the technology and engineering grade-span expectations. This deep understanding of the standards will enable Rhode Island educators to identify and embrace the cross-content application of STEM subjects and to convey the interconnectedness of content in these subject areas to their students. (See B(3) for additional information.)
- The Dana Center will also work with teams from two-thirds of Rhode Island LEAs to create rigorous, aligned curriculum resources. This work will focus primarily on developing mathematics and science units of study, which we have identified as the areas where LEAs and educators most need access to high-quality curriculum resources. Following the adoption of the Engineering and Technology standards, we will support one or more LEAs to build STEM units of study through this high-quality process. Once complete, these units of study will be available to all LEAs and educators in the state through our instructional improvement system. (See B(3) for additional information.)

- To ensure aligned professional development in professional development programs offered to Rhode Island educators by Rhode Island Higher Education institutions, the Rhode Island Board of Governors for Higher Education has collaborated with RIDE in the design of the Title IIA Higher Education Partnership Grants. The grants are targeted to fund higher education faculty to provide STEM-focused professional development activities designed to enhance the subject matter knowledge of highly qualified teachers, paraprofessionals, and principals. Higher education applicants must demonstrate how their program aligns with state and, when adopted, Common Core standards as well as LEA-created curriculum. Applicants must also detail the use of participant outcomes as a measure of success. Additionally, priority is given to programs that address LEAs with significant populations of ELL, minority, and students in poverty. (See Appendix STEM3 - Title II(a) Higher Ed. Partnership Grants RFP).
- Our project-based learning pilot will provide opportunities for two LEAs to intensify the application of STEM content that is project-based, authentic, and of high interest to students of all backgrounds. The outcome of the project-based learning pilot will be captured and shared across all LEAs. (See B(3) for additional information.)
- We will train all educators in the creation and implementation of formative assessments that are authentic, embedded, and that test true understanding. A deep understanding of how to use this type of assessment on a daily basis will be a critical tool to teachers as they learn to move out from the front of the room and a lecture style to more of a facilitative, guiding role necessary to lead effective, relevant instruction in STEM subjects that is applied and engaging. (See B(3) for additional information.)
- We will also invest to support teachers in using technology and data. We will implement a user-friendly instructional improvement system that enables educators to access and use student data to drive instructional improvement, and we will provide extensive professional development to educators in the use of data analysis protocols. We are confident that these efforts will build our educators' skills in and comfort with technology and will equip them with a deeper understanding of the most effective ways to use data.

- While we invest to build the capacity of our current educators, we will also invest to ensure that the incoming teachers and principals are even better prepared to teach in the STEM fields. Rhode Island has aggressively recruited The New Teacher Project and Teach For America—two organizations well known for attracting high caliber applicants in mathematics and science. The Commissioner recently raised test-score requirements for admission to teacher-preparation programs in Rhode Island, making the entry requirements the most rigorous in the country and ensuring that the institutions that prepare the majority of our state’s teachers admit only those candidates with the skills to succeed in the demanding career of STEM education.
- In addition to its primary focus on building capacity through educator training and high quality resources, RIDE is committed to exploring opportunities to bring proven STEM school models, such as High Tech High and the Denver School of Science and Technology, to Rhode Island, adapting these approaches to our unique context. We will seek school-management organizations that can support a school re-start and charter school operators with a track record in STEM.

Rhode Island Race to the Top Phase II Budget

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Budget Part I: Summary Budget Table
(Evidence for selection criterion (A)(2)(i)(d))

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$1,554,450	\$1,601,084	\$1,649,116	\$1,698,589	\$6,503,239
2. Fringe Benefits	\$765,567	\$788,534	\$812,190	\$836,555	\$3,202,845
3. Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
4. Equipment	\$50,000	\$0	\$0	\$0	\$50,000
5. Supplies	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
6. Contractual	\$4,934,377	\$6,527,546	\$5,233,009	\$3,586,466	\$20,281,397
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$786,000	\$500,000	\$500,000	\$0	\$1,786,000
9. Total Direct Costs (lines 1-8)	\$8,126,394	\$9,453,163	\$8,230,315	\$6,157,610	\$31,967,482
10. Indirect Costs*	\$405,949	\$377,990	\$387,252	\$332,192	\$1,503,382
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$4,029,136	\$0	\$0	\$0	\$4,029,136
13. Total Costs (lines 9-12)	\$12,561,478	\$9,831,153	\$8,617,566	\$6,489,802	\$37,500,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	***LEA Funding will be disbursed for services rendered according to approved timelines in LEA work plans.***				\$37,500,000
15. Total Budget (lines 13-14)					\$75,000,000

Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.

Race to the Top Phase II

Budget Summary and Narrative

Rhode Island's bold education reforms, outlined in our strategic plan and described in this application, will require significant funding to effectively and efficiently meet the State's ambitious but attainable performance targets. Rhode Island's RTTT budget totals \$75,000,000 which includes the 50% share for participating LEAs. Rhode Island has organized its work and aligned its resources to enable the state to accelerate its reforms that will result in dramatic improvements in student achievement. The RTTT application includes 14 project budgets that were prepared using detailed cost estimates for both the state and LEA activities that support the following areas:

1. State and Local Capacity
2. Standards and Curriculum
3. Instructional Improvement Systems
4. Educator Effectiveness
5. Human Capital Development
6. School Transformation and Innovation

In addition to the RTTT funds, RIDE will leverage other funding sources of federal, state, local and private funding to build on the reforms in place and initiate the foundational components of these projects that will create additional capacity for educators, leadership, and administration at both the local and state levels.

1. State and Local Capacity

Rhode Island will be ready to immediately put the plans outlined in the RTTT application into action once the funds are awarded. The RTTT budget allows for the state and LEAs to hire highly qualified staff and nationally recognized contractors to support and implement Race to the Top initiatives. The Governor has approved an additional twenty FTEs and RIDE has issued a request for proposals (RFP) to enter into a contract with the selected vendor to assist in the implementation of the RTTT initiatives. To ensure sufficient capacity at all levels of the education system, RIDE's SEA budget includes ~\$4 million to supplement participating LEAs for whom the Title I formula may result in insufficient funding to fully implement the RTTT initiatives. The Title I formula that is used to allocate LEA funds will allow for some

participating LEAs to receive more funds than the projected amounts needed to fully implement the RTTT plans. RIDE will work with these districts to develop a scope of work that directs these funds, which total ~\$4M, towards those activities that would have the most impact in closing the achievement gap in the four reform areas. These activities are associated with criteria (A) (2) and the cost that would be covered by a RTTT award is ~\$6.5M (SEA \$6.3M and LEA \$0.2M).

2. Standards and Curriculum

Rhode Island is committed to adopting the Common Core Standards by July 1, 2010. As required by the Basic Education Program and evidenced by participation in the NECAP and Achievement Assessment consortia, Rhode Island is also committed to adopting a comprehensive standards-based curriculum system aligned to Common Core standards. Through RTTT, Rhode Island will invest in a system that will facilitate the transition to enhanced standards and assessments. This will be accomplished by building district and educator capacity to use state and local assessment data to inform decisions regarding curriculum and instruction and by providing educators with standards-aligned curriculum resources, assessment materials, and professional development to implement programs and policies based on student needs. RIDE will implement a process to ensure that all teachers and principals engage in an ongoing study of the Common Core Standards, allowing educators to understand them deeply enough to effectively align lessons, assessments, and resources to the standards. In addition to training all teachers and principals in the state in the Common Core Standards, Rhode Island will provide intensive alignment training in high need LEAs. The intent of this intensive training is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that the state will then provide to educators in all LEAs. These projects are associated with criteria (B) (1) and (B) (3) and cost of this work that would be covered by a RTTT award is ~\$9.1M (SEA \$5M and LEA \$4.1M).

3. Instructional Improvement Systems

To directly impact the day-to-day learning cycle in the classroom, Rhode Island will use RTTT funds to teach leadership teams from participating LEAs how to use tools and processes to effectively design and utilize formative assessment that is connected and embedded in the curriculum to accurately measure student learning of daily and weekly learning goals. With

access to high quality training on formative assessment, all teachers will have the skills to embed assessment within the learning activity, directly link it to the current unit of instruction, and use the information gathered to inform instructional “next steps”. In keeping with the state’s capacity-building role, RIDE will provide all LEAs in the state with high-quality interim assessments so that they can better assess students’ progress towards annual learning goals. Principals and education leaders will be trained on how to use the formative and interim assessment data, accessed through the instructional management system, to track student progress, provide support to students not making progress, and ensure that effective practices are used for diverse learners. Providing meaningful, accessible, and usable data to education stakeholders and decision-makers throughout the state is a key priority in the RIDE’s Strategic Plan.

One of RIDE’s most important state roles is to support LEA’s efforts to improve student academic achievement by giving them the data and tools necessary to track students’ progress relative to the standards and to use this information to inform instruction. Rhode Island will use RTTT funds to develop a data platform to store and provide analytics for all formative and interim assessment data. This instructional improvement system will enable educators to use data showing how their students are performing against state standards and to use this knowledge to provide students with appropriate instructional supports. The system will also enable school leaders to use data showing the differentiated strengths and needs of their teachers and use this knowledge to provide teachers with appropriate professional development, resources and assistance. Online toolkits will be created to train educators to use the system. This project is associated with criteria (B) (3), (C) (2) and (C) (3) and the cost of this work that would be covered by a RTTT award is ~\$18.1M (SEA \$7.1M and LEA \$11M).

4. Educator Effectiveness

RIDE will partner with LEA leaders, labor representatives, and nationally recognized experts to create a ground-breaking evaluation system. The Rhode Island Model will be a rigorous, transparent, and fair educator-evaluation system, which is essential to Rhode Island’s efforts to have an effective teacher in every classroom led by an effective principal in every school. RIDE is partnering with the National Center for Improvement of Educational Assessment (NCIEA) to develop student growth measures that will become the primary component (51%) in

measuring the effect of Rhode Island's teachers, principals and schools on student achievement. To enable performance-based evaluations for all core educators, assessments will be developed in math and reading for grades 2-8 to complement the New England Common Assessment Program (NECAP), and in all 16 core subject areas for high school. For literacy in grades K-2, RIDE will continue its existing partnership with Pearson Education for its highly lauded Developmental Reading Assessment (DRA). A data system will be developed to provide districts with educator value-added data from RI's data warehouse for performance evaluations. Standardized data-input requirements will also be created to collect data from district-assigned educator evaluations. RIDE will partner with participating LEAs and nationally recognized experts to design and provide ongoing support for a model version of the qualitative portion (the other 49%) of the Educator Evaluation System. Trainings will be held for all leadership teams in every school building in the state to effectively implement the new system. An effective education evaluation team will also be created to build principals' capacity in high need LEAs to effectively evaluate teachers. By 2012-13, all principals and teacher leaders using the evaluation system will have local capacity to carry this work forward effectively.

RTTT and state funds will be used to support the development of a new certification system during the 2010-2011 school year and to put it in effect in the 2011-12 school year. RIDE will lead a technical advisory committee that will work with a nationally recognized expert to redesign the Rhode Island certification system to incorporate evidence of effectiveness. To support this work, RIDE's educator-quality data system will be upgraded to integrate Rhode Island certification data into the data warehouse, expand data collection and reporting, and build a new portal for individuals enrolling in and completing educator-preparation programs.

Rhode Island will lead a collaborative effort to review and analyze research regarding the successful implementation of performance-based compensation systems that districts can adopt by 2015. RTTT funding will accelerate this transition by providing funding for two programs through competitive grants to districts to develop innovative approaches to compensating educators in a manner that recognizes growth and student achievement.

These projects are associated with criteria (D) (1), (D) (2) and (C) (2) and the cost of this work that would be covered by a RTTT award is ~\$18.1M (SEA \$10.5M and \$7.6M).

5. *Human Capital Development*

Rhode Island's efforts to eliminate staffing based solely on seniority; build principal capacity to hire, retain and assign effective educators; and evaluate out ineffective educators will increase the numbers of effective teachers working in math, science, special education, language instruction programs, and other hard to staff subjects, and create opportunities to replace them with effective educators. Rhode Island will invest RTTT funds to build the pool of effective teachers to fill those positions through multiple strategies. RIDE will expand its partnership with teacher-teacher.com to develop an online recruiting platform for the entire state. The state will expand its partnership with The New Teacher Project to train and certify 100 new teachers over the next four years. Teach for America (TFA), launched in Rhode Island this winter, will place an initial cohort of 30 teachers for the 2010-11 school year and will place 72 more by 2013-14 in high-need schools.

Research has documented that high-quality induction of new teachers can improve the quality of teaching, retention of new teachers, and ultimately student achievement. RTTT will allow the state to create a much more systematic, intensive, instructionally-focused and data-driven coaching program for all first year teachers across the state and a second-year of coaching for those teachers in our lowest performing schools. Rhode Island's new teacher induction model will be developed to focus on in-class coaching and will be delivered in partnership with qualified labor organizations, institutions of higher education or pre-preparation programs and other non-profit organizations.

Rhode Island believes that developing all educators as leaders is a key to retaining and growing effective educators at all levels. Rhode Island will invest RTTT funds to launch an Academy of Transformative Leadership that builds on partnerships and best practices in place statewide. The Academy will play a vital role in the Rhode Island efforts to develop effective school-leadership teams of teachers and principals who will embed best practices in schools throughout the state. The Academy of Transformative Leadership's flagship offering will be an intensive training program that will develop cohorts of new and existing principals each year for the lowest-achieving schools.

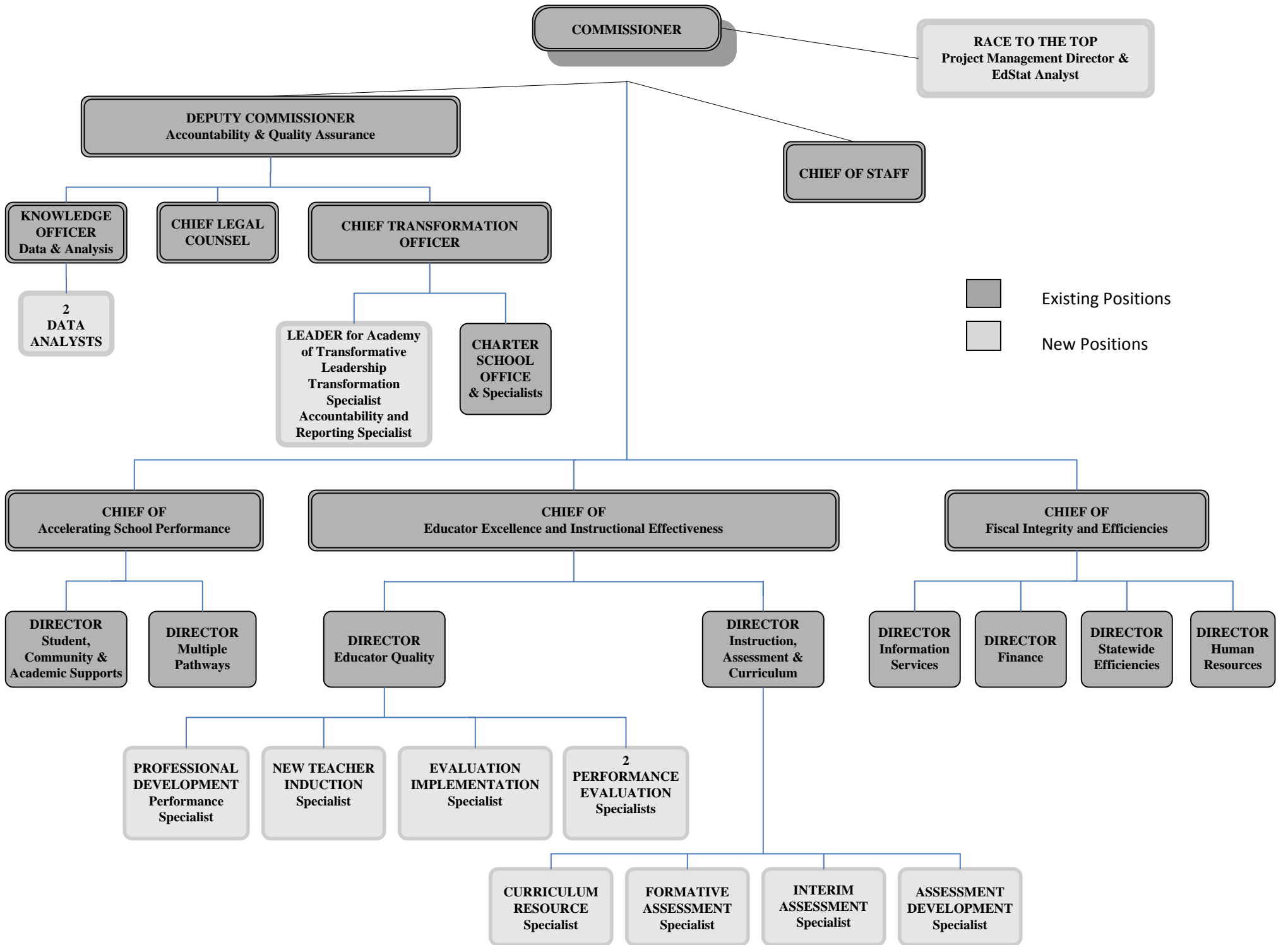
These projects are associated with criteria (D) (2), (D) (4), and (D) (5) and the cost of this work that would be covered by a RTTT award is ~\$15.8M (SEA \$4.3M and LEA \$11.5M).

6. *School Transformation and Innovation*

Rhode Island has learned that in order to positively affect student achievement in our Persistently Lowest Achieving Schools (PLAs), we must take a comprehensive school wide approach to reform, focusing on all elements that support student achievement: standards-based curriculum, instruction and assessments; data-based accountability and evaluation; improved leadership and governance; professional development targeted to individual teachers' needs; development of a culture and climate focused on student success; an expansion of external resources and supports that align with school improvement goals; ongoing parental and community involvement; and opportunities for extended learning activities. RTTT will provide each school identified as a PLA with a comprehensive package of supports including: a school achievement specialist to support implementation of the approved intervention program; an evaluation implementation specialist who will work alongside the principal to effectively evaluate and support all teachers; a rigorous, research-based diagnostic school assessment conducted by nationally recognized consultants; and high quality training for all educators on building a high-performance culture.

The Rhode Island Commissioner and Board of Regents have committed to grow the number of high-performing charters and other innovative schools as a key element of the RIDE Strategic Plan to transform public education. The RTTT budget also includes two innovation grants to actively recruit high-performing charter public schools within the state to create a more vibrant and robust charter sector in Rhode Island. We will recruit organizations that are the best in the nation at serving low-income students and closing the achievement gap.

These projects are associated with criteria (B) (3), (D) (5), (E) (2), and (F) (2) and the cost of this work that would be covered by a RTTT award is ~\$7.4M (SEA \$4.2M and LEA \$3.2M).



Existing Positions
New Positions

RTTT RIDE FTE Summary

1. State and Local Capacity

RTTT Coordinator	1.00
EdStat Analyst	1.00
Administrative Assistant (RTTT)	1.00

2. Standards and Curriculum

Curriculum Resources Specialist	1.00
Administrative Assistant (CR)	0.50 Shared w/ Assmnt. Dev AA

3. Instructional Improvement Systems

Formative Assessment Specialist	1.00
Interim Assessment Specialist	1.00
Data Analyst	1.00
Administrative Assistant (Assmnt. Dev.)	0.50 Shared w/ CR AA

4. Educator Effectiveness

Data Analyst (Eval Data System)	1.00
Performance Evaluation Specialist	2.00
Assessment Development Specialist	1.00
Evaluation Implementation Specialist	1.00

5. Human Capital Development

Director of Academy of Transformative Leadership	1.00
Administrative Assistant (ATL)	0.50 Shared w/ Transformation AA
New Teacher Induction Specialist	1.00
PD Performance Specialist	1.00
Administrative Assistant (PD Perf.)	0.50 Shared w/ Induction
Administrative Assistant (Induction)	0.50 Shared w/ PD perf.

6. School Transformation & Innovation

Transformation Specialist	1.00
Accountability and Reporting Specialist	1.00
Administrative Assistant (Transformation)	0.50 Shared w/ ATL AA

TOTAL 20.00

RTTT RIDE FTEs

1. State & Local Capacity

Race to The Top Director: The RTT Director will be hired specifically to lead the overall facilitation and implementation of the Race to the Top plans. This position will work with school districts to develop budgets and work plans, and provide support to RIDE's Office of Human Resources to recruit and hire up to 19 FTEs. He or she will also be responsible for overseeing the deployment of the EdStat performance management system.

EdStat Analyst: This position will be focused on the day- to -day operations of the agency's EdStat performance management process. This position will meet weekly with the RTTT Director and the RIDE leadership team to look at progress indicators and make decisions regarding resources allocation and deployment of staff to best support the projects.

Administrative Assistant: The Administrative assistant will provide administrative support to the RTTT Director.

2. Standards & Curriculum

Curriculum Resources Specialist: The position will be added to the RIDE Standards and Assessment staff. The Curriculum Resources Specialist will oversee the Dana Center work, the project based learning pilot, and ensure that the outputs of these initiatives are captured and shared.

Administrative Assistant (.5FTE): A new Administrative Assistant will be added to RIDE's Office of Educator Excellence and Instructional Effectiveness to support the curriculum work described in the Standards and Curriculum Budget, and the assessment work described in the Instructional Improvement System Budget.

3. Instructional Improvement Systems

a. Instructional Management System

Formative Assessment Specialist: This new position will be added to the RIDE Standards and Assessment staff. The Formative Assessment Specialist will oversee the design and delivery of the formative assessment training program. He or she will be responsible for identifying the formative assessment provider, working with the provider to design the program, improving the program each year based on feedback and outcomes, and managing the vendor to ensure the output meets expectations. By

the end of the grant this staff member will be able to continue training teachers (at a smaller scale) without the support of a contractor.

Interim Assessment Specialist: The Interim Assessment Specialist will oversee the design, creation and support of the interim assessment program. Once the contractor discontinues the creation of new assessments through this program, this staff member will be responsible for supporting the creation of additional high quality interim assessments using old interim assessment items and released items from the NECAP.

Data Analyst: RIDE will hire one Data Analyst to report to the Director of Accountability and Assessments to support the development, implementation, and ongoing support of the Instructional Management System Data Platform. The Data Analyst will devote 100% of time to this project, to work with the districts to identify data collection, reporting and analysis needs, and translate them into business requirements and act as a liaison with the vendor.

Administrative Assistant (.5 FTE): A new Administrative Assistant will be added to RIDE's Office of Educator Excellence and Instructional Effectiveness to support the assessment work described in the Instructional Management System Budget, and the curriculum work described in the Curriculum Resources budget.

b. Early Warning System - none

4. Educator Effectiveness

a. Educator Evaluation System

Data Analyst: This position will support the expanding data and analysis needs of the Educator Quality Office for the Evaluation Data System component of this initiative. The Data Analyst will identify the data collection, reporting and analysis needs of the state, and translate them into business requirements and act as a liaison with the vendor.

Performance Evaluation Specialists (2.0FTEs): These positions will report to the Chief of Educator Excellence and Instructional Effectiveness to oversee the **Student Growth Measures & RI Model Design and Support** components of this initiative. 75% of their time will be devoted to Student Growth Measures; 25%, for RI Model. Primary responsibilities include coordinating data collection, reporting and analysis needs for vendor(s); conducting best practices research to inform state decision-making; developing performance metrics and project milestones for vendor(s); and acting as a liaison between the state and vendor(s).

Assessment Development Specialist: This position will report to the Director of Instruction, Assessment & Curriculum to oversee the Assessment Development

component of the Education Evaluation System initiative. Primary duties include coordinating data collection, reporting and analysis requests for vendor; conducting best practices research to inform state decision-making; developing performance metrics and project milestones for vendors; acting as a liaison between the state and the vendor.

Evaluation Implementation Specialist: This position will report to the Director of RIDE's Office of Educator Quality and Certification to oversee the Evaluation ISP component of the Education Evaluation System Initiative. Primary responsibilities include ensuring that ISPs are supporting principals effectively, coordinating with provider and LEAs to place ISPs, working with provider to collect and report necessary data, and participating in co-development and ongoing improvement of ISP training. These responsibilities will cover 80% of this person's time; 20% will be dedicated to overseeing the Struggling Schools Evaluation Implementation component of the Struggling Schools Interventions Initiative .

b. Educator Certification and Data System Redesign - none

c. Compensation Reform - none

5. Human Capital Development

a. Alternative Certification - none

b. Academy of Transformative Leadership

Director of the Academy of Transformative Leadership: RIDE will hire a high performing former principal or superintendent to design and establish a leadership academy that will prepare and better develop current principals, aspiring principals, and leadership teams for the state's schools--with a particular emphasis on equipping strong leaders to lead the persistently lowest performing schools. This position will also be responsible for assuring that the Academy is financially sustainable after the RTT grant period is over by seeking out private and other sources of revenue. This position will report to the RIDE's Chief Transformation Officer.

Administrative Assistant (.5FTE): Will provide general administrative support for RIDE's Office of Transformation.

c. New Teacher Induction

New Teacher Induction Specialist: Responsible for the overall administration and management of the New Teacher Induction Program. In Project Year 1, will be highly trained by the nationally recognized partner selected to design and deliver the program. As the program progresses, will gradually assume more responsibility for overseeing and training mentors, coordinating the logistics of the program, and

further tailoring program curriculum for Rhode Island. By the end of Project Year 4, will be fully responsible for leadership of the program. Position will be filled by a teacher with a demonstrated record of improving student achievement, strong adult leadership and project management skills. Will report to the Director of Educator Quality and Certification.

Administrative Assistant (.5FTE): Will provide general administrative support for RIDE's Office of Educator Excellence and Instructional Effectiveness.

d. Quality Teacher PD Options

PD Performance Specialist: Primary duties include: aligning RTT PD efforts to ensure coherence, analyzing on-going trends of teacher performance data linked to PD programs, issuing and overseeing national and local RFQs for providers with track records of improving student performance results. Will report to Chief of Educator Excellence and Instructional Effectiveness.

Administrative Assistant (.5FTE): Will provide general administrative support for RIDE's Office of Educator Excellence and Instructional Effectiveness.

6. School Transformation & Innovation

a. Struggling Schools

Transformation Specialist: The Program Specialist will oversee the **SAS, School Assessment,** and **Summer Teacher Leader** programs. Will report to the Chief Transformation Officer.

Accountability and Reporting Specialist: The Accountability and Reporting Specialist will be responsible for working with LEAs with struggling schools to provide accurate and timely data on performance indicators and implementation progress, analysis and synthesis of this data to ensure that emerging best practices are captured and early warning signs are made available for response.

Administrative Assistant (.5FTE): Will provide general administrative support for RIDE's Office of Transformation. This budget reflects 50% of this position.

b. Charter Grants - none

PROJECT-LEVEL BUDGETS

State and Local Capacity Budget

Rhode Island will be ready to immediately put the plans outlined in the RTTT application into action once the funds are awarded. The RTTT budget allows for the state and LEAs to hire highly qualified staff and nationally recognized contractors to support and implement Race to the Top initiatives. The Governor has approved an additional twenty FTEs and RIDE has issued a request for proposals (RFP) to enter into a contract with the selected vendor to assist in the implementation of the RTTT initiatives. RIDE will also develop an EdStat system to enable effective internal oversight of all projects. To ensure sufficient capacity at all levels of the education system, RIDE's SEA budget includes ~\$5 million to supplement participating LEAs for whom the Title I formula may result in insufficient funding to fully implement the RTTT initiatives. The Title I formula that is used to allocate LEA funds will allow for some participating LEAs to receive more funds than the projected amounts needed to fully implement the RTTT plans. RIDE will work with these districts to develop a scope of work that directs these funds, which total ~\$4M, towards those activities that would have the most impact in closing the achievement gap in the four reform areas.

State and Local Capacity

Budget Part II: Project-Level Budget Table					
Project Name: State and Local Capacity					
Associated with Criteria: (A)(2)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$225,150	\$231,905	\$238,862	\$246,027	\$941,944
2. Fringe Benefits	\$110,886	\$114,213	\$117,639	\$121,169	\$463,907
3. Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
4. Equipment	\$7,500	\$0	\$0	\$0	\$7,500
5. Supplies	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000
6. Contractual	\$447,622	\$150,000	\$50,000	\$50,000	\$697,622
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$796,658	\$501,617	\$412,001	\$422,696	\$2,132,973
10. Indirect Costs*	\$44,126	\$45,429	\$46,771	\$48,152	\$184,478
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$4,029,136	\$0	\$0	\$0	\$4,029,136
13. Total Costs (lines 9-12)	\$4,869,921	\$547,046	\$458,772	\$470,848	\$6,346,587
<p><i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i></p>					

1) Personnel - \$941,944

The following position(s) will be created to support this project.	% FTE	Base Salary
Race To The Top Director: The RTTT Director will be hired specifically to lead the overall facilitation and implementation of the Race to the Top plans. This position will work with school districts to develop budgets and work plans, and provide support to RIDE’s Office of Human Resources to recruit and hire up to 15 FTEs. He or she will also be responsible for overseeing the deployment of the EdStat performance management system.	100%	\$94,050
Edstat Analyst: This position will be focused on the day-to-day operations of the agency's EdStat performance management process. This position will meet weekly with the RTTT Director and the RIDE leadership team to look at progress indicators and make decisions regarding resources allocation and deployment of staff to best support the projects.	100%	\$83,600
Administrative Assistant: The Administrative assistant will provide administrative support to the Transformation Office team.	100%	\$47,500

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$225,150	\$231,905	\$238,862	\$246,027	\$941,944

2) Fringe Benefits - \$463,907

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 49.25% of salary for each program staff. See *Budget Note 1 - Fringe Benefit Methodology* for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$110,886	\$114,213	\$117,639	\$121,169	\$463,907

3) Travel – \$4,000

\$500 per year for each of the EdState Analyst and the Director for in-state travel to visit LEAs and schools. This is \$0.50 per mile for 1,000 miles of driving during each year.

4) Equipment - \$7,500

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of **\$7,500** for 3FTEs.

5) Supplies - \$ 18,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of **\$18,000** for 3 FTEs.

6) Contractual - \$697,622

RTTT Implementation Consultant (1) - \$250,000

It is imperative that Race to the Top funds be used as judiciously as possible and within the scope of the application. RIDE has issue a Request for Proposals (RFP) to hire a contractor to establish fiscal and programmatic project management systems to ensure the integrity of use of Race to the Top funds. This contractor(s) will work closely with RIDE's Director of Race to the Top to ensure a rapid and high quality launch to the initiatives and strong project implementation planning. The consultant(s) will assist with the development of numerous RFPs for new initiatives, and any necessary planning to carry out this work. This team will work closely with RIDE staff to ensure that the planning is high quality and the resulting programs have high fidelity to the proposal. The Budget provides \$200,000 in year one, \$50,000 in year two for these serves.

EdStat Program (2) – \$247,622

RIDE will also hire a consultant to launch its EdStat program. The consultant will be responsible for working with RIDE to design its EdStat program, identify data and work with staff to develop short-cycle performance metrics, train executive management and support staff on the 'stat' process, basic performance analysis, and the processes for leading effective 'stat' sessions. The consultant will also work side-by-side with RIDE through the first several months of actual implementation, provide direct coaching and program adjustment support. The RTTT budget provides \$197,622 in year one \$50,000 in year two for these services. The consultant

will train the full time Edstat analyst position that will be responsible for managing the EdStat process during the last three years of the grant.

Legal Services (3) - \$200,000

RIDE currently contracts with attorneys that have extensive experience in federal and state education mandates and regulations. The budget provides for \$50,000 in each year and will access these services to support the RTTT reforms on an as needed basis.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$447,622	\$150,000	\$50,000	\$50,000	\$697,622

7) Training Stipends —No Request

8) Other —No Request

9) Total Direct Costs - \$2,132,973

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
\$796,658	\$501,617	\$412,001	\$422,696	\$2,132,973

10) Indirect Costs - \$184,478

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— \$4,029,136

To ensure sufficient capacity at all levels of the education system, RIDE’s SEA budget includes ~\$4 million to supplement participating LEAs for whom the Title I formula may result in insufficient funding to fully implement the RTTT initiatives. The total additional funding will be awarded to 32 LEAs and the amounts will range from ~\$1,700 to ~\$1.1M with an average of

~\$125,000. LEA supplemental funding will be disbursed according to approved timelines in LEA work plans for services rendered.

13) Total Costs – \$6,346,587

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$4,869,921	\$547,046	\$458,772	\$470,848	\$6,346,587

Standards and Curriculum Budget

Rhode Island is committed to adopting the Common Core Standards by July 1, 2010. To facilitate this transition, RIDE will expand its partnership with the Dana Center to offer its **Study of Standards** approach to a substantial portion of Rhode Island educators. This training will focus on empowering educators to understand the new standards deeply enough to effectively align lessons, assessments, and resources to the standards. RTTT will allow for 85% core teachers in urban districts and teams of four for non-urban districts to be trained on standards learning, curriculum, and assessment alignment during 5 days in the summer.

In addition to training all teachers and principals in the state in the Common Core Standards, RIDE will also partner with the Dana Center to provide **Intensive Curriculum Alignment** for 8 additional cohorts of LEAs or consortiums of LEAs in Math, Science, ELA, and Social Studies. The intent of this work is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that the state will then provide to educators in all LEAs. High-quality curriculum and support materials will be developed in partnership with the Dana Center to provide Rhode Island with substantive model curricula that will be available online for use and adaptation by all LEAs in the state.

Rhode Island will also use RTTT funds to offer **Project-Based Learning Pilots**. This program will offer training on project-based learning, aligned with the Common Core standards and Engineering and Technology standards, to a small group of educators in two-three participating LEAs. RIDE will competitively select the LEAs with the most coherent plan and established curriculum to fit project-based learning into the instructional program of their schools and will seek to implement the work in school settings that serve diverse populations; particularly English Language Learners. Teachers will provide specific feedback around the benefits and the challenges of implementing this type of curriculum.

The Standards and Curriculum Initiative will be overseen by RIDE's Chief of Educator Excellence and Instructional Effectiveness, and supported by the following new employees: 1 Curriculum Resources Specialist, and a .5 administrative assistant.

Standards and Curriculum Budget

Budget Part II: Project-Level Budget Table Project Name: Standards and Curriculum Associated with Criteria: (B)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$107,350	\$110,571	\$113,888	\$117,304	\$449,112
2. Fringe Benefits	\$52,870	\$54,456	\$56,090	\$57,772	\$221,188
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$3,750	\$0	\$0	\$0	\$3,750
5. Supplies	\$2,250	\$2,250	\$2,250	\$2,250	\$9,000
6. Contractual	\$301,765	\$1,676,265	\$1,260,783	\$699,863	\$3,938,676
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$286,000	\$0	\$0	\$0	\$286,000
9. Total Direct Costs (lines 1-8)	\$753,985	\$1,843,541	\$1,433,010	\$877,190	\$4,907,726
10. Indirect Costs*	\$57,942	\$21,612	\$22,252	\$22,911	\$124,717
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$811,927	\$1,865,154	\$1,455,262	\$900,100	\$5,032,443
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel – \$449,112

The following position(s) will be created to support this project.	% FTE	Base Salary
Curriculum Resources Specialist: The position will be added to the RIDE Standards and Assessment staff. The Curriculum Resources Specialist will oversee the Dana Center work, the project based learning pilot, and ensure that the outputs of these initiatives are captured and shared.	100%	\$83,600
Administrative Assistant: A new Administrative Assistant will be added to RIDE’s Office of Educator Excellence and Instructional Effectiveness to support the curriculum work described here, and the assessment work described in the Instructional Improvement System Budget. 50% of this position is covered by this budget.	50%	\$47,500

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$107,350	\$110,571	\$113,888	\$117,304	\$449,112

Substitute costs for participating teachers are also not reflected in this budget. The state assumes that LEAs will pay these costs out of their share of RTTT funds. Stipends for the 5 day study of the standards will be approximately \$750 per educator. Substitute costs are quite substantial for the intensive curriculum alignment project. This work requires approximately 600 teacher days per year for a medium-sized district and 200 teacher days per year for a small district working in collaboration with other small districts. For the Project-Based Learning Pilot, the training is for 3 days and will be for the entire staff, so the LEA will incur \$300 in substitute cost per staff member trained.

2) Fringe Benefits – \$221,188

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 49.25% of salary for each program staff. See *Budget Note 1 - Fringe Benefit Methodology* for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$52,870	\$54,456	\$56,090	\$57,772	\$221,188

3) Travel – No Request

4) Equipment – \$3,750

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of \$3,750 for 1.5 FTEs.

5) Supplies – \$9,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$9,000 for 1.5 FTEs.

6) Contractual – \$3,890,676

Study of Standards & Intensive Curriculum Alignment (1)

RIDE has a contract in place with the Dana Center, and through RTTT, it will dramatically expand. The Dana Center has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations. Its excellent track record and expertise in standards-aligned curriculum and deep professional development uniquely qualify this group to carry out this critical work.

There are two components to this work: the **Study of Standards**, and **Intensive Curriculum Alignment**.

First, during the summers of 2011 and 2012, Dana-Center-certified ISPs will train 85% of core teachers in urban districts leadership teams in non-urban districts using their Study of the Standards approach. This training will be five consecutive days in the summer in which groups of 35 educators work with trainers to understand the meaning of the standards and learn a process for ensuring that their instruction, curriculum resources, and assessments are aligned to the standards. The state will use its funds to pay for the cost of the Dana Center to deliver this training but will require LEAs to use \$100/educator from their share of the RTTT funds to offset this cost.

The second component is working deeply with a sub-set of LEAs over the course of two years to create K-12 vertically aligned scopes and sequences for core subject areas (year one of the work) and units of study (year two of the work). This work typically focuses on math and science, but is being expanded to include ELA and social studies as well. Through this project, the Dana Center will complete both scope and sequence and units of study with 8 additional LEAs or consortium of LEAs. RTTT funding will also support the final years of the first math and the second science cohorts. The following table provides an overview of this work:

	2010-11	2011-12	2012-13	2013-14	2014-15
Math1	Year 2	Year 3			
Math2	Year 1*	Year 2			
Math3		Year 1	Year 2		
Math4			Year 1	Year 2	
Science1	Year 2	Year 3			
Science2	Year 1*	Year 2			
Science3		Year 1	Year 2		
ELA1			Year 1	Year 2	
ELA2				Year 1	Year 2
SS1				Year 1	Year 2

*= funded by other sources

Because we have an existing contract with the Dana Center, we are able to provide a detailed budget summary from the vendor [See *Budget Note 3 – Dana Center*]. Notably, Dana Center Staff Salaries decrease in the 3rd and 4th project years of the 2nd document from the Dana Center. This is because Dana-Center-certified ISPs are gradually assuming more of the training work for the Intensive Curriculum Alignment project. Note too that this work will extend into 2014-2015. RTTT funds will cover this work. '14-'15 costs are rolled up into Project Year 4 costs for the Study of Standards and Intensive Curriculum Alignment Contract.

Study of Standards & Curriculum Resources Summary Table					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
Study of Standards		\$331,020	\$331,642		\$662,662
Curriculum Resources	\$301,765	\$1,297,245	\$929,141	\$970,559	\$3,498,710
TOTAL	\$301,765			\$970,559	\$4,161,372
		\$1,628,265	\$1,260,783		
LEA Offsets				\$270,696	\$270,696
TOTAL	\$301,765	\$1,628,265	\$1,260,783	\$699,863	\$3,890,676

Project Based Learning (2) – \$48,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP to identify and contract with an organization with expertise and an existing training program for teachers on Project-Based Learning for two participating schools. We will require that the training is for the entire teaching and leadership staff in the school, that it is on-site and that there is an element of follow-up for the program through which the trainers return to the school to support the implementation of the training in a targeted way.

A brief review of nationally recognized training programs in Project-Based Learning is the basis for our budget estimates. We have budgeted for a 4 day staff-wide training that includes multiple trainers and that costs \$12,000 to deliver to each of the two participating schools. There is an additional \$12,000 in the budget for experts from the training organization to provide embedded support to each of the two schools in the year following the training. Trainings will include ~50 educators/session and the LEA will pay \$100/day for substitute teacher costs. The total cost of the Project Based Learning Initiative is \$48,000.

7) Training Stipends – No Request

8) Other – \$286,000

Grants will be provided to three to four additional LEAs or consortiums of LEAs that will participate in the intensive curriculum alignment work.

9) Total Direct Costs – \$4,907,726

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$753,985	\$1,843,542	\$1,433,011	\$877,189	\$4,907,726

10) Indirect Costs – \$124,717

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs – No Request

12) Supplemental Funding for Participating LEAs – No Request

13) Total Costs – \$5,032,443

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$811,927	\$1,865,154	\$1,455,262	\$900,100	\$5,032,443

Instructional Management System Budget

To empower teachers and principals to use a broader spectrum of data to inform instructional decisions, RIDE will develop a state-wide instructional management system that will pull together all state- and locally-collected data on students' progress towards specific achievement targets aligned to the state's standards.

The following infrastructure investments will be necessary to implement this powerful tool:

- 1) **Statewide Interim Assessments:** A large set of interim assessments will be developed. These assessments will be aligned to the new common core standards and to the annual summative assessment. The interim assessment design includes multiple choice and constructed response items. The proposed design includes 3 interim assessments per year in each subject and grade level covered by this program. We propose to cover math and English Language Arts in grades 3-10 plus targeted creation of interim assessments for science and social studies (grade levels to be determined).
- 2) **High-Quality Formative Assessments:** All LEAs will have the option for teams of teachers to receive intensive training in the development and use of high quality formative assessments as part of their daily instructional cycle. These trainings will reach approximately 3,374 educators across the state: 70% of all core educators (Math, ELA, Elementary, SPED, and ESL) in RI's 11 urban districts, and all leadership teams (a principal + no more than 3 other staff members) in the non-urban districts.
- 3) **Instructional-Management Data Platform:** A data platform will be developed to store and provide analytics for all formative and interim assessment data. Online toolkits will be created to train educators to use the system.

To enable school leadership teams to take full advantage of these new tools, a **Using-Data Professional Development** Training will be offered to all 312 school leadership teams in the state. This training will focus on supporting effective use of formative and interim assessment data to improve instruction. Cohorts of 10 school leadership teams from participating LEAs will complete 5 continuous summer days of training and 3 single day workshops

throughout the school year. Trainers will also provide on-site coaching and ongoing support for leadership teams throughout the year.

The Instructional Management System Initiative will be overseen by RIDE's Chief of Educator Excellence and Instructional Effectiveness, and supported by the following new employees: a Data Analyst, an Administrative Assistant, and 2 Assessment Specialists.

Instructional Management System Budget

Budget Part II: Project-Level Budget Table					
Project Name: Instructional Management System					
Associated with Criteria: (C)(3)(i), (C)(3)(ii), (C)(3)(iii), (B)(3)(ii)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$274,550	\$282,787	\$291,270	\$300,008	\$1,148,615
2. Fringe Benefits	\$135,216	\$139,272	\$143,451	\$147,754	\$565,693
3. Travel	\$500	\$500	\$500	\$500	\$2,000
4. Equipment	\$8,750	\$0	\$0	\$0	\$8,750
5. Supplies	\$5,250	\$5,250	\$5,250	\$5,250	\$21,000
6. Contractual	\$640,000	\$1,105,287	\$1,437,177	\$1,689,254	\$4,871,719
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$1,064,266	\$1,533,096	\$1,877,648	\$2,142,766	\$6,617,776
10. Indirect Costs*	\$53,685	\$55,273	\$56,909	\$58,594	\$224,460
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9-12)	\$1,117,951	\$1,588,369	\$1,934,557	\$2,201,360	\$6,842,237
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel – \$1,148,615

The following position(s) will be created to support this project.	% FTE	Base Salary
<p><u>Formative Assessment Specialist:</u> The Formative Assessment Specialist will oversee the design and delivery of the formative assessment training program. He or she will be responsible for identifying the formative assessment provider, working with the provider to design the program, improving the program each year based on feedback and outcomes, and managing the vendor to ensure the output meets expectations. By the end of the grant this staff member will be able to continue training teachers (at a smaller scale) without the support of a contractor. Will report to the Director of Instruction, Assessment & Curriculum.</p>	100%	\$83,600
<p><u>Interim Assessment Specialist:</u> The Interim Assessment Specialist will oversee the design, creation and support of the interim assessment program. Once the contractor discontinues the creation of new assessments through this program, this staff member will be responsible for supporting the creation of additional high quality interim assessments using old interim assessment items and released items from the NECAP. Will report to the Director of Instruction, Assessment & Curriculum.</p>	100%	\$83,600
<p><u>Administrative Assistant:</u> A new Administrative Assistant will be added to the RIDE Standards and Assessment staff to support the assessment work described here, and the curriculum work described in the Study of Standards & Curriculum Resources budget. 50% of this position is covered by this budget.</p>	50%	\$47,500
<p><u>Data Analyst:</u> RIDE will hire one Data Analyst to report to the Director of Accountability and Assessments to support the development, implementation, and ongoing support of the instructional management system project. The Data Analyst will devote 100% of time to this project, to work with the districts to identify data collection, reporting and analysis needs, and translate them into business requirements and act as a liaison with the vendor.</p>	100%	\$83,600

Substitute costs for the estimated 3,374 participating teachers in the **High-Quality Formative Assessments** Training are not reflected in this budget. The state assumes that LEAs

will pay these costs out of their share of RTTT funds. As a five-day program with trainings spread across the year, each LEA will incur approximately \$500 in substitute cost per teacher trained.

Summer training stipends and substitute costs for the estimated 1,598 participating educators in the **Using-Data Professional Development** Training are also not reflected in this budget. The state assumes that LEAs will pay these costs out of their share of RTT funds. Each LEA will incur approximately \$3,900 in substitute costs and training stipends per leadership team trained.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$274,550	\$282,787	\$291,270	\$300,008	\$1,148,615

2) Fringe Benefits – \$565,693

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 49.25% of salary for each program staff. See *Budget Note 1 - Fringe Benefit Methodology* for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$135,216	\$139,272	\$143,451	\$147,754	\$565,693

3) Travel – \$2,000

In-state travel for overseeing formative assessment training program - 50 miles/week for 20 weeks @ \$0.50/mile (\$500 per project year).

4) Equipment – \$8,750

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of \$8,750 for 3.5 FTEs.

5) Supplies – \$21,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$21,000 for 3.5 FTEs.

6) Contractual – \$4,871,719

High-Quality Formative Assessments (1) – \$641,182

RIDE will partner with an assessment expert/organization to design this training program. The organization or individual must have significant expertise in standards-aligned formative assessment and in the training of teachers.

This training will reach approximately 3,374 educators across the state: 70% of all core educators (Math, ELA, Elementary, SPED, and ELL) in RI's 11 urban districts, and all leadership teams (a principal + no more than 3 other staff members) in the non-urban districts.

Our design parameters include five days of on-site training for teams of teachers who participate in the program to learn how to construct and implement high quality, standards-aligned formative assessments in their classrooms. The five one-day sessions will be spread out over the course of one year and will allow for teachers to use their new knowledge after each training, and come back with new questions and insight for the next training.

\$100,000 has been budgeted for upfront design, recruitment and training of the trainers. The contractor will deliver the trainings to approximately 1,125 teachers for 5 days each in years 2-4. Trainers will work with 16-17 groups of 20 teachers each year. Using these assumptions, we project that the contractor will need 2.34 full-time trainers at a yearly salary of \$125,000 (salary + fringe) or \$292,847/year. Participating LEAs will be asked to contribute \$100/teacher from their RTTT funds to offset design and delivery costs.

Formative Assessments Training Summary Table					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
Contract for Design and Delivery	\$100,000	\$292,847	\$292,847	\$292,847	\$978,542
Offsetting fees from LEAs	\$0	-\$112,453	-\$112,453	-\$112,453	-\$337,360
Total	\$100,000	\$180,394	\$180,394	\$180,394	\$641,182

Statewide Interim Assessments (2) – \$345,000

RIDE will partner with a nationally-recognized assessment vendor for the design and creation of the interim assessments funded by this project. The vendor must have a proven track record of creating statistically valid and reliable standards-aligned assessments. Our Standards and Assessment team estimated that to create 3 interim assessments in math or English Language Arts would cost \$100,000 per grade level. To cover grades 3-10 in both subjects will cost \$800,000 for math and \$800,000 for English Language Arts. We will fund the vendor to do this for three years, at which time we will have enough existing items and released items from the new NECAP that we will not need to pay for the creation of new interim assessment items.

RIDE will also contract with an assessment vendor for the design and creation of interim assessments in Science and Social Studies. Our team has estimated that the cost to design 3 interim assessments in these areas would be \$50,000 per grade level. We have budgeted to create these assessments in four grade levels each year, for a total of \$200,000 per year in cost to create interim assessments in Science and Social Studies. We will fund the vendor to do this for three years, at which time we will have enough existing items and released items from the new NECAP that we will not need to pay for the creation of new interim assessment items.

Because these assessments will have significant constructed response sections, we will also fund a periodic audit of local scoring practices to ensure consistent scoring across localities. This is budgeted at \$500,000 per year for years 2 - 4. After three years of this type of audit, LEAs will have sufficient local capacity to ensure consistent scoring.

With its portion of RTTT funds, the state will cover 5% of the development costs for all exams. It assumes that LEAs will pay the remaining costs via a per LEA fee through their share of RTTT funds. Fees will be assessed by each LEA's Title 1-A share.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Interim Assessment Summary Table					
	Project Year 1 (2010- 2011)	Project Year 2 (2011- 2012)	Project Year 3 (2012- 2013)	Project Year 4 (2013- 2014)	Total Cost
ELA and Math (grs. 3-10) @ 100K/ test	\$1,600,000	\$1,600,000	\$1,600,000	\$0	\$4,800,000
Science/Soc. Studies targeted	\$200,000	\$200,000	\$200,000	\$0	\$600,000
Scoring audit	\$0	\$500,000	\$500,000	\$500,000	\$1,500,000
Total	\$1,800,000	\$2,300,000	\$2,300,000	\$500,000	\$6,900,000

State Share (5%)	\$90,000	\$115,000	\$115,000	\$25,000	\$345,000
Local Share (95%)	\$1,710,000	\$2,185,000	\$2,185,000	\$475,000	\$6,555,000

Instructional Management System Data Platform (3) – \$1,698,322

RIDE will hire a vendor to build a statewide data platform that collects/integrates and provides standard/custom analytics for all local and interim assessment data, tied to the state longitudinal data warehouse. The vendor will also develop a series of online toolkits to train educators on how to use the system.

In Project Year 1, RIDE will issue an RFP, select the vendor, design the online toolkits, and begin work around design and data integration. This process will take place in parallel to the development of the state interim assessment, so that the system can be launched in parallel with the interim assessment. An estimated \$200,000 will be necessary to carry out this work.

In Project Years 2, 3, and 4, the vendor will launch the system to LEAs serving one-third of Rhode Island's approximately 140,000 students each year. Based on conversations with vendors, this will require approximately \$172,000/year for technical support, further infrastructure development, and trainings for district personnel. An annual licensing fee will also be required in these years. Based on research on existing companies providing these services, an

estimated \$7/student will be required. The state will pay half of this amount each year; participating LEAs are expected to pay the rest with their share of RTT funds.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Instructional Management Data System Summary Table					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
Design	\$200,000	\$0	\$0	\$0	\$200,000
Implementation	\$0	\$172,937	\$172,937	\$172,937	\$518,812
Licensing Fee (50% State)	\$0	\$163,170	\$326,340	\$490,000	\$979,510
Licensing Fee (50% State)	\$0	\$163,170	\$326,340	\$490,000	\$979,510
TOTAL	\$200,000	\$499,277	\$825,617	\$1,152,937	\$2,677,832
SEA Total – 50% LEA licensing fee	\$200,000	\$336,107	\$499,277	\$662,937	\$1,698,322

Using-Data Professional Development (4) – \$2,187,857

RIDE will partner with a nationally recognized vendor to design and deliver this training to all leadership teams in participating LEAs.

\$250,000 has been budgeted for co-developing the program with the chosen provider in Project Year 1.

In Project Year 2, approximately 3 trainers will deliver the program to 79 leadership teams (one principal and no more than 3 staff members). \$379,200 has been budgeted for salaries and fringe benefits (\$100,000 + \$20,000 fringe benefits). An additional 25% of personnel costs (recruitment, training, and support for the trainers and administrative costs for the organization) has been budgeted to cover additional costs associated with delivering the program. Total costs in Year 2 are \$474,000.

An additional trainer will be added in years 3 & 4, increasing capacity for the program to serve an additional 25 leadership teams per year. The additional staff member, cost-of-living adjustments (3%), and higher ongoing consulting fee increase total costs to \$642,720 in Year 3; \$821,137 in Year 4.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Using-Data PD Summary Table					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 3 (2013-2014)	Total Cost
Design	\$250,000				\$250,000
Personnel: Staff Salaries @ 100K + 20% fringe		\$379,200	\$514,176	\$656,909	\$1,550,285
Ongoing Consulting @ 25% of Personnel		\$94,800	\$128,544	\$164,227	\$387,571
TOTAL	\$250,000	\$474,000	\$642,720	\$821,137	\$2,187,857

7) Training Stipends – No Request

8) Other – No Request

9) Total Direct Costs – \$6,617,776

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$1,064,266	\$1,533,096	\$1,877,648	\$2,142,766	\$6,617,776

10) Indirect Costs – \$224,460

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs – No Request

12) Supplemental Funding for Participating LEAs – No Request

13) Total Costs – \$6,842,237

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$1,117,951	\$1,588,369	\$1,934,557	\$2,201,360	\$6,842,237

Early Warning System Budget

Rhode Island will partner with the Rhode Island Research Collaborative to develop a set of metrics to predict college readiness and post-secondary success. The Research Collaborative of Rhode Island will implement the Rhode Island Education Research Agenda referred to in ACA-12, including an Early Warning Indicators system for predicting college readiness and post-high school success. The Collaborative completed a student-level mobility study in our urban districts and analyses of RIDE's persistently lowest-achieving schools. These analyses informed development of LEA improvement plans. RTTT funding will allow the Collaborative to develop a model for predicting post-high school outcomes and incorporate high-quality longitudinal data on high school students' academic performance with the behaviors, environments, and processes that have been shown to predict post-secondary success.

Early Warning System Budget

Budget Part II: Project-Level Budget Table Project Name: Early Warning System Associated with Criteria: (C)(3)(iii) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$60,000	\$120,000	\$90,000	\$30,000	\$300,000
7. Training Stipends					\$0
8. Other					\$0
9. Total Direct Costs (lines 1-8)	\$62,000	\$122,000	\$92,000	\$32,000	\$308,000
10. Indirect Costs*	\$258	\$258	\$258	\$258	\$1,034
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9-12)	\$62,258	\$122,258	\$92,258	\$32,258	\$309,034
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

- 1) **Personnel – No Request**
- 2) **Fringe Benefits – No Request**
- 3) **Travel – \$8,000**

Two conferences per year at a \$1000 per trip.

4) Equipment – No Request

5) Supplies – No Request

6) Contractual – \$300,000

RIDE will partner with the Rhode Island Research Collaborative to develop an Early Warning System for predicting college readiness and post-high school success. The RI Research Collaborative has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations. RIDE will enter into a data-sharing agreement with the Collaborative, and develop a set of priorities and goals for the Early Warning system model.

This project will be completed over a four-year period, and the contract will cover the expenses incurred by the Collaborative, which may involve bringing on additional resources to be dedicated to this project.

The project will have four primary components of work, phased in over the four-year period: Data Analysis, Research, Indicators Development, and Model development.

7) Training Stipends – No Request

8) Other – No Request

9) Total Direct Costs – \$308,000

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$62,000	\$122,000	\$92,000	\$32,000	\$308,000

10) Indirect Costs - \$1,034

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$309,034

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
\$62,258	\$122,258	\$92,258	\$32,258	\$309,034

Educator Evaluation System Budget

With Race to the Top support, RIDE will partner with LEAs, union representatives, and nationally recognized experts to create a ground-breaking evaluation system that will be a model for the nation. The Rhode Island Model will be a rigorous, transparent, and fair educator-evaluation system, which is essential to Rhode Island's efforts to have an effective teacher in every classroom led by an effective principal in every school.

RIDE will make the following infrastructure investments to implement this crucial work:

- 1) **Student Growth Measures:** RIDE is partnering with the National Center for Improving Educational Assessment (NCEIA) to develop student growth measures that will become the primary component (51%) in measuring the effect of Rhode Island's teachers, principals and schools on student achievement.

- 2) **Assessment Development:** To enable performance-based evaluations for all core educators, assessments will be developed in math and reading for grades 2-8 to complement NECAP, and in all 16 core subject areas for high school. For literacy in grades K-2, RIDE will continue its existing partnership with Pearson Education for its highly lauded Developmental Reading Assessment (DRA).

- 3) **Evaluation Data System:** A system will be developed to provide districts with educator value-added data from RI's data warehouse for performance evaluations. Standardized data-input requirements will also be created to collect data from district-assigned educator evaluations.

- 4) **RI Model Design and Support:** RIDE will partner with participating LEAs and nationally recognized experts to design and provide ongoing support for the RI Model's qualitative portion (the other 49%) of the educator evaluation system.

To facilitate reliable implementation of the system, RIDE will work with partners to offer the following differentiated support for every school leader in the state:

- 1) **RI Model Implementation Training:** Over the life of the grant, all leadership teams in the state will be provided with 10 days of in-depth training on implementing the RI model effectively.
- 2) **Evaluation Intermediary Service Providers (ISP):** A corps of 12 evaluation ISPs will be trained to provide on-site support for principals in RI's high-need, urban LEAs.
- 3) **Struggling Schools Evaluation Implementation:** Each school identified for intervention will receive a full time person to support the robust implementation of the evaluation system. [NOTE: Details for this project are not included in the budget. See Struggling Schools Interventions Budget for further detail.]

The Educator Evaluator System Initiative will be overseen by RIDE's Chief of Educator Excellence and Instructional Effectiveness, and supported by the following new employees: 1 Data Analyst, and 4 Contract Specialists.

Educator Evaluation System Budget

Budget Part II: Project-Level Budget Table					
Project Name: Educator Evaluation System					
Associated with Criteria: (D)(2)(i), (D)(2)(ii), (D)(2)(iii)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$418,000	\$430,540	\$443,456	\$456,760	\$1,748,756
2. Fringe Benefits	\$205,865	\$212,041	\$218,402	\$224,954	\$861,262
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$12,500	\$0	\$0	\$0	\$12,500
5. Supplies	\$7,500	\$7,500	\$7,500	\$7,500	\$30,000
6. Contractual	\$2,542,000	\$1,966,004	\$1,334,004	\$363,004	\$6,205,011
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$3,185,865	\$2,616,084	\$2,003,362	\$1,052,218	\$8,857,529
10. Indirect Costs*	\$81,572	\$83,990	\$86,481	\$89,046	\$341,090
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$3,267,437	\$2,700,075	\$2,089,843	\$1,141,264	\$9,198,619
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel - \$1,678,806

The following position(s) will be created to support this project.	% FTE	Base Salary
<p>Data Analyst: This position will support the expanding data and analysis needs of the Educator Quality Office for the Evaluation Data System component of this initiative. The Data Analyst will identify the data collection, reporting and analysis needs of the state, and translate them into business requirements and act as a liaison with the vendor.</p>	100%	\$83,600
<p>Performance Evaluation Specialists: These positions will report to the Chief of Educator Excellence and Instructional Effectiveness to oversee the Student Growth Measures & RI Model Design and Support components of this initiative. 75% of their time will be devoted to Student Growth Measures; 25%, for RI Model. Primary responsibilities include coordinating data collection, reporting and analysis needs for vendor(s); conducting best practices research to inform state decision-making; developing performance metrics and project milestones for vendor(s); and acting as a liaison between the state and vendor(s).</p>	200%	\$83,600
<p>Assessment Development Specialist: This position will report to the Director of Instructions, Assessments and Curriculum to oversee the Assessment Development component of this initiative. Primary duties include coordinating data collection, reporting and analysis requests for vendor; conducting best practices research to inform state decision-making; developing performance metrics and project milestones for vendors; acting as a liaison between the state and the vendor.</p>	100%	\$83,600
<p>Evaluation ISP Specialist: This position will report to the Director of RIDE's Office of Educator Quality and Certification to oversee the Evaluation ISP component of this work. Primary responsibilities include ensuring that ISPs are supporting principals effectively, coordinating with provider and LEAs to place ISPs, working with provider to collect and report necessary data, and participating in co-development and ongoing improvement of ISP training. These responsibilities will cover 80% of this person's time; 20% will be dedicated to overseeing the Struggling Schools Evaluation Implementation component of this work [NOTE: Details for this project are not included in this budget].</p>	100%	\$83,600

An estimated 912 Teacher leaders attending the **RI Implementation Model Training** will receive a \$100 stipend for their time during summer sessions. A \$100 replacement fee for substitutes will also be necessary for teacher leaders to attend training sessions during the year. \$912,000 has been budgeted to cover stipends or replacements costs for 10 days of training. These costs, however, are not included in this budget. The state assumes that LEAs will pay these costs out of their share of RTTT funds.

Twelve (12) former educators will be hired as Evaluation ISPs to support principals. They will receive a \$300/day stipend during their 5-day initial training and \$500/day for 100 days of support/year over three years. The \$18,000 necessary for training stipends and the \$1.8 million in ISP salaries, however, are not included in this budget. The state assumes that LEAs will pay these costs out of their share of RTTT funds.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$401,280	\$413,318	\$425,718	\$438,489	\$1,678,806

2) Fringe Benefits

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 49.25% of salary for each program staff. See *Budget Note 1 - Fringe Benefit Methodology* for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$197,630	\$203,559	\$209,666	\$215,956	\$826,812

3) Travel – No Request

4) Equipment - \$12,000

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of \$12,000 for 4.8 FTEs.

5) Supplies - \$28,800

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$28,800 for 4.8 FTEs.

6) Contractual - \$6,205,011

Student Growth Measures (1) - \$600,000

RIDE will expand its partnership with the National Center for the Improvement of Educational Assessment (NCEIA) to develop a student growth measure for the Rhode Island Accountability System. NCEIA has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

The following services will be provided: development of a value-added component using NECAP ELA and math data for grades 3-8, and other standardized data as tests are developed; development of a value-added component for program evaluation of particular programs and contexts; and integration of student performance data with observation data.

The following rough estimates for the contract were provided by the Executive Director of the NCIEA. Development of the model will occur in Project Years 1 & 2. \$400,000 has been provided for the 1st year; \$200,000, the 2nd.

Assessment Development (2) - \$728,000

To enable performance-based evaluations for all core educators, assessments will be developed in all 16 core subject areas for high school, math and reading for grades 2-8 to complement NECAP, and literacy only for grades K-2.

RIDE will partner with a nationally recognized vendor to develop pre/post tests for all 16 core subject areas in Rhode Island's high schools. Based on estimates provided by leading vendors in the field, \$1.6 million or \$100K/test will be necessary to develop all 16 core-subject, high school exams. 5 tests per year will be developed in Project Years 2&3; 6 will be developed in the final year of the grant.

To supplement student achievement data provided by the NECAP, RIDE will partner with nationally-recognized vendors to develop tests for students in grades 2-8 in reading and mathematics. Based on research from leading providers, estimated development costs will be \$500,000/year over the life of the grant. Specific costs include item bank development, alignment of items to the NECAP, pre-post form development, administration material development, test form construction, and data processing.

To assess the reading proficiency of Rhode Island's 31,000 students in grades K-2, RIDE will continue its existing partnership with Pearson Education for its highly lauded Developmental Reading Assessment (DRA). Pearson Education has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations. \$500,000 has been budgeted in each year of the grant to cover the estimated costs for licensing fees, hardware, data hosting and processing, technical support, and all necessary on-line and on-site training for teachers to administer the test effectively.

With its portion of RTTT funds, the state will cover 13% of the development costs for all exams. It assumes that LEAs will pay the remaining costs via a per LEA fee through their share of RTTT funds. Fees will be assessed by each LEA's Title 1-A share.

Assessment Development Summary Table					
	Project Year 1 (2010- 2011)	Project Year 2 (2011- 2012)	Project Year 3 (2012- 2013)	Project Year 4 (2013- 2014)	Total
High School Assessments @ \$100K/test		\$500,000	\$500,000	\$600,000	\$1,600,000
NECAP Supplemental Assessments	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
DRA	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
TOTAL	\$1,000,000	\$1,500,000	\$1,500,000	\$1,600,000	\$5,600,000

State Share (13%)	\$130,000	\$195,000	\$195,000	\$208,000	\$728,000
Local Share (87%)	\$870,000	\$1,305,000	\$1,305,000	\$1,392,000	\$4,872,000

Evaluation Data System (3) - \$3,912,000

RIDE will work with nationally-recognized partners to develop a comprehensive data collection and reporting system that will provide districts with data from the state longitudinal data warehouse on educator impact on student academic growth (value added data) that will constitute at least 51 percent of each educator's evaluation, and will implement standardized data input requirements to collect data from district-assigned educator evaluations.

The contract milestones will coincide with the development of key educator effectiveness metrics that tie growth in student achievement to individual teacher effectiveness.

In Project Year 1, the consultants will design/build the system, as the growth model and data requirements for the statewide evaluation are developed by the Office of Educator Quality.

In Project Year 2, the consultants will load the system with teacher IDs and the system will be available for training and use by district/principal leadership conducting evaluations. During this year, the consultants will also be developing reports and other analytical tools to be made available to users.

In Project Year 3, the consultants will be retained for further upgrade/maintenance.

The vendor will be responsible for providing training and technical support to all districts in using the tool.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Evaluation Data System Contractual Costs Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
Business Process/Workflow	\$444,000	\$444,000	\$348,000		\$1,236,000
Design/Build Phase I data	\$1,068,000				\$1,068,000
Design/Build Phase II data		\$972,000			\$972,000
Design/Build Phase III data			\$636,000		\$636,000
TOTAL	\$1,512,000	\$1,416,000	\$984,000	\$0	\$3,912,000

RI Model Design and Support, RI Model Implementation Training, Evaluation Intermediary Service Providers (4) - \$965,011

RIDE will partner with a nationally recognized vendor with deep experience in educator evaluation systems to co-design the qualitative portion of RI’s Educator Evaluation System (the RI Model) and necessary trainings for school leaders and evaluation ISPs.

During the summer of Project Year 1, all necessary tools will be developed or adapted to validly and accurately measure the three remaining evaluation factors outside of the minimum 51% for student achievement growth. Two trainings will be co-developed with the vendor: 5 sessions over the course of the year for school leadership teams and district personnel to reliably implement the system, and a 5-day intensive training will be developed for ISPs to provide high-quality implementation support to principals. ISPs will also be recruited during this time period.

Over the course of the rest of Project Year 1, 5 days of trainings will be delivered by RIDE staff to an estimated 312 leadership teams (4 people/ team; teams may consist of teacher leaders, principals, and district personnel). ISPs will receive 5 days of continuous training. Both training courses will focus on understanding the components of the system, conducting observations, providing effective feedback, standard setting, and populating the evaluation data system. \$500,000 has been budgeted in to cover the vendor’s role in all Year 1 activities.

In Project Year 2, 3, and 4, the system will be updated to incorporate lessons learned from the field. Leadership teams will receive 5 additional days of training (3 in Year 2 and 2 in Year 3) to insure further effective implementation. \$155,004/year for Project Years 2, 3, and 4 has been budgeted to cover the costs of any necessary vendor support for additional trainings and iterative design work.

7) Training Stipends —No Request

8) Other —No Request

9) Total Direct Costs - \$8,751,428

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$3,160,110	\$2,590,081	\$1,976,588	\$1,024,649	\$8,751,428

10) Indirect Costs - \$327,447

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$9,078,875

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$3,238,420	\$2,670,712	\$2,059,609	\$1,110,134	\$9,078,875

Educator Certification Program and Data System Redesign

RIDE will lead a technical advisory committee that will work with a nationally recognized expert to redesign the Rhode Island certification system to incorporate performance measures of teacher effectiveness. The design of the new system will be done in year one of the grant and will be implemented in the 2011-12 school year.

In addition to the program redesign, RIDE will hire a consultant to upgrade the educator-quality data system to integrate Rhode Island certification data into the data warehouse; expand data collection and reporting; and build a new portal for individuals enrolling in and completing educator-preparation programs.

The educator certification program redesign will be lead by the Director of the Office of Educator Quality and supported by three additional FTEs using state funds. The technical components of this work will be managed by the Educator Quality Programmer already budgeted under the Office of Information services who will also be responsible for developing additional reports.

Educator Certification Program and Data System Redesign

Budget Part II: Project-Level Budget Table					
Project Name: Educator Certification Program and Data System Redesign					
Associated with Criteria: (D)(2), (C)(2)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$365,360	\$104,900	\$0	\$0	\$470,260
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$365,360	\$104,900	\$0	\$0	\$470,260
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$365,360	\$104,900	\$0	\$0	\$470,260
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

- 1) **Personnel – No Request**
- 2) **Fringe Benefits – No Request**
- 3) **Travel – No Request**
- 4) **Equipment – No Request**
- 5) **Supplies – No Request**
- 6) **Contractual - \$470,260**

7) Training Stipends – No Request

8) Other – No Request

Certification Program Redesign (1) - \$200,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a nationally recognized consultant with deep expertise in educator performance evaluation and extensive background in state policy to assist with the redesign of Rhode Island's Certification System. Design will take place in Project Year 1. Based on estimates provide by leaders in the field, \$200,000 has been budgeted for this purpose. The system will be rolled out the following year.

Certification Data System Redesign (2) - \$270,260

RIDE will hire a consultant to provide development services for the following: integrate the RICERT database with the state longitudinal data warehouse; expand on data collection/reporting capabilities of teacher certification data through the data warehouse; and build a portal for collecting data on individuals enrolling in and completing education preparation programs in the state.

In Project Year 1, the consultant will focus on the integration of the RICERT database to the state data warehouse, and developing the required set of analytics. The consultant will also begin to build a data collection portal to collect data on individuals completing accredited educator preparation programs in the state that can be tied to certification and student data through the data warehouse. \$165,360 has been budgeted for these activities.

In Project Year 2, the consultant will continue to build out this educator preparation data collection portal, and build additional analytics and report cards on program performance. \$104,900 has been budgeted for these activities.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

9) Total Direct Costs - \$470,260

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$365,360	\$104,900	\$0	\$0	\$470,260

10) Indirect Costs - No Request

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$470,260

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$365,360	\$104,900	\$0	\$0	\$470,260

Compensation Reform Budget

RIDE will lead a collaborative effort with LEAs to review and analyze research on the successful implementation of performance-based compensation systems. As indicated in The Board of Regents approved *Transforming Education in Rhode Island: Strategic Plan 2010-2015*, RIDE hopes that districts will be able to adopt these plans by 2015. RTTT funding will accelerate this transition by providing resources to LEAs to develop innovative approaches to compensating educators in a manner that incorporates evidence of effectiveness. RIDE will award competitive grants for two districts, consortia of districts or district-union partnerships to develop performance-based compensation systems. One award will be granted to study the replacement of step-and-lane compensation schedules with systems that base compensation on evidence of teacher effectiveness. One additional grant will be awarded to develop a system that includes whole-school rewards. With RTTT support, Rhode Island will have two viable models for districts to adopt or use as guidance for their own compensation systems.

Compensation Reform Budget

Budget Part II: Project-Level Budget Table Project Name: Compensation Reform Associated with Criteria: (D)(2)(iv) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$250,000	\$0	\$0	\$250,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$500,000	\$0	\$500,000
9. Total Direct Costs (lines 1-8)	0	\$250,000	\$500,000	0	\$750,000
10. Indirect Costs*	\$0	\$0	\$64,600	\$0	\$64,600
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$0	\$250,000	\$564,600	\$0	\$814,600
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel – No Request

2) Fringe Benefits – No Request

3) Travel – No Request

4) Equipment – No Request

5) Supplies – No Request

6) Contractual – \$250,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process for a nationally recognized partner to work with winning applicants to design compensation systems based primarily on evidence of educator effectiveness. The contractor will help these districts design robust new performance-based compensation models. Funding has been provided this purpose in Project Year 2.

7) Training Stipends – No Request

8) Other – \$500,000

This program will award \$250,000 discretionary grants for 2 districts or collaboratives of districts to adopt compensation systems that determine teacher salaries based on evidence of effectiveness. RIDE will also provide consulting support to develop such systems with winning applicants. Only those districts that commit to renegotiate collective bargaining agreements that allow for performance-based compensation will be eligible to participate in the competition. Grant awards will be issued in Project Year 3.

9) Total Direct Costs - \$750,000

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$0	\$250,000	\$500,000	\$0	\$750,000

10) Indirect Costs - \$64,600

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$814,600

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$0	\$250,000	\$564,600	\$0	\$814,600

Alternative Certification Budget

To increase the number of exemplary teaching candidates in the state—particularly in hard-to-staff subject areas—RIDE will commit RTTT funds to supporting its partnerships with alternative certification providers **The New Teacher Project (TNTP)** and **Teach for America (TFA)**.

Over the life of the grant, 100 new teachers will be trained and certified through TNTP's Rhode Island Teaching Fellows program. RTTT funding from the LEA portion of the grant will cover TNTP's operating costs in RI's four urban core districts—Providence, Pawtucket, Central Falls, and Woonsocket.

TFA is launching in Rhode Island this winter and will place an initial cohort of 30 teachers for the 2010-11 school year. By 2013-14, TFA hopes to increase its yearly presence to 72 members serving in Rhode Island's high-need schools. With RTTT funding, RIDE will support the organization's effort to establish itself in the state.

Helpful for TNTP and TFA's work and to assist all LEAs in recruiting and screening high-quality candidates, RIDE is partnering with **Teachers-Teachers.com** to develop an online recruitment platform for all LEAs.

All projects in this initiative will be overseen by existing staff in the Office of Educator Quality and Certification.

Alternative Certification Budget

Budget Part II: Project-Level Budget Table Project Name: Alternative Certification Associated with Criteria: (D)(1)(ii), (D)(3)(ii) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$31,250	\$106,250	\$68,750	\$31,250	\$237,500
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$31,250	\$106,250	\$68,750	\$31,250	\$237,500
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$31,250	\$106,250	\$68,750	\$31,250	\$237,500
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel – No Request.

This initiative will be overseen by existing staff in the Office of Educator Quality.

2) Fringe Benefits – No Request.

3) Travel – No Request.

4) Equipment – No Request.

5) Supplies – No Request.

6) Contractual - \$237,500

The New Teacher Project (TNTP) (1) - \$0

With RTTT support, RIDE will extend its partnership with TNTP to train, certify, and place 100 new teachers through The Rhode Island Teaching Fellows Program (RITF). TNTP has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

Costs include funding for Personnel, Recruitment and Selection, Program Expenses, Technology, and Professional Fees & Project Management.

Project Year One costs to certify the 2nd cohort of RITF have already been funded from other sources. Estimates for Project Years 2, 3, and 4 are based on the projected renewal costs for Cohort 2 provided by TNTP. (See Budget Appendix XX for a detailed budget summary.) Operating costs are budgeted identically in these years; however, as more new teachers complete the program and pay tuition back to TNTP, operating costs decrease slightly.

All funding for this contract will come from Providence, Pawtucket, Woonsocket, and Central Falls's share of RTTT funds. Each LEA's share of the total costs will be pro-rated by the number of new teachers expected in their respective districts.

Rhode Island Teaching Fellows Budget Summary					
Personnel	\$0	\$295,597	\$295,597	\$295,597	\$886,791
Recruitment and Selection	\$0	\$31,720	\$31,720	\$31,720	\$95,160
Program Expenses	\$0	\$134,276	\$134,276	\$134,276	\$402,828
Technology	\$0	\$18,268	\$18,268	\$18,268	\$54,804
Professional Fees & Project Management	\$0	\$453,901	\$453,901	\$453,901	\$1,361,703
Tuition Offsets	\$0	(\$210,000)	(\$228,000)	(\$244,000)	(\$682,000)
TOTAL	\$0	\$723,762	\$705,762	\$689,762	\$2,119,286

State Share (0%)	\$0	\$0	\$0	\$0	\$0
Local Share (100%)	\$0	\$723,762	\$705,762	\$689,762	\$2,119,286

Teach for America (TFA) (2) - \$125,000

To support its growth and sustainability in Rhode Island, TFA will receive a \$1.25 million share of RI's RTTT funds [See *Budget Note 2 – TFA* for further detail]. Because Providence Public School District will draw almost all of TFA's initial RI corps to teach in high-need, hard-to-staff subject areas, the state has assumed that PPSD will pay for 90% of the total costs of the program with its share of RTTT funds (\$1,125,000 or \$281,250/year). The state will assume 10% (\$125,000 or \$31,250/year) to fund TFA teachers that could be potentially placed in other LEAs around the state.

TFA has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

Teacher-Teachers.com (3) - \$112,500

RIDE will partner with Teachers-Teachers.com to develop a statewide educator recruiting platform. Teachers-Teachers.com has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

Ongoing costs will begin in Project Year 2. \$75,000/year in Project Years 2-4 is required for membership fees for 49 LEAs, website development, and technical support. Overall, the state will pay half of the \$225,000 necessary for this work. With its share of RTTT funds, the state will pay all costs in Project Year 2, 50% in Project Year 3, and 0% in Project Year 4. It assumes that LEAs will pay the remaining costs via a per LEA fee through their share of RTTT funds. Fees will be assessed by each LEA's Title 1-A share.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$0	\$75,000	\$37,500	\$0	\$112,500

7) Training Stipends – No Request

8) Other – No Request

9) Total Direct Costs – \$237,500

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$31,250	\$106,250	\$68,750	\$31,250	\$237,500

10) Indirect Costs – No Request

11) Funding for Involved LEAs – No Request

12) Supplemental Funding for Participating LEAs – No Request

13) Total Costs – \$237,500

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$31,250	\$106,250	\$68,750	\$31,250	\$237,500

Academy of Transformative Leadership Budget

Rhode Island will invest RTTT funds to launch an Academy of Transformative Leadership that builds on partnerships and best practices in place statewide. The Academy will prepare and better develop current principals, aspiring principals, and teams of leaders for the state's schools—with particular emphasis on equipping strong leaders for the turnaround school context. Accordingly, the Academy will play a vital role in the Rhode Island efforts to develop effective school-leadership teams of teachers and principals who will embed best practices in schools throughout the state.

On a fee-for-service basis to districts, the Academy will offer preparation programs for new leaders, and professional development modules for existing leaders. RIDE will hire a highly-qualified leader with a proven track record in education administration to oversee these efforts. Alongside RIDE's Chief Transformation Officer, this individual will be responsible for developing general strategy for the Academy, identifying partners to deliver the Academy's services, and ensuring that the Academy is financially self-sustaining after the grant period is over. Back office support for the Academy's offerings will be provided by one of Rhode Island's four regional collaboratives. These collaborative are uniquely designed to offer support to LEAs and have delivered numerous services to them, including professional development, transitional services for students with disabilities, and group purchasing.

The Academy's initial work will focus on two programs:

- 1) **Turnaround Principals Program:** The Academy of Transformative Leadership will partner with a nationally recognized leadership preparation provider to offer an intensive training program that will develop 12 new or existing principals for RI's persistently lowest achieving schools.
- 2) **Struggling Schools Summer Institute:** Prior to the first year of implementation for each Persistently Lowest Achieving School, the Academy will partner with national experts to offer a 4-week Summer Training to the PLA's leadership team and entire teaching staff. [Note: Details for this project are not included in this budget. See Struggling Schools Interventions Budget for further detail.]

Once these programs are launched, the Academy will work with partners to identify further leadership development needs in the state. **Additional Professional Development Modules** will be designed to support existing principals.

Academy of Transformative Leadership Budget

Budget Part II: Project-Level Budget Table					
Project Name: Academy of Transformative Leadership					
Associated with Criteria: (D)(5)(i)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$123,750	\$127,463	\$131,286	\$135,225	\$517,724
2. Fringe Benefits	\$60,947	\$62,775	\$64,659	\$66,598	\$254,979
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$3,750	\$0	\$0	\$0	\$3,750
5. Supplies	\$2,250	\$2,250	\$2,250	\$2,250	\$9,000
6. Contractual	\$75,000	\$196,200	\$355,655	\$355,655	\$982,510
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$265,697	\$388,688	\$553,850	\$559,728	\$1,767,963
10. Indirect Costs*	\$24,154	\$24,869	\$25,607	\$26,366	\$100,996
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$289,850	\$413,557	\$579,457	\$586,095	\$1,868,959
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel – \$1,148,615

The following position(s) will be created to support this project.	% FTE	Base Salary
<u>Director of the Academy of Transformative Leadership:</u> The Director will be responsible for designing and establishing the Academy and for assuring that it is financially sustainable after the RTTT grant period is over by seeking out private and other sources of revenue. This position will report to the RIDE’s Chief Transformation Officer.	100%	\$100,000
<u>Administrative Assistant:</u> A new Administrative Assistant will be added to the Office of Transformation staff to support the Academy’s work, and the Office’s other work described in the Struggling Schools Interventions budget. 50% of this position is covered by this budget.	50%	\$47,500

\$1,845,267 will be necessary to cover principal salaries (\$149,250, salary and fringe) during the residency year of the **Turnaround Principals Program**. These costs, however, are not included in this budget. The state assumes that LEAs will pay these costs out of their share of RTTT funds.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$123,750	\$127,463	\$131,286	\$135,225	\$517,724

2) Fringe Benefits – \$254,979

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 49.25% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$60,947	\$62,775	\$64,659	\$66,598	\$254,979

3) Travel – No Request

4) Equipment – \$3,750

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of \$3,750 for 1.5 FTEs.

5) Supplies – \$9,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$9,000 for 1.5 FTEs.

6) Contractual – \$1,030,600

Turnaround Leaders Program (1) – \$696,600

RIDE will place 3 cohorts of 4 principals in a chosen local or national provider’s existing leadership preparation program. This program must have a demonstrated record of preparing strong leaders capable of leading schools that dramatically boost student achievement for low-income students.

\$150,000 has been budgeted in Project Year 1 to design the program and any additional necessary training. Based on preliminary conversations with potential providers, we expect that it will require \$378,000/year in Project Years 2-4 to train, recruit, select, and deliver an 11-month intensive training program. Once graduates begin leading schools, an additional \$33,000/year will be necessary for coaches to support them in their first year of principal ship.

If the provider does not offer a training program locally, training principals will be attached to the provider’s existing cohorts elsewhere and will return to Rhode Island once a month for 3 days of training. These trainings will focus on to-be-identified leadership challenges in Rhode Island’s most challenging schools. Existing principals from across the state will be eligible to join these sessions. \$22,000/year is budgeted for a trainer from our partner to deliver these sessions and \$14,400/year for program participants to return to Rhode Island.

Because the program will primarily place principals in Providence Public School District Schools, 50% of the Turnaround Leaders Programs operating and development costs will come from Providence’s share of RTTT funds.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Turnaround Leaders Program Summary Table					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
Program Design	\$150,000	\$0	\$0	\$0	\$150,000
Recruitment @ 4K/principal	\$0	\$16,000	\$16,000	\$16,000	\$48,000
Selection @ 10K/principal	\$0	\$40,000	\$40,000	\$40,000	\$120,000
Delivery @ 75K/principal	\$0	\$300,000	\$300,000	\$300,000	\$900,000
Support @ 100k/12 principals	\$0	\$0	\$33,000	\$33,000	\$66,000
Participant Travel@ 163.64/day	\$0	\$14,400	\$14,400	\$14,400	\$43,200
RI Trainers @ \$1000/day	\$0	\$22,000	\$22,000	\$22,000	\$66,000
TOTAL	\$150,000	\$392,400	\$425,400	\$425,400	\$1,393,200

State Share (50%)	\$75,000	\$196,200	\$212,700	\$212,700	\$696,600
PPSD Share (50%)	\$75,000	\$196,200	\$212,700	\$212,700	\$696,600

Additional Professional Development Modules (2) – \$285,510

After the Academy’s initial offerings are launched, Academy staff will work with national partners to identify further leadership development needs in the state. \$285,910 has been budgeted in Project Years 3&4 to design and deliver these additional modules. 50% of this

amount will also come from PPSD’s share of RTTT funds. Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

7) Training Stipends – No Request

8) Other – No Request

9) Total Direct Costs – \$1,767,963

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$265,697	\$388,688	\$553,850	\$559,728	\$1,767,963

10) Indirect Costs – \$100,996

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs – No Request

12) Supplemental Funding for Participating LEAs – No Request

13) Total Costs – \$1,868,959

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$289,850	\$413,557	\$579,457	\$586,095	\$1,868,959

New Teacher Induction Budget

RTTT will allow the state to create a more systematic, intensive, instructionally-focused and data-driven coaching program for all first year teachers across the state and a second-year of coaching for those teachers in RI's urban core districts -- Providence, Pawtucket, Central Falls, and Woonsocket. Fully grown, the program will train 38.5 mentors to reach 350 early career teachers statewide. This approach is modeled on the New Teacher Center, a 12-year old program that has been cited by the US DOE as an "exemplary program" and described as the "gold standard" for induction programs by The Chronicle of Higher Education. Rhode Island's new teacher induction model will be developed to focus on in-class coaching and will be delivered in partnership with qualified labor organizations, institutions of higher education or preparation programs and other non-profit organizations.

New Teacher Induction Budget

Budget Part II: Project-Level Budget Table					
Project Name: New Teacher Induction					
Associated with Criteria: (D)(5)(i)					
(Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$107,350	\$110,571	\$113,888	\$117,304	\$449,112
2. Fringe Benefits	\$52,870	\$54,456	\$56,090	\$57,772	\$221,188
3. Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
4. Equipment	\$3,750	\$0	\$0	\$0	\$3,750
5. Supplies	\$2,250	\$2,250	\$2,250	\$2,250	\$9,000
6. Contractual	\$121,380	\$227,640	\$161,640	\$117,440	\$628,100
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$290,100	\$397,417	\$336,368	\$297,266	\$1,321,150
10. Indirect Costs*	\$21,314	\$21,935	\$22,575	\$23,234	\$89,058
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$311,414	\$419,352	\$358,943	\$320,500	\$1,410,208
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel - \$449,112

The following position(s) will be created to support this project.	% FTE	Base Salary
<u>New Teacher Induction Specialist:</u> Responsible for the overall administration and management of the New Teacher Induction Program. In Project Year 1, will be highly trained by the nationally recognized partner selected to design and deliver the program. As the program progresses, will gradually assume more responsibility for overseeing and training mentors, coordinating the logistics of the program, and further tailoring program curriculum for Rhode Island. By the end of Project Year 4, will be fully responsible for leadership of the program. Position will be filled by a teacher with a demonstrated record of improving student achievement, strong adult leadership and project management skills. Will report to the Director of Educator Quality and Certification.	100%	\$83,600
<u>Administrative Assistant (.5FTE):</u> Will provide general administrative support for New Teacher Induction and RIDE's Office of Educator Excellence and Instructional Effectiveness. This budget reflects 50% of this position.	50%	\$47,500

An estimated \$5,384,500 will be necessary to cover 108 yearly mentor salaries. Mentors will work 100 days/year at a \$500 daily rate (\$50,000/year). These costs, however, are not included in this budget. The state assumes that LEAs will pay these costs out of their share of RTTT funds.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$52,870	\$54,456	\$56,090	\$57,772	\$517,724

2) Fringe Benefits - \$221,188

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 49.25% of salary for each program staff. See ***Budget Note 1 - Fringe Benefit Methodology*** for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$60,947	\$62,775	\$64,659	\$66,598	\$221,188

3) Travel – \$10,000

Funding for 2 out-of state trips to national trainings (\$2000), and in-state travel for overseeing mentors - 50 miles/week for 20 weeks @ \$0.50/mile (\$500).

4) Equipment - \$3,750

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of \$3,750 for 1.5 FTEs.

5) Supplies - \$9,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$9,000 for 1.5 FTEs.

6) Contractual - \$628,100

RIDE will partner with a nationally recognized provider to co-design and deliver the new teacher mentor trainings. This provider must have a demonstrated record of preparing effective new teachers.

During Project Year 1, a New Teacher Induction Specialist will be selected and will work with existing staff in the Office of Educator Quality to co-design the program and prepare for its initial launch with the chosen partner. The first class of mentors will also be selected. Mentors will be former educators with strong adult leadership skills and demonstrated track records of success. They will work with new teachers for no more than 100 days/ year. RIDE will work with qualified labor organizations, institutions of higher education or preparation programs and other non-profit organizations to select these mentors. \$121,380 has been budgeted in to cover the vendor's role in all Year 1 activities.

During Project Year 2, the vendor will train the initial class of 33 mentors with support from the Director of Induction. These mentors will support an estimated 300 first-year teachers state wide. To ensure that the program is reliably implemented and new teachers receive maximum support, principals and relevant district personnel will also receive a separate training

on supporting the program. \$227,640 has been budgeted to cover the vendor’s material, personnel, and travel costs.

During Project Years 3 & 4, the program will serve new classes of 300 teachers statewide, but will also provide a 2nd year of mentoring to an estimated 50 2nd year teachers in Urban Core districts each year. During these years, the New Teacher Induction Specialist will gradually assume responsibility for training new mentors. Vendor costs are expected to decrease to \$161,640 in Project Year 3 and \$117,440 in Project Year 4.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$121,380	\$227,640	\$161,640	\$117,440	\$628,100

7) Training Stipends —No Request

8) Other —No Request

9) Total Direct Costs - \$1,321,150

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$397,120	\$398,176	\$288,927	\$236,927	\$1,321,150

10) Indirect Costs - \$89,058

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$1,410,208

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$418,434	\$420,112	\$311,502	\$260,160	\$1,410,208

Quality Teacher PD Options Budget

To ensure coherence in the state's RTTT professional development strategy and improve the state's general PD efforts, RIDE will create a new full-time position to coordinate RTTT PD initiatives, identify new providers with strong track records of improving student achievement, and analyze trends in teacher performance data to assist LEAs with purchasing decisions.

Budget Part II: Project-Level Budget Table Project Name: Quality Teacher PD Options Associated with Criteria: (D)(5) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$107,350	\$110,571	\$113,888	\$117,304	\$449,112
2. Fringe Benefits	\$52,870	\$54,456	\$56,090	\$57,772	\$221,188
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$3,750	\$0	\$0	\$0	\$3,750
5. Supplies	\$2,250	\$2,250	\$2,250	\$2,250	\$9,000
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$166,220	\$167,276	\$172,227	\$177,327	\$683,050
10. Indirect Costs*	\$20,991	\$21,612	\$22,252	\$22,911	\$87,766
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$187,211	\$188,889	\$194,479	\$200,237	\$770,816
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

Quality Teacher PD Options Budget

1) Personnel – \$449,112

The following position(s) will be created to support this project.	% FTE	Base Salary
PD Performance Specialist: Primary duties include: aligning RTTT PD efforts to ensure coherence, analyzing on-going trends of teacher performance data linked to PD programs, issuing and overseeing national and local RFQs for providers with track records of improving student performance results. Will report to Chief of Educator Excellence and Instructional Effectiveness.	100%	\$83,600
Administrative Assistant (.5FTE): Will provide general administrative support for RIDE’s Office of Educator Excellence and Instructional Effectiveness. This budget reflects 50% of this position.	50%	\$47,500

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$107,350	\$110,571	\$113,888	\$117,304	\$449,112

2) Fringe Benefits – \$221,188

Fringe benefits include health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. These benefits are calculated at 49.25% of salary for each program staff. See *Budget Note 1 - Fringe Benefit Methodology* for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$52,870	\$54,456	\$56,090	\$57,772	\$221,188

3) Travel – No Request

4) Equipment – \$3,750

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of **\$3,750** for 1.5 FTEs.

5) Supplies – \$ 9,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$9,000 for 1.5 FTEs.

6) Contractual – No Request

7) Training Stipends – No Request

8) Other – No Request

9) Total Direct Costs – \$683,050

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
\$166,220	\$167,276	\$172,227	\$177,327	\$683,050

10) Indirect Costs - \$87,766

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs – No Request

12) Supplemental Funding for Participating LEAs – No Request.

13) Total Costs – \$770,816

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$187,211	\$188,889	\$194,479	\$200,237	\$770,816

Struggling Schools Intervention Budget

Rhode Island will increase the number of persistently low achieving schools (PLAs) in which we intervene from 5 to 10 schools, and will intensify the support RIDE provides to the schools and to the LEAs that oversee the schools. RIDE will use RTTT funds to provide 8 of the 10 schools identified as PLAs with the following comprehensive package of supports:

- 1) **School Achievement Specialist** - Each school will receive the support of a School Achievement Specialist during the planning year and the first two years of implementation of the intervention program.
- 2) **Evaluation Support** - Each school identified by RIDE for intervention benefits from a full time person to support the robust implementation of the evaluation system in the years leading up to, and including, the first year of implementation of the intervention program. This deeper level of support will be aligned with the Evaluation Implementation support described in the Educator Evaluation System Budget.
- 3) **School Assessment** - Each school will undergo a rigorous assessment of its performance against research based criteria and will receive specific, actionable, recommendations for improvement.
- 4) **Summer Institute** – Prior to the first year of implementation, the leadership team and the entire teaching staff of the PLA will participate in summer training offered through the Academy of School Leadership in partnership with nationally-recognized experts. The Institute’s curriculum will focus on building high-performance school culture, effectively implementing the School Reform Plan, and other research-based elements of school redesign that our partners deem crucial for turnaround school success.

The Struggling Schools Interventions Initiative will be overseen by RIDE’s Chief Transformation Officer, and supported by the following new employees: 1 Transformation Specialist, 1 Accountability and Reporting Specialist, and an Administrative Assistant.

Struggling Schools Intervention

Budget Part II: Project-Level Budget Table Project Name: Struggling Schools Intervention Associated with Criteria: (E)(2)(ii) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$190,950	\$196,679	\$202,579	\$208,656	\$798,864
2. Fringe Benefits	\$94,043	\$96,864	\$99,770	\$102,763	\$393,440
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$6,250	\$0	\$0	\$0	\$6,250
5. Supplies	\$3,750	\$3,750	\$3,750	\$3,750	\$15,000
6. Contractual	\$100,000	\$375,000	\$225,000	\$0	\$700,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$394,993	\$672,293	\$531,099	\$315,169	\$1,913,554
10. Indirect Costs*	\$37,306	\$38,410	\$39,548	\$40,720	\$155,984
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$432,298	\$710,703	\$570,647	\$355,889	\$2,069,538
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

1) Personnel - \$798,864

The following position(s) will be created to support this project.	% FTE	Base Salary
Transformation Specialist: This new position will be added to the RIDE Transformation office staff reporting to the Chief of Transformation Officer. The Program Specialist will oversee the SAS program, the school assessment program and the summer teacher leader program. He or she will be responsible for identifying SAS's, training them and managing them to the expected outcomes. The Transformation Specialist will be responsible for building capacity at the LEA level to support school turnaround.	100%	\$83,600
Accountability and Reporting Specialist: The Accountability and Reporting Specialist will be responsible for working with LEAs with struggling schools to provide accurate and timely data on performance indicators and implementation progress, analysis and synthesis of this data to ensure that emerging best practices are captured and early warning signs are made available for response.	100%	\$83,600
Administrative Assistant: The Administrative assistant will provide administrative support to the Transformation Office team.	50%	\$47,500

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$190,950	\$196,679	\$202,579	\$208,656	\$798,864

2) Fringe Benefits – \$393,440

Fringe benefits include health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. These benefits are calculated at 49.25% of salary for each program staff. See *Budget Note 1 - Fringe Benefit Methodology* for detailed explanation.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$94,043	\$96,864	\$99,770	\$102,763	\$393,440

3) Travel – No Request

4) Equipment – \$6,250

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner. This budget reflects the one-time cost of **\$6,250** for 2.5 FTEs.

5) Supplies – \$15,000

Standard supply cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of **\$15,000** for 2.5 FTEs

6) Consultants - \$700,000

School Achievement Specialist (1) – \$50,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select an organization that has experience with recruitment and selection of experienced teachers and instructional leaders to recruit and select School Achievement Specialists on a contract basis. This organization will also design and deliver training for the SASs together with the RIDE staff member. This organization will be selected through an RFP process. The contract amount is budgeted at \$50,000 for the recruitment, design and training.

The cost of the SAS contracts will be passed through to the LEAs who receive these services. Each school will receive 20 days of support in their planning year (the year before the school implements the chosen intervention), 20 days of support in the first year of implementation, and 10 days of support in the second year of implementation. On top of this, we have included 12 days of time for the SAS to build capacity and enhance coordination at the LEA level. We have budgeted for \$1,300/day of support, which includes both professional fees and travel expense. Each SAS contract will be 62 days at \$1,300/day for a total of \$80,600 over 3 years. With 8 schools over four years the total for these contracts will be \$644,800. These costs are not reflected in this budget because they will be covered by the LEA share of the RTTT funds.

Evaluation Support (2) - \$0

RIDE will conduct a competitive RFP process to select an organization that has experience with recruitment and selection of experienced teachers to hire Evaluation Support Specialists in accordance with state and federal procurement rules and regulations. All contractual costs will be covered by LEAs who receive this service from their share of RTTT funds.

School Assessment (3) - \$0

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to identify the provider and will engage in one central contract to ensure consistency and quality of this service.

RIDE used past experience with nationally recognized organizations who conduct school assessments and provide detailed feedback and recommendations based on the assessment outcomes as a basis for cost estimates for this scope of work. RIDE will conduct an RFP to select the most appropriate vendor. We have budgeted \$25,000 per school per year for this project. All contractual costs will be covered by LEAs who receive this service from their share of RTTT funds.

Summer Institute (4) - \$650,000

The summer prior to the launch of each school's reform plan, a core leadership team will undergo a four week training designed by the Academy of Transformative Leadership in

partnership with an organization with experience in building high-performance school culture. Two weeks of the training will be held for the leadership team and will focus on instructional leadership as well as training the leadership team to support the staff in using data to drive instruction. The other two weeks of the training will be for the entire education staff, including teachers.

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select an organization that has experience with building a culture of high expectations in urban schools, and with the Leadership Academy to design and deliver this program. If multiple vendors are selected, they will be required to work together to deliver a program that is tightly integrated.

The budget provides \$50,000 for program design which will enable vendors to modify existing content and create a program that is tailored to the needs of our schools that are undergoing intervention. This will cover staff or consultant fees from the vendor as well as travel expenses during design. The program delivery is budgeted at \$120,000 per school. This assumes that there is one trainer for 10 days with the leadership team at a rate of \$2,000 per day. The budget is set at a relatively high rate because it is critical that the trainers secured for this work are top quality in the nation. The 10 days with the full staff will be covered by 5 trainers, at a rate of \$2,000 per day. This provides a very high level of coverage of trainers to staff members so that the staff gets intensive trainer focus and a lot of individual attention. Staff work in small groups, pairs, and at time one-on-one with the trainers. This rate covers the trainers' time, travel expense and supplies.

The eight PLAs will go through the training, each in the summer before they launch the implementation of their chosen intervention program. The budget includes \$30,000 per school for embedded follow up from this program. Trainers will come to the schools to evaluate the fidelity of the implementation, provide ongoing support and coaching, to answer questions and demonstrate best practices. This will be done through intensive phone support to the leadership team and any teacher that wishes to call with a question and 8 days in each school building during that year to observe and provide feedback in person.

The state will use its RTTT funds to support half the cost of this training and the LEAs will use their share of RTTT funds to cover the other half.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$100,000	\$375,000	\$225,000	\$0	\$700,000

(7) Training Stipends – No Request

(8) Other – No Request

(9) Total Direct Costs – \$1,913,554

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2014)	Total Cost
\$394,993	\$672,293	\$531,099	\$315,169	\$1,913,554

10) Indirect Costs – \$155,984

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request.

12) Supplemental Funding for Participating LEAs— No Request.

13) Total Costs – \$2,069,538

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2014)	Total Cost
\$432,298	\$710,703	\$570,647	\$355,889	\$2,069,538

Charter Grants Budget

RIDE will use RTTT funds to actively recruit high-performing charter schools and expand the work of existing high-performing charter schools in the state. RIDE will competitively award two \$0.5 million start-up grants to charter management organizations with a demonstrated record of serving underperforming subgroups well.

Budget Part II: Project-Level Budget Table Project Name: Charter School Start-up Grants Associated with Criteria: (E)(2)(ii) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$0	\$0	\$0	\$0	\$0
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$500,000	\$500,000	\$0		\$1,000,000
9. Total Direct Costs (lines 1-8)	\$500,000	\$500,000	\$0	\$0	\$1,000,000
10. Indirect Costs*	\$64,600	\$64,600	\$0	\$0	\$129,200
11. Funding for Involved LEAs					\$0
12. Supplemental Funding for Participating LEAs					\$0
13. Total Costs (lines 9-12)	\$564,600	\$564,600	\$0	\$0	\$1,129,200
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

Charter Grants Budget

- 1) **Personnel – No Request**
- 2) **Fringe Benefits – No Request**
- 3) **Travel – No Request**
- 4) **Equipment – No Request**
- 5) **Supplies – No Request**
- 6) **Contractual – No Request**
- 7) **Training Stipends – No Request**
- 8) **Other – \$1,000,000**

RIDE will issue a Request for Proposal to recruit nationally recognized charter management organizations that have a demonstrated record of success in closing achievement gaps between subgroups of students. Successful applicants will be awarded grants in Project Years 1 and 2.

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$500,000	\$500,000	\$0	\$0	\$1,000,000

9) Total Direct Costs - \$1,000,000

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$500,000	\$500,000	\$0	\$0	\$1,000,000

10) Indirect Costs – \$129,200

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$1,129,200

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$564,600	\$564,600	\$0	\$0	\$1,129,200

State Board Exams Budget

To support its implementation of common core assessments and further the development of a comprehensive assessment system, Rhode Island has become a governing state in the State Board Exam Consortium. Connecticut, Kentucky, Maine, New Hampshire, New Mexico, Pennsylvania, Rhode Island and Vermont have partnered with the National Center on Education and the Economy (NCEE) to implement the State Board Exam System in each of the consortium states. The goal of The State Consortium on Board Examination Systems is to provide a high-quality, rigorous, internationally benchmarked way for high schools to prepare students to be college ready. High schools that implement these programs will offer four years of English Language Arts, Mathematics, Science, and History/Civics, and one including additional course in either the arts or foreign language. Additional curricula opportunities, including career and technical education courses, are also available. These programs require teachers to participate in continuous training in both their content area and instructional methods, making this program supportive of best practices for teachers. RTTT funding will support two schools participating in the program with professional development scheduled to begin in the Fall 2010.

State Board Exams Budget

Budget Part II: Project-Level Budget Table Project Name: State Board Exams Associated with Criteria: (B)(2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000
<i>Note: Calculations were conducted in a separate spreadsheet. Due to rounding, there may be small errors in the figures above.</i>					

- 1) **Personnel – No Request**
- 2) **Fringe Benefits – No Request**
- 3) **Travel – No Request**
- 4) **Equipment – No Request**

5) Supplies – No Request

6) Contractual - \$1,000,000

The National Center on Education and the Economy (NCEE) has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations. NCEE has estimated that two schools, each year, would need \$125,000. This estimate is based on a rolling implementation, with full, 9-12th grade implementation achieved by year four. The breakdown is as follows:

Exams: \$50.00/5 courses (\$250/student)

Teacher Training: \$850.00/teacher (\$4250/school for 5 teachers)

Materials: \$35/student/5 courses (\$175/student)

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000

7) Training Stipends – No Request

8) Other – No Request

9) Total Direct Costs - \$1,000,000

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000

10) Indirect Costs – No Request

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs—No Request

12) Supplemental Funding for Participating LEAs— No Request

13) Total Costs – \$1,000,000

Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000

BUDGET NOTES

State of Rhode Island

Department of Education- Fringe Benefit Calculation

FY 2010/2011

The fringe benefit rate for employees at the Rhode Island Department of Education should be calculated and budgeted as a percentage of total salary. The calculation contains the following components:

<u>FY 2010</u>	<u>FY2011</u>																						
21.64%	18.08%	State Retirement Contribution																					
7.65%	7.64%	FICA/Medicaid Federal Tax																					
4.54%	4.27%	Assessed Fringe Benefit Funds Contribution - These contribution are made to a Statewide fund administered by the Department of Administration used to pay employees for accrued sick and vacation days upon retirement or termination of state service.																					
5.62%	6.73%	Retiree Health Insurance Contribution – These contribution are made to a Statewide fund administered by the Department of Administration used to pay for Health Insurance premiums of retired state employees.																					
13.10%	12.53%	Health Benefits (including Medical/Dental/Vision) – calculated based on weighted average of annual benefit premiums as follows:																					
		<table border="0"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Medical Insurance</td> <td>\$10,809</td> <td>\$10,291</td> </tr> <tr> <td>Dental Insurance</td> <td>\$ 599</td> <td>\$ 622</td> </tr> <tr> <td>Vision Insurance</td> <td><u>\$ 119</u></td> <td><u>\$ 122</u></td> </tr> <tr> <td>Total</td> <td>\$11,527</td> <td>\$11,035</td> </tr> <tr> <td>Average annual Salary</td> <td>\$88,000</td> <td>\$88,000</td> </tr> <tr> <td>Health Benefits as % of Salary</td> <td>13.10%</td> <td>12.54%</td> </tr> </tbody> </table>		2010	2011	Medical Insurance	\$10,809	\$10,291	Dental Insurance	\$ 599	\$ 622	Vision Insurance	<u>\$ 119</u>	<u>\$ 122</u>	Total	\$11,527	\$11,035	Average annual Salary	\$88,000	\$88,000	Health Benefits as % of Salary	13.10%	12.54%
	2010	2011																					
Medical Insurance	\$10,809	\$10,291																					
Dental Insurance	\$ 599	\$ 622																					
Vision Insurance	<u>\$ 119</u>	<u>\$ 122</u>																					
Total	\$11,527	\$11,035																					
Average annual Salary	\$88,000	\$88,000																					
Health Benefits as % of Salary	13.10%	12.54%																					
<hr/>																							
52.55%	49.29%	Total Rate based on average annual salary																					

Race to the Top and State Support in Rhode Island

As Teach For America seeks to double in size to 15,000 corps members by 2015, we see exciting opportunities to partner with Rhode Island to launch a site dedicated to addressing critical needs in the state. In order to grow our presence to 100 corps members each year, we look to leverage \$1.25 million in state funding over five years, followed by an ongoing state appropriation of \$500 thousand per year.

Funding path to sustained presence in Rhode Island
Financials in \$ Millions

RTTT support
Ongoing state support

	Rhode Island proposed trajectory						CAGR*
	2010P	2011P	2012P	2013P	2014P	2015P	
Corps members**							
Incoming	30	30	30	35	40	50	11%
Returning	-	27	27	27	32	36	N/A
Total corps members	30	57	57	62	72	86	23%
Development							
State funding	-	0.05	0.10	0.25	0.35	0.50	N/A
Local funding	0.72	1.15	1.39	1.39	1.64	2.08	24%
Total development	0.72	1.20	1.49	1.64	1.99	2.58	29%
Budget & reserve							
Operating budget**	0.72	1.11	1.41	1.59	1.91	2.45	28%
Total Reserve	0.18	0.28	0.35	0.40	0.48	0.61	N/A

- Race to the Top funding enables us to narrow our remaining funding gap in the near term, and provides a bridge to ongoing state support as we look to grow our presence to 100 total corps members in the region
- The commitment of ongoing state support will provide leverage to grow our local funding by the requisite 24%
- Growth and sustainability will depend on securing the requisite state support, as well as practical matters related to our operations: securing placements with partner districts, matching private support, recruitment, and organizational capacity

* CAGR is measured from 2010 through 2015

** Corps member and operating budget estimates assume minimum likely corps size given 10% attrition between first- and second-year corps members

Appendix – Methodology and State Comparisons

We build our recommended state grant based on the private wealth in a region versus anticipated corps growth. State support typically needs to increase as a share of the budget to support significant growth.

Methodology

Wealth capacity per CM*	0 - 2	2 - 5	5 - 10	10 - 15	15 - 20	20 - up
Target state funding	60%	40%	30%	20%	15%	10%

Regional state funding comparisons

Region/State	End wealth capacity		State help in growth % budget	2009 Development by source			Corps members		
	Direct	Per CM		State	Local	Other**	Start	End	CAGR
Rhode Island (2010-2015)	24	10	20%	N/A	N/A	N/A	30	86	23%
Texas (2009-2010)									
Houston	20	5	30%	10%	55%	35%	455	475	4%
RGV	1	1	60%	17%	26%	57%	195	199	2%
Dallas	25	13	20%	0%	100%	0%	100	240	140%
San Antonio	5	6	30%	N/A	N/A	N/A	-	100	N/A
Texas total/avg	50	6	34%	7%	27%	6%	750	1,014	35%
Mississippi (2009-2010)	5	1	60%	97%	2%	0%	352	523	49%

- Texas recently committed \$8 million over 2 years to expand throughout the state, including two new regions. This will raise state funding from 6% of the budget in 2009 to 22% in 2010
- Mississippi committed \$5 million in 2009 (to be renewed in 2010) to expand the Delta region from 78 corps members in 2008 to 373 in 2010. State funding will grow from 22% of the budget to 77% in 2010

* Wealth capacity measures annual giving by foundations and individuals by region – direct and per corps member. The maximum value is indexed to 100. The table above determines the target state support based on the wealth capacity per CM for each region. State targets are determined by weighted average of regions within.

** Includes national subsidy and unique or one-time funding opportunities.

**Rhode Island
Proposed Budget
Study of the Standards**

For the period beginning June 1, 2011 through August 31, 2013

	June 2011 - August 2012	June 2012 - August 2013
Staff Salaries	-	-
Fringe Benefits	22% 0	-
<i>Subtotal Salaries and Fringe</i>	<u>0</u>	<u>0</u>
Consultants		
Consultant Fees	0	0
Consultant Travel	0	0
<i>Subtotal Consultant costs</i>	<u>0</u>	<u>0</u>
Other		
Meeting Costs	105,600	106,176
ISP fee and travel	163,400	163,400
Printing & Publications	37,500	37,500
<i>Subtotal Other</i>	<u>306,500</u>	<u>307,076</u>
Materials & Supplies	0	0
Staff Travel	0	0
<i>Subtotal Direct Costs</i>	<u>306,500</u>	<u>307,076</u>
Indirect Costs	8% <u>24,520</u>	<u>24,566</u>
<i>Total Project Costs</i>	<u><u>331,020</u></u>	<u><u>331,642</u></u>

**Rhode Island
Race to the Top
Proposed Budget**

For the period beginning June 1, 2010 through July 31, 2015

	June 2010 - July 2011	June 2011 - July 2012	June 2012 - July 2013	June 2013 - July 2014	June 2014 - July 2015
Staff Salaries	101,115	599,150	247,981	144,401	104,665
Fringe Benefits	22% 22,245	131,813	54,556	31,768	23,026
<i>Subtotal Salaries and Fringe</i>	<u>123,360</u>	<u>730,963</u>	<u>302,537</u>	<u>176,169</u>	<u>127,691</u>
Consultants					
Consultant Fees	0	0	87,600	130,800	44,000
Consultant Travel	0	0	41,592	72,520	30,928
<i>Subtotal Consultant costs</i>	<u>0</u>	<u>0</u>	<u>129,192</u>	<u>203,320</u>	<u>74,928</u>
Other					
Meeting Costs	33,675	-	-	-	-
ISP fee and travel	98,250	242,250	313,750	124,950	62,200
Printing & Publications	5,500	52,015	44,107	41,732	41,814
<i>Subtotal Other</i>	<u>137,425</u>	<u>294,265</u>	<u>357,857</u>		
Materials & Supplies	3,831	21,207	9,322	6,546	4,710
Staff Travel	14,796	154,718	61,408	34,793	19,863
<i>Subtotal Direct Costs</i>	<u>279,412</u>	<u>1,201,153</u>	<u>860,316</u>	<u>420,828</u>	<u>227,192</u>
Indirect Costs	8% 22,353	96,092	68,825	33,666	18,175
<i>Total Project Costs</i>	<u><u>301,765</u></u>	<u><u>1,297,245</u></u>	<u><u>929,141</u></u>	<u><u>454,495</u></u>	<u><u>245,368</u></u>



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

JAN 19 2010

Ms. Deborah A. Gist
Commissioner
Rhode Island Department of Elementary
and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903-3400

Reference: Agreement No. 2008-113 (C)

Dear Ms. Mitchell:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. We are extending the effective date of the last indirect cost rate while we complete a review of the current indirect cost rate proposal.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
OCFO / FIPAO / ICG
Attention: Ms. Nelda V. Barnes
Room 21E4, UCP
830 First Street, NE
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Nelda V. Barnes at (202) 377-3876 or nelda.barnes@ed.gov.

Sincerely,

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

DATE: JAN 19 2010

Rhode Island Department of
Elementary & Secondary Education
Shepard Building, Sixth Floor
225 Westminster Street
Providence, Rhode Island 02903-3400

AGREEMENT NO. 2008-113 (C)
FILING REFERENCE: This replaces previous
Agreement No. 2008-113 (B)
dated October 5, 2009

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed *	07-01-2007	06-30-2008	24.3%	1/	All	2/
Fixed *	07-01-2007	06-30-2008	16.3%	1/	All	3/
Provisional	07-01-2008	03-31-2010	19.76%	1/	All	2/
Provisional	07-01-2008	03-31-2010	12.92%	1/	All	3/

* Fixed with Carry-Forward.

1/ Total Direct Costs less equipment purchases, flow-through funds, alterations and renovations, and the portion of individual subcontracts exceeding \$25,000.

2/ All programs not requiring the use of a Restricted Rate as shown in 34 CFR 76.560-569.

3/ All programs requiring the use of a Restricted Rate as shown in 34 CFR 76.560-569.

Treatment of Fringe Benefits: Generally, the Organization treats fringe benefits applicable to direct salaries and wages as direct costs. In accordance with OMB Circular A-87, Attachment B (8)(d)(3), it does not charge payments to separating employees for unused leave as direct costs on federal awards.

Capitalization Policy: All equipment and furniture items with a unit cost of \$5,000 or more, computers with a unit cost of \$500 or more, and property improvement costs, are treated as "equipment."

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Rhode Island Department of Elementary & Secondary Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Rhode Island Department of Elementary & Secondary Education, were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

COPY

ORGANIZATION: Rhode Island Department of Elementary & Secondary Education

Page 03

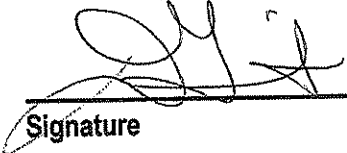
Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this State Education Agency by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

Rhode Island Department of
Elementary & Secondary Education
225 Westminster Street
Providence, Rhode Island 02903-3400


Signature

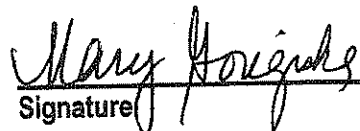
Deborah A. Gist
Name

Commissioner
Title

1/19/10
Date

For the Federal Government:

US Department of Education
830 First Street, NE
OCFO / FIPAO / ICG
Washington, DC 20202-4450


Signature

Mary Gougisha
Name

Director, Indirect Cost Group
Title

JAN 19 2010
Date

Nelda V. Barnes
Negotiator

(202) 377-3876
Telephone