



Race to the Top - District

Technical Review Form

Application #0210RI-3 for Central Falls School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8

(A)(1) Reviewer Comments:

This application is both comprehensive and coherent in meeting this criteria. The district describes its work in each of the four core educational assurance areas.

1. Part of the plan is the implementation of new Common Core State Standards which will replace Grade Level Expectations and Grade Span Expectations for mathematics, reading and writing. Also planned is the replacement of current state assessments with PARCC assessments.
2. The district is migrating to the Skyward Student Management System and a Multi-Tier System of Support (RTI) that assesses the whole child. The technical infrastructure is already in place. Data-teams are in place and are planned to expand to help educators use these data.
3. Professional development for teachers and principals is student-centered and includes instructional strategies, use of data and a requirement that all teachers attain certification in English as a Second Language or in Special Education over the next five years. That requirement is a direct response to the characteristics of the student population. The partnership with the college provides existing teachers and principals opportunities for professional growth, hands-on preparation for student teachers and additional adults in classrooms so that teachers have time to differentiate instruction, use the data tools and practice new skills.
4. All schools in the district will be part of this transformation plan. The district and the college have committed to a long-term partnership and envision a PK-20 system. Each school in the small district has very a high percentage of low-income students and families and all schools are struggling.

The applicant is responsive to the community it serves and the proposal well reflects how well the district knows its students and families.

The district believes the real time use of data tools involving both students and parents plus supports (training and people) for teachers that encourage differentiated instruction will accelerate student learning. Further, the district believes that students and teachers can co-create experiential learning opportunities, emphasizing learning over time, to deepen student learning. The plan to transition into proficiency-based learning environments is based on the belief that an individualized learning plan for each student, inter-disciplinary teaching and flexible schedules will increase equity and support individual students' interests.

The applicant describes a classroom with a highly qualified teacher supported by student teachers and other adults. Few details are provided to describe what the classrooms might look like, what the students are doing at any point in time and how students will experience a personalized blended learning program.

(A)(2) Applicant's approach to implementation (10 points)	10	8
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(A)(2) Reviewer Comments:

The applicant includes all school in its reform proposal. The district is small with just six schools. The approach to implementation is realistic and includes enough resources to support district-wide implementation. Because the system is so small, the all-encompassing partnership with five Schools of Rhode Island College is manageable and provides support and training for teachers, hands-on learning experiences for student teachers, a comprehensive view of education in conjunction with health and other social issues.

The applicant includes a list of all schools, the numbers of participating educators, numbers and percentages of participating students, high-need students and low-income students.

(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>The partnership between the school district and the college creates an Innovation Lab where, instead of defining typical grade-levels or acadmic areas, four themes are addressed at all age/grade levels: Healthy Communities, STEM, Life-long Learning and College Access/School Retention. The district's plan is cross-disciplinary with a focus on new methods for blending theory and practice. It is likely that the partnership can transform the district in its entirety. The applicant presents a high-quality plan to support district-wide change.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
<p>(A)(4) Reviewer Comments:</p> <p>The applicant will use the New England Common Assessment Program to measure student performance on summative assessments through 2014. New statewide assessments (CCSS & PARCC) will begin in the 2014-2015 school year. The applicant provides overall and subgroup data and targets for grades 3-8 and grade 11 in reading and math that are ambitious and achievable. Also provided are targets to to decrease achievement gaps to equal the average statewide performance percentage of proficient. Achievable targets are set for overall and subgroup on-time graduation. The applicant sets an ambitious goal of 80% of all students enrolling in college by the fifth year. Because the reform proposal is so closely linked with the college partner and includes multiple opportunities for students to be on campus, this is an ambitious and achievable goal. The applicant has set as a goal that 50% of students enrolling in college will attain a postsecondary degree. Because the students enrolling in the college will be known to the faculty at the college, this in an achievable and ambitious goal.</p> <p>In the past, the district has made improvements at a very moderate pace. Several things have been put in place that increases the likelihood of achieving ambitious goals targets. The high school adopted a Transformation Model after being identified as one of the state's persistently low-performing schools and has been implementing strategies to increase the graduation rate, improve proficiency in reading and math and improve the culture and climate of the school. i3 funding created "We Are a Village" in collaboration with numerous community agencies to address early learning. Now the partnership with Rhode Island College expands the district's capacity to provide teachers, principals, students and families greater opportunities for growth.</p>		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10
<p>(B)(1) Reviewer Comments:</p> <p>The narrative in this section is informative but, considering the intent to impact all schools in the district, a more complete picture of student learning and achievement would have strengthened the application.</p> <p>The applicant describes gains in meeting Kindergarten DRA benchmarks, from 60% in 2010 to 76% in 2012. The applicants states that literacy gains were realized from collaborative partnerships and a new phonics program. No student performance data is provided.</p> <p>Three years ago, the State identified the applicant's one high school as a persistently low-achieving school and, of the options available, the district and the union chose the Transformation Model which called for replacement of the school leaders, rigorous evaluation systems for teachers, consistent use of data, operational flexibility and a state-appointed overseer. The goals for the school were improved graduation rates, improved math proficiency and improved school culture and climate. Because of the state's mandate, it is reasonable that the applicant provided three years of data. In math proficiency, students have improved to an average of 14% proficient (a 7% gain). Graduation rates have improved considerably. Student perception survey data indicates improvement in culture and climate.</p> <p>The district has placed a great deal of emphasis on involving parents, developing parents as leaders and advocates and encouraging volunteering. STAR assessments and the Skyward Student Management System both include student performance data available to students, educators and parents. Through the welcoming climate and flexible times set up for families, and the data-teams supporting teachers and students, data will inform and improve participation, instruction and services.</p>		

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	4
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(B)(2) Reviewer Comments:

The district uses the Uniform Chart of Accounts to provide transparency. It presents information of school-level expenditures, K-12 instruction, instructional support, student support and administration at monthly Superintendent Forums, at Board of Trustees meetings and on the state website. The district has been under the financial control of the State department since 2002, a further requirement to maintain a high level of transparency.

It is not clear whether actual personnel salaries at the school level for instruction staff or actual personnel salaries at the school level for teachers are included in the state line-item budget.

(B)(3) State context for implementation (10 points)	10	10
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(B)(3) Reviewer Comments:

The district is working under a State mandate to improve. All proposed reforms are in compliance with State requirements and aligned with State initiatives. The district has successful conditions and sufficient autonomy under State legal, statutory and regulatory requirements to implement the plan as evidenced by the development of the plan in compliance with the Basic Education Plan and the alignment of the work of the Innovation Lab with the goals of the State's Multiple Pathways Initiative.

(B)(4) Stakeholder engagement and support (15 points)	15	13
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(B)(4) Reviewer Comments:

How the district engages with its community is evident throughout the application. For the development of its reform proposal, the applicant describes three public meetings, two on the college campus on Saturdays and one in the district with all district teachers plus college faculty members. Each meeting included over 100 people. Focus groups in English and Spanish were held with families. Surveys were administered to families, all college faculty and staff. The Teachers' Union participated in the planning. Input was provided by the Board of Trustees. The district developed its collaborative proposal after considering all the input gathered from the discussions and meetings.

A MOA between the district and the college has been created and signed.

Letters of support are included in the application. Each letter is unique and reflects the commitment of the writer to the proposal. There is a letter of support from the Commissioner of the Rhode Island Department of Education, the President of the College Crusade, the PTA at the high school, the President of Rhode Island College, Family Service of Rhode Island for the Restorative Program and the Rhode Island Afterschool Plus Alliance for the ELOs.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	9

(C)(1) Reviewer Comments:

The applicant presents a weak response to the criteria. Broad goals for education, community development, health and human services are included in this section that asks, instead, for evidence that students understand their learning goals, understand how their learning in school is connected to college and career readiness.

The applicant restates the planning process and the goal of the Innovation Lab. The Personalized Learning Plan is supported by the Innovation Lab and is described as based on a Multiple Pathways Platform with four components: rigorous and engaging classroom instruction, personalized blended learning, Expanded Learning Opportunities (ELOs) and educator training and resources. Multiple Pathways in place include Guide to Success for overage, under-credited students, PM School for students who need to work or care for family and Saturday School for credit recovery. The Extended Learning Opportunities do offer an opportunity for students to develop characteristics such as perseverance and teamwork. Extended Learning Opportunities are projects designed by a student or a group of students aligned with common core content and approved by the ELO Validation Committee. Students create a timeline for benchmarks and conclude

with a presentation that demonstrates proficiency.

Missing are details that would be present in a high quality plan. Personalized Learning Plans (PLP) are minimally described. The PLPs may be a tool for a personalized sequence of content and skill development; information provided is not sufficient to serve as evidence. Way to Go Rhode Island¹⁰ is a tool for on time graduation and planning. The district has chosen Portfolios as a senior year requirement. Details of the Portfolio are not included.

Accommodations and strategies for high-need students are not separately addressed. The district will require teachers to attain certification in either English as a Second Language or Special Education.

There is insufficient information to know if mechanisms are in place to support students in the use of tools and resources provided them.

(C)(2) Teaching and Leading (20 points)

20

13

(C)(2) Reviewer Comments:

This is a moderate response to the criteria. There is a timeline for professional development. Activities include training for teachers described below. The college is responsible for delivering training.

a. The applicant describes a cohort model of professional development for teachers in which, over time, all teachers will attain a Certificate in Hybrid Teaching and Learning. The Innovation Lab will create an ongoing capacity building program to train and re-train all educators in the system. The Rhode Island Innovation Evaluation & Support System on Educator Effectiveness will be used for continuous improvement.

b. Teams of teachers will receive professional development on accessing and using tools, data and resources, and on the pedagogical foundation of differentiated instruction and individualized learning.

c. All teachers will also learn to use a learning management system to customize learning for each student. This is insufficient in itself, however, in B(1), the applicant describes how, in partnership with the State, small groups of educators will learn how to analyze student data to inform educational decisions and increase student achievement outcomes.

All teachers will attain certification in either English as a Second Language or Special Education. All professional development programs are in partnership with Rhode Island College, and RIC students in the School of Education will also learn about teaching and classroom management by spending time at district schools.

The section describes initiatives already in place that support college readiness such as a Student Navigator at the high school to help with college searches and applications, a Social Work Intern Academy, Friday Campus for students to do a variety of activities at RIC, and opportunities for students to earn college credit while attending high school.

d. There is not a description of a plan to increase the number of students who receive instruction from highly qualified teachers.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	9

(D)(1) Reviewer Comments:

Rather than present a high-quality plan to support implementation through practices, policies and rules that facilitate personalized learning, the applicant presents two philosophical beliefs, Restorative Practices and Expanded Learning Opportunities (ELOs) in response to this criteria. Several paragraphs are devoted to the concept of "grit".

There is insufficient evidence to assess if the central office is organized to support all participating schools.

There is not enough evidence provided to know if school leadership teams are planned or in place of if they have sufficient flexibility and autonomy to to make school-based decisions.

Several examples of ELOs are provided which is an example how students can earn credit based on demonstrated mastery. In this section, the applicant does not speak to learning resources and instructional practices that are adaptable and accessible to all students including students with disabilities except for requiring all teachers to attain a certificate in either English as a Second Language or Special Education.

(D)(2) LEA and school infrastructure (10 points)	10	8
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(D)(2) Reviewer Comments:

The applicant included its technology plan in an Appendix and the narrative, along with the plan, is a high quality plan for ensuring students, parents and educators have access to content, tools and resources in and out of school. District partners have made internet access and computers affordable for families. With the implementation of STAR assessments and the Skyward Student Management System, students, parents and educators will have access to learning resources in and out of school. A robust infrastructure is in place including data-teams to provide support and training for teachers. It is not as clear how students, parents and other stakeholders will have appropriate levels of technical support. The district uses an interoperable data system. The applicant described in detail the information technology systems and equipment that exists or is planned for classrooms, learning labs, students, teachers and families.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	9

(E)(1) Reviewer Comments:

The applicant has assembled a Leadership Team to meet monthly that includes both district and college representatives. The district and the college have each set up Advisory Groups for input and feedback on an ongoing basis. The Innovation Lab Director is responsible for monthly and quarterly reports on progress towards achieving goals. External evaluators will be immediately hired. A logic model will be developed to detail inputs, activities, outputs and projected outcomes. The applicant states that investments in such areas as professional development, technology and staffing will be examined.

The applicant will use websites, social media sites, parent newsletters and other local and statewide vehicles to share information. Other local and statewide vehicles are not described.

The response to this criteria is in the mid-range score. Details are lacking that might provide a rationale for the list of planned qualitative and quantitative data collections. There is a management challenge of ongoing observations, interviews, surveys and focus groups in all schools and with all stakeholders that may make the plan difficult to implement.

(E)(2) Ongoing communication and engagement (5 points)	5	3
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(E)(2) Reviewer Comments:

The Innovation Lab intends to invest in creating communications strategies to reach practitioners, funders, teachers, parents, students and community stakeholders. A website for the Innovation Lab is under construction. The applicant will use the district website, the college website, social media outlets and traditional media to communicate project goals and progress. It is not clear who will assume this responsibility and how communications content and purpose will be decided. Existing formal and informal communication mechanisms will be used to communicate and hear from internal constituents; external stakeholders will find information on the websites described above. A professional communications firm will be contracted to share and disseminated best practices developed by the Innovation Lab.

(E)(3) Performance measures (5 points)	5	5
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(E)(3) Reviewer Comments:

The applicant selected performance measures that measure State- and district level expectations and are the standard set by the State to measure college- and career-ready mastery. The performance measure targets are ambitious and

achievable. The applicant exceeds the criteria requirements by providing a thoughtful rationale for four performance measures tools: New England Common Assessment Program and PARCC; Early Learning and Development Standards; Graduation and Dropout Rates and; ACCESS for ELLs.

The performance measures include targets for students and subgroups for each of the measures. The applicant includes performance measures for highly effective and effective teachers and principals. The performance measures assess NECAP math and reading proficiency in grades 3-8 and grade 11. Performance measures assess NECAP writing proficiency in grades 5, 8 and 11 and NECAP science proficiency in grades 4, 8 and 11. PARCC assessments will be used 2015 and beyond. The Developmental Reading Assessment will be used in PreK-K and grades 1-3. All grades have attendance Performance Measures. Also included are Performance Measures for FAFSA completion and 12th graders taking the SAT.

Included in charts are 14 performance measures. The narrative also includes a description of additional measures: nine domains of early learning and development; the Diploma System that supports high school on time graduation and ACCESS for ELLs to measure English language proficiency. Review of the performance measures will occur during the ongoing evaluation activities. All performance measures are State standards for college- and career-readiness.

(E)(4) Evaluating effectiveness of investments (5 points)

5

4

(E)(4) Reviewer Comments:

The applicant presents a quality plan to rigorously evaluate the effectiveness of the activities. A third-party organization will conduct the evaluation. The applicant described the process and methods to include:

- the development of a logic model to guide the evaluators in their process
- stakeholder interviews and focus groups
- classroom observations with a tool that will developed
- development of a data collection tool for Innovation Lab activities
- an examination of student, teacher and school indicators for evidence of progress
- an achievement gap analysis by subgroup

As mentioned in the criteria for continuous improvement, management of the evaluation will be a challenge. When implemented, the plan will provide valuable feedback to the partners in the projects.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	5

(F)(1) Reviewer Comments:

It is difficult to align the budget with the applicant's narrative.

One line item is for district Coop (Cooperative?) Teacher Leaders in Residency @ \$1,000 per student per year. Another line item is for a RIC student in residency at the district @ \$10,000 per student per year. It is unclear whether these are two distinct programs. The narrative does not provide details.

The budget includes a RIC faculty member to supervise secondary students in residency and a RIC faculty member to supervise elementary students in residency. The narrative does not describe this program and does not provide justification for the expense.

The budget includes \$10,000 each for four graduate assistants to support research conducted by district teachers. It includes a \$100,000 salary per year for a RIC research and development coordinator and \$100,000 for research and development awards for research ventures. An explanation of or justification for research and development is not described in the narrative.

Supplies (i.e. student, teacher and parent digital devices and related technology) are budgeted in years 1, 2, and 3.

A line item for funds to support student and parent outreach activities is not described in the narrative.

There are no one-time investments included in the budget.

The budget is adequate to support the implementation of the project but has additional line items that are not fully described in the narrative that divert funds from the personalization of the learning environment to research activities at the college.

(F)(2) Sustainability of project goals (10 points)

10

6

(F)(2) Reviewer Comments:

The plan for sustaining the project after the term of the grant is primarily to fold the work of the Innovation Lab into the budgets of the district and the college. Included in the proposal is a feasibility study to assess merging operations to save money. That being said, fundraising is part of the job description for the Director of the Innovation Lab. The partnership is seeking funding from foundations, corporations and other funders to support the organizational infrastructure. The evaluations from the external evaluators will be used to analyze the effectiveness of grant investments.

Elements of a high-quality plan are not evident. The plan does not include mention of State or local government leaders' support; it does not include an estimated budget for years after the term of the grant.

The budget is mostly personnel costs. Sustaining stipends for teachers, residencies and supervisors for student teachers, incentives for research, other salaries will be the responsibility of the Director of the Innovation Lab who is tasked with writing the sustainability plan as well as raising funds.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

The applicant did not choose to write for the Competitive Preference Priority.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met

Absolute Priority 1 Reviewer Comments:

The applicant's approach to creating personalized learning environments is a unique partnership between the entire school district and Rhode Island College. The application meets the Absolute Priority by explaining in detail how its proposal builds on the four core educational assurances. It describes the professional development and support for teachers that would lead to personalized learning environments, meet the needs of students increase the number of effective educators and increase the number of students who graduate college and career ready.

Total	210	140
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Race to the Top - District



Technical Review Form

Application #0210RI-4 for Central Falls School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7

(A)(1) Reviewer Comments:

The applicant provides a comprehensive and coherent reform vision that builds on its work in the four core educational assurance areas primarily by partnering with Rhode Island College to create "Achieving Together," which is the Central Falls/Rhode Island (CF/RIC) Innovation Lab. The lab develops and pilots sustainable and replicable programs in urban education, community development and healthy communities. The lab's vision is to update curricula through common core and assessments and improve student data systems. The Lab also is focused on cutting edge professional development in turning around its lowest performing schools.

Standards and Assessment - The applicant talks about how the Innovation Lab will create centers for learning to collaboratively study, analyze and impact curriculum, instruction and assessment. The applicant provided vague details on how it is preparing to implement the common core state standards and the PARCC assessments in 2014/2015. Supporting details are absent as well on how the CF/RIC Innovation lab will use assessments to impact curriculum and instruction.

Data Systems - The applicant shares the data systems that measure student growth and success, and inform teachers and principals with data. These data systems also take into account the differentiated needs of students, allowing students to take ownership of their learning, and use authentic performance based assessments. Two examples of authentic performance based assessments are the Multi-tier Systems of Support (MTSS) programs and Response to Intervention. Additional assessments used are STAR assessments as well as the STAR Enterprise.

Quality Educators - The Central Falls/Rhode Island College Innovation Lab is an excellent example of resources used to develop effective teachers and principals. An example is how small cohorts of 25 educators, teams from each school and district join together in a year long, tiered professional development series to teach educators to collaboratively analyze relevant student data. Recruiting and retaining quality educators is not sufficiently addressed in the proposal. Rewarding teachers who attend the training session, through additional compensation is an example of soliciting buy in and participatory support.

Improving All Schools - The Innovation Lab is the model proposed by the applicant and will serve as the guide towards articulating a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. It would have been beneficial to have provided more detail supporting how the innovation lab was going to do this.

Central Falls School District has set goals of accelerating student achievement by having teachers regularly review student data to diagnose learning needs and improve instructional practice.

The deepening of individual student learning is to be evident by students taking a proactive role in designing their own education and planning by using personal learning plans. In a vision that articulates the applicant's approach to accelerating achievement and deepening student learning, one would expect to see details such as how the STAR and Enterprise assessments, the RTI and MTSS system will be used to reach target growth goals.

Classroom experiences for students and teachers participating in personalized learning environments are provided through a hybrid training and teaching model for teachers as well as students taking a proactive role in designing their own education and planning for future learning through personal learning plans, portfolios, rubrics, online course-management tools, or other strategies. Examples of the tools and how they were to be used to provide feedback would have assisted in creating a vision of meaningful reform.

Teachers are expected to help manage their own educational experience and the training provided through the hybrid model. Details on how the School Site Cohort team would use the hybrid model through assessment measures and the

evaluation tool would create a clearer understanding of the vision and the likelihood of reaching the goals set out in this plan.

Although the applicant provides strong reform efforts through the Innovation Lab, professional development and improved data systems, there is a lack of evidence provided for how assessments will be tied to these reform efforts as well as feedback, and the role of the School Site Cohort team to meet their target goals which would have helped make this reform effort to be considered a higher quality plan.

(A)(2) Applicant's approach to implementation (10 points)

10

7

(A)(2) Reviewer Comments:

The applicant's approach to implementation is to identify six Central Falls Schools serving 2,749 students and turn them into high achieving schools. This is the total population of the district. The applicant has demonstrated the use of state assessments, as well as the effort to provide a robust system of wrap-around services for students and their families. The plan sets the Innovation Lab as the tool for assessments and instruction to reach target goals for each sub group and the overall selected population in general. What is lacking is sufficient detail of how these tools will be used.

The Schools who will participate are: Captain Hunt Early Learning, Margaret Robertson Elementary School, Ella Risk Elementary School, Earl F. Calcutt Middle School and Central Falls High School.

The six academic schools at Rhode Island College to participate are: The School of Arts and Sciences, The Feinstein School of Education and Human Development, The School of Management, The School of Nursing, The School of Social Work.

Participating students from low-income families: 2,393

Participating students who are high need students. 2,749

Participating educators: 255

The applicant should have provided more evidence on how the tools described in this reform effort would be used. This would have given the reform vision stronger validation. The ideals of the reform represent high quality, but supporting detail is lacking.

(A)(3) LEA-wide reform & change (10 points)

10

8

(A)(3) Reviewer Comments:

LEA-wide reform and change is provided around the core of a plan that is called the Rhode Island College and Central Falls School District's Innovation Lab.

The plan will be scaled up and translated into meaningful reform to support district-wide change through the collaborative professional development with Rhode Island College and the Innovation Lab as supported by the teacher training, especially noting the hybrid training of online education and classroom instruction.

The applicant's theory of change provides for very structured staff development and teacher led models for technology, trainer of trainer models, special education as well as personalized student learning. The concern is that there is a lack of evidence of how the training will be monitored for effectiveness, quality assurance, and impact on student learning outcomes.

The reform and change model is both ambitious and achievable because of the Innovation Lab and the planned professional development. To create a higher level of validity it would have been beneficial to see how the Innovation Lab tied to the implementation plan for the Common Core Standards, the benchmark assessments, reporting system, PARRC and linked to the ambitious growth goals as set in the percent proficient benchmarks.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

7

(A)(4) Reviewer Comments:

The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals is supported by the partnership in the innovation lab and the strong professional development schedule it provides. The focus of increased professional development for the special education sub group which provides a focus on educating special needs students is evident.

The overall goals exceed the State ESEA targets, overall, by student subgroup in performance on summative assessments, decreasing achievement gaps, graduation rates and college enrollment rates.

The applicant currently has 45% of the graduating seniors enrolling in college and the goal is to reach 80% by 2018. This is a very ambitious goal and is questionable whether it is achievable. Evidence is not provided of specific details of how the participant will accomplish this goal.

The graph is provided with benchmarks for college attainment, but no baseline has been established. The growth goal in 2012/13 is 20%. Details are lacking in this area.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	11

(B)(1) Reviewer Comments:

The applicant clearly establishes a record of success in the past four years. The graduation rate went from 48% to 70%. The dropout rates went from 35% to 14%. The proficiency in mathematics New England Common Assessment Program (NECAP) went from 8% to 14%. There was a maintenance of effort listed in English Language arts but lacking detail of progression.

Surveyworks is a survey tool used to measure and monitor progress in staff and student relationships. Surveyworks showed significant gains in relationships with students and teachers over a three year period.

Family engagement showed a marked improvement throughout the transformation. The key component hiring an Executive Director for family assistance and student supports is offered as a critical component in building relationships with families and creating school environments that created strong parent/teacher relationships.

In small cohorts of no more than 25 educators, teams from each school and district representatives join together in a year long tiered professional development series designed to teach educators how to collaboratively analyze relevant student data to inform educational decisions and increase student achievement.

At the Middle and High School level parents have served as "Agents for Transformation" volunteering about 30 hours per week to help support various school transformation goals, including making home visits, daily calls to other families, and helping to implement school-wide transformation attendance and behavior strategies. Make home visits and daily calls to families.

The applicant has also implemented Parent leadership Institute consisting of three day intensive training twice a year developing participants leadership skills and build knowledge about district policies.

The applicant explained that it shared Information about the STAR benchmark assessments, but did not sufficiently explain how it has made student performance data available to students and parents in ways that inform and improve participation, instruction and services.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

The applicant provides a high level of transparency in LEA processes, practices and investments, by making public, by school, actual school-level expenditures for regular K-12 instruction, pupil support, and school administration. The State of Rhode Island utilizes the Uniform Chart of Accounts, a method of accounting that provides transparency, uniformity, accountability, and comparability of financial information for all school districts. This is evidence of a high level of transparency.

Since 2002 the Central Fall School District has been under the financial control of the Rhode Island Department of Education. Therefore the District is even more transparency in their processes and practices.

The applicant provides for actual non-personnel expenditures on the website.

The applicant has provided information that makes actual personnel salaries for instructional staff and teachers available through the website.

(B)(3) State context for implementation (10 points)

10

10

(B)(3) Reviewer Comments:

The work of Central Falls Schools and the Innovation Lab are aligned with the goals of the Rhode Island Department of Education (RIDE) and their Multiple Pathways Initiative.

This State Initiative sets the following priorities:

- Access to a variety of learning opportunities
- Multiple ways for learners to exhibit their skills
- Opportunities to earn advanced standing in postsecondary education and training programs.
- Opportunities to obtain a high school diploma.

The Office of Multiple Pathways at RIDE, in partnership with other state agencies and organizations, is supporting the development of a "comprehensive system of pathways and other learning opportunities that are designed to prepare all learners to be college and career ready." www.ride.ri.gov

The Earl F. Calcutt Middle School (participating school) was identified as a "Focus School" by RIDE in 2012, and Veteran's Elementary School (participating school) was identified as a "Focus School" in 2013.

Based on the RIDE-mandated transformation process, the district underwent a district-wide reorganization in the summer of 2013 to align their human capital to meet the needs of students, to create a viable schedule, and to place highly-qualified teachers with the neediest students.

Beginning with the RIDE mandates several years ago, Central Falls developed a proficiency-based graduation system (PBGR) that incorporated common assessments/rubrics in every course and a series of required elements that are documents in a portfolio/senior project that is presented to a review panel as part of the determination of eligibility for graduation.

It is also evident that Central Falls has the State context necessary to be successful with this reform proposal because in the summer of 2013 the district underwent a RIDE-mandated, district reorganization. The result of this transformation process was an alignment of human capital to meet the needs of students, a viable schedule, and highly-qualified teachers being placed with the neediest students. This provides evidence of a strong link between successful conditions and autonomy with the State.

(B)(4) Stakeholder engagement and support (15 points)

15

10

(B)(4) Reviewer Comments:

The applicant has provided evidence to support that it had a meaningful process to engage stakeholders in the development of the proposal.

The engagement from all stakeholders was evident by a series of meetings. While developing the proposal the applicant held three public meetings with over 100 participants each. On another occasion, two meetings were on Saturdays and included administrators, teachers, union representatives and students were involved. In another meeting, focus groups were held with families and translated into Spanish. Faculty meetings were held to discuss the concept in specific schools. Besides meetings, surveys were conducted to allow for maximum input from families. These all are examples of high level stakeholder involvement.

Although stakeholder involvement is high, there is a lack of information on how the proposal was revised based on the stakeholders engagement. There is evidence of direct engagement and support for the proposals from teachers, the level of that engagement is not evident.

Letters of support from key stakeholders local, civic, and community based organizations, and institutions of higher learning are provided.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	14
<p>(C)(1) Reviewer Comments:</p> <p>The applicant provides a plan that is supported through the Innovation Lab's professional development. The assessment measures provided by the applicant are identified as STAR and Enterprise Assessments, SRI and Acuity assessments which provide input for intervention models such as Resposne to Intervention (RTI) and Multi-Tier Systems of Support. (MTSS)</p> <p>The applicant provides evidence of the tools that have identified special sub-groups as areas of need. The applicant lacks supporting detail in how these areas will be assessed, monitored and differented, including special needs and minority groups.</p> <p>Low socio-economic groups and low achieving schools are lacking in detail in how the Innovation Lab, the assessment tools and the intervention strategies will help meet the target goals as set by the district.</p> <p>The applicant shows the importance of building support of parents and educators as well as helping all students understand what they are learning and realize it is key to their success in accomplishing their goals by the continued work of Surveyworks a program working on relationships between parents, students and staff. Another key component is the hiring of an Executive Director of Family Assistance and Student Support who works on building relationships between students, parents and staff. Surveyworks has shown high levels of parent engagement and student teacher engagement through this program.</p> <p>The applicant shares that the teacher training programs will help teachers differentiate lessons and deliver the content in various modalities such as classroom discussions and collaborative work, project based learning. The applicant goes on to say the projects and activities of the Innovation Lab will be monitored by a robust and rigorous research and evaluaton system. Although it is great to see these ideals and tools mentioned there is a lack of evidence showing how each of these tasks will be accomplished.</p> <p>The applicant provide ongoing and regular feedback by Personalized Learning Plans, Way to Go Rhode Island10 and Performance based graduation requirements (PBGR) which are all tools that deterine students' aptitude and interests. There is a lack of evidence of how these tools will assist students in determining progress towards mastery of college-and career ready standards, as well as provide support in instructional approaches.</p> <p>The applicant lacks detail in providing feedback for accomodations and high-quality strategies for high need students</p> <p>There is lack of information that provides that the applicant has put the mechanisms in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.</p>		
(C)(2) Teaching and Leading (20 points)	20	15
<p>(C)(2) Reviewer Comments:</p> <p>The applicant has provided evidence that all participating educators engage in training and professional teams through the Innovation Lab. Historical graduation data show strong evidence the applicant can help all students graduate on time. The strategies to implement personalized environments and meet individual student needs are based on the training of the staff which are expected to be met by the Innovation Lab.</p> <p>The applicant plans to adapt the content and instruction by providing student engagement in common and individual tasks in response to their academic needs, academic interests, and optimal learning approaches through training in the Innovation Lab.</p> <p>Each year a team of teachers will be selected from each grade for professional development on the new delivery system and the pedagogical foundations of differentiated instruction and individualized learning. This is strong support for adaptation, although the applicant says over the next 5 years all 240 teachers in the district will have participated in the program and be trained to sustain personalized learning environments. This adds concern that some teachers may not receive this training for four years out.</p> <p>There is good support for the applicant measuring student progress by Star Assessments, Enterprise Assessments, but there is a lack of detail how this information is used to accelerate student progress and to assist in the improvement of</p>		

educators.

The applicant provides information on the evaluation system. The applicant lacks detail on how it will use the evaluation tool to provide information on feedback, recommendations, supports and interventions needed for improvement.

The Innovative Lab is the tool used by the District to provide information that provides optimal learning approaches and respond to individual student academic needs and interests. The Innovative Lab is considered a high quality learning resource. The applicant has identified a course of instruction for all staff to provide continuously improving feedback about the effectiveness of the resources in meeting student needs through the Innovative Lab.

The Innovative Lab provides strong evident of a training, systems and practices that continuously improve school progress towards the goals of increasing student performance and closing achievement gaps.

The applicant provides for a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals. Although some information is provided. Information is lacking on how that plan specifically addresses hard-to-staff schools, subjects and specialty areas.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	12

(D)(1) Reviewer Comments:

The applicant provides a high-quality plan to support implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed. There is a lack of detail in how the central office functions.

The applicant provides evidence of school leadership teams and training through the Innovative Labs.

There is a lack of supporting detail on how students are given the opportunity to progress and earn credit based on demonstrated mastery.

Strong evidence of a high quality plan is provided because of the multiple strategies to address the standards through assessments and differentiated instruction. Students with disabilities and English Language Learner resources as well as instructional practices are addressed through the Innovative Lab which included detailed support for special need groups.

(D)(2) LEA and school infrastructure (10 points)	10	10
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(D)(2) Reviewer Comments:

The applicant provides a high-quality plan to support project implementation through comprehensive policies and infrastructure that support personalized learning through a variety of methods. One example is how Central Falls Schools support personalized learning through a project that provides low cost internet to student homes and an option to purchase a refurbished desktop or laptop at minimal cost.

The applicant provides a voice messaging system for school and district alerts, announcements and attendance information. They also have a parent center in each school with available computers, printers and projector. The applicant plans on parent access/student information portal, a subscription service for email and text school announcements and messages. The applicant provides a regularly updated district, school and/or classroom website.

The applicant states that they use an interoperable data system to maintain all of its information on human resources, student information, budget and instructional improvement. The applicant states they are building the necessary infrastructure to compete in a 21st Century world.

It is evident throughout the application that the LEA and school infrastructure supports personalized learning based on the various stakeholders, professional development, assessments and support personnel.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	13
<p>(E)(1) Reviewer Comments:</p> <p>The applicant's high quality plan to implement a rigorous continuous improvement process will be implemented by a "Leadership Team" of cross-section of top leaders from Rhode Island College and Central Falls School District. This team will be responsible for monitoring and providing timely and regular feedback toward project goals and identifying opportunities to make ongoing corrections and improvements during and after the term of the grant."</p> <p>The "Leadership Team" will meet monthly and will serve as the guiding body for all major decisions affecting the Innovation Lab. Advisory groups have been set up at their respective institutions.</p> <p>The Director and staff will be responsible for providing monthly updates and quarterly reports. The Innovation Lab Leadership Team may make recommendations for improvements or mid-way corrections as necessary.</p> <p>The applicant says it will make regular reports to partners and other stakeholders and will demonstrate strengths and challenges of implementing the Innovation Lab.</p> <p>Periodic reports and responses to reports will be shared publicly throughout the course of the project through formal and informal bodies, including the partners' and the Innovation Lab websites, social media sites, parent newsletters and other local and statewide vehicles. Broader dissemination through news outlets and more traditional will occur with annual reporting and final reporting of evaluation results.</p> <p>The applicant lacks details in how they will continue to provide timely and regular feedback on progress after project goals have been met after the term of the grant.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>The applicant provides for a high-quality plan for ongoing communications and engagement with internal and external stakeholders through the "Leadership Team" which is made up of a cross-section of top leaders from Rhode Island College and Central Falls. The Director and the staff of the Innovation Lab will be responsible for providing monthly updates and quarterly reports. The research and evaluation component includes a robust internal process monitoring system and a third-party external outcome evaluation. Periodic reports and responses to these reports will be shared publicly throughout the course of the project. Information to be shared through partners' and the Innovation Lab websites, social media sites, parent newsletters, and other local and statewide vehicles.</p> <p>Stakeholders in the District and College will convene to develop a logic model that details project inputs, activities, outputs. Qualitative data will be collected from stakeholders through observations, interviews, surveys and focus groups. The details and descriptions of the ongoing communication and engagement as presented represent a high-quality plan.</p>		
(E)(3) Performance measures (5 points)	5	3
<p>(E)(3) Reviewer Comments:</p> <p>The applicant selected four performance measure tools.</p> <ul style="list-style-type: none"> • State Assessment: New England Common Assessment Program (NECAP) and the Partnership for Assessment of Readiness for College and Careers (PARCC) <p>The New Hampshire Department of Education Rhode Island Department of Education, and Vermont Department of Education have developed a common set of Grade-Level Expectations, known as the New England Common Assessment Program Grade-Level Expectations (NECAP GLE's) and test specifications in Mathematics, Reading and Writing.</p> <ul style="list-style-type: none"> • Early Learning and Development Standards <p>Early Learning Standards articulating shared expectations of what young children should know and be able to do before entering kindergarten.</p> <ul style="list-style-type: none"> • Graduation and Dropout Rates 		

Rhode Island has implemented a statewide diploma system to ensure access for all middle and high school students to rigorous, high quality, personalized learning opportunities and pathways. The diploma system supports multiple viable pathways toward a high school diploma including career and technical education and blended or online learning. Provides each student with individualized learning plans and a personalized learning environment to help them succeed. Provides for multiple opportunities and measures for students to demonstrate proficiency and graduation readiness. Promotes an aligned system of state and local policies.

- ACCESS for ELL's

Rhode Island requires that the English language proficiency ((ELP) for all English Language Learners (ELLs) be measured annually with the ACCESS for ELL's. The ACCESS for ELL's was developed by the Center for Applied Linguistics in collaboration with the World Class Instructional Design and Assessment (WIDA) Consortium. The Summative English Language Proficiency Standards has been accepted by the United States Department of Education as a valid and reliable assessment of English proficiency.

The applicant lacks supporting detail in how it will provide rigorous, timely, and formative information tailored to its proposed plan and theory of action regarding the applicant's implementation success of areas of concern and how it will review and improve the measure over time, as well as gauging implementation progress.

The applicant lists 12 assessment measures.

The applicant provides evidence of number and percentages of participating student sub-group whose teacher and principal are designated as both highly qualified and effective by graph.

The applicant provides evidence of preK-3 age appropriate students' measure of academic growth. There is a lack of evidence of non-cognitive indicator of growth for 2nd and 3rd grades.

The applicant provides evidence of 4-8 performance measure who are on track for college and career-readiness. There is a lack of detail supporting one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

The applicant provides evidence of 9-12 number and percentage of students who complete and submit the Free Application for Federal Student Aid (FAFSA) form. The number and percentage of students who are college- and career-readiness based and one grade level of grade-appropriate academic leading indicator to successful implementation.

There is a lack of evidence of one 9-12 grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

The applicant provides measures that are ambitious yet achievable. Measures are provided overall and by subgroup and they have set annual targets for performance measures.

(E)(4) Evaluating effectiveness of investments (5 points)	5	4
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(E)(4) Reviewer Comments:

The applicant has a high-quality plan to rigorously evaluate the effectiveness of Race to the Top - District funded activities, such as professional development and activities that employ technology. The Innovation Lab will engage a third-party organization to conduct a thorough and rigorous evaluation of Race to the Top - District funded activities. The design and methods will be constant throughout the duration of the Race to the Top - District funded program with small adaptations made to samples and protocols to capture the nuances and growth of programs, climate, and context of the community.

The plan includes the development of a logic model which is a small group of stakeholders - Innovation Lab partners, teachers, students and parents who will be invited to participate in developing the logic model for the Race to the Top effort. The logic model will define inputs, activities, outputs, outcomes and long-term impact of the project.

The applicant will use Stakeholder Interviews and focus groups to collect and synthesize the perceptions, concerns, and suggestions of the various stakeholders. Classroom observations will be deployed to determine the behaviors of teachers and learners in classrooms using personalized learning. Observers will be deployed at least semi-annually to determine if personalized learning activities are occurring as expected or desired.

Additional tools to be used for evaluating effectiveness of investments are Innovation Lab Survey which will collect data on all activities of the Innovation Lab and the goal of Personalized Learning across the district. Student, teacher and school Indicators will be evaluated for multiple sources to provide data-based, quantitative evidence for progress to date.

The plan for evaluating effectiveness of investments provides strong support through the examples given. There is some concern about semi-annual observations to provide feedback from the classroom to determine if there is evidence of personalized learning. It would be questionable whether semi-annual observations are often enough for providing adjustments and revisions.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
<p>(F)(1) Reviewer Comments:</p> <p>The applicant's budget, including the budget narrative and tables identifies all funds that will support the project. The funding request is at \$5,424,100 with a District contribution of \$320,000.</p> <p>The Project -Level Budget Narrative provides strong evidence of professional development costs and staffing support. The budget is reasonable and sufficient to support the development and implementation of the applicant's proposal of the Innovation Lab and strong focus on professional development. The applicant clearly provides a thoughtful rationale for investments and priorities through its implementation plan of the Innovation Lab.</p> <p>The applicant provides description of all funds the District will use to support the implementation of the proposal including total revenue through various budget subpart summaries and narratives.</p> <p>The applicant identifies funds that will be used for one-time investments verses those that will be used for ongoing operational costs that will be incurred during and after the grant period. The key focus of the reform is the professional development through the Innovation Lab which is designated as a one time cost. The District will make an investment to conduct a feasibility study to support the long-term sustainability of the personalized learning environment through their continued partnership. Additional details would be beneficial in determining what is one time and what is ongoing and what the sustainable study is expected to do.</p> <p>An allocation of local, state and federal funds, will be used to sustain the primary focus of the reform vision which is the Innovation Lab.</p>		
(F)(2) Sustainability of project goals (10 points)	10	8
<p>(F)(2) Reviewer Comments:</p> <p>The applicant has a high-quality plan for sustainability for the project's goals after the term of the grant mainly because the key project of the grant is the Innovation Lab, which is a partnership between Central Falls and Rhode Island College. The plan includes support from State and local government leaders, financial support and the applicant is providing a annual contribution of \$80,000. Additional foundation and grant resources are being solicited. The applicant will evaluate the effectiveness of past investments and use this data to inform future investments through a feasibility study.</p> <p>The applicant does not provide a post-grant budget or an estimated budget for the three years after the term of the grant, but does provide for a feasibility study to look at these issues at a future time.</p> <p>The applicant has provided a clear picture of the vision and ambitious goals of the Innovation Lab. The sustainability of the project goals are evident through a commitment of resources and partnerships.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0
<p>Competitive Preference Priority Reviewer Comments:</p> <p>N/A</p> <p>The applicant did not intend to write to Competitive Preference Priority.</p>		

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met

Absolute Priority 1 Reviewer Comments:

The applicant through the implementation of the Innovation Lab through Central Falls and Rhode Island College provides evidence of meeting priority one in creating learning environments, accelerating student achievement and deepening student learning. The Innovation Lab provides support mechanisms to increase the effectiveness of educators through professional development.

The assessment measures, intervention programs, additional support staff and technology are all resources provided to decrease achievement gaps across student groups and increase the rates in which students graduate, prepare for college and careers.

The applicant does a good job of meeting Priority one. Additional detail for sub groups and special needs students would have been beneficial. Providing details on how assessment measures, intervention strategies and personalized learning experiences would met growth targets would have provided a stronger level of support for the vision and plan.

Total	210	158
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Race to the Top - District

Technical Review Form

Application #0210RI-5 for Central Falls School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8

(A)(1) Reviewer Comments:

Applicant has a comprehensive and transformative reform vision for PK-20 to turn around the lowest achieving schools in Central Falls. The Central Falls School District will partner with Rhode Island College to create Achieving Together: The CF/RIC Innovation Lab.

a) Four Core Educational Assurances

(1) Adopting Standards and Assessment

- Innovation Lab will provide centers for learning between the District and the College to collaboratively study, analyze and impact curriculum, instruction and assessment policies and practices PK-20
- Innovation Lab will analyze existing policies and practices to better prepare students for success in college and careers
- Teachers and students will work on differentiated pedagogical approach, getting students to meet standards and master content
- Teams – graduate and undergraduate students pursuing teaching career will collaborate with experienced teachers on how to effectively implement the Common Core standards
- Applicant will utilize Multi-Tier System of Supports that assess the whole –child
- Computerized Math and Reading assessment STAR across the District to be used for RTI, diagnostic and evaluative

purposes.

(2) Building data systems that measure student growth and success Systems

- Applicant will build a system to measure student learning in personalized learning environment
- Applicant will build a system to measure flexible student learning that is not bound by time or space
- Applicant will build a system to use technology to provide each student opportunity to conduct self-paced learning
- Applicant will build necessary technological infrastructure to support the work
- Applicant will provide trained data-team to support analyzing data
- Applicant will implement consolidated assessments and student instructional and management system - Skyward Student Management System
- Applicant will provide Data -teams to help lead and implement Multi-Tier System in all district schools
- Use of computerized assessment to develop data

(3) Quality Educators - recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed the most

- The Partnership will improve teacher preparation for successful work in urban school
- The Partnership will help with recruitment and training of effective educators
- The Partnership will provide opportunities for teacher training in providing rigorous and relevant instruction using blended learning and real world application and leveraging the power of technology.
- Teachers will be required to pursue certification in ESL and Special Education
- Undergrad and graduate students will be embedded in schools
- Teachers will be rewarded for participating in the staff development and certification attainment
- The partnership will embed student teachers and interns in the school with a goal to hire and retain these highly qualified teachers in the District
- Rhode Island State Teacher and Administrator evaluation system will be used

(4) Turning around lowest-achieving schools

- The partnership will engage parents in the LEA early on in the education and keep them involved through the process
- The partnership will provide staff development opportunities for all teachers and students
- The partnership will build a strong PK-20 alliance for urban education
- Students will learn through alternative measures to master content leading to staying in school and graduating
- Parents will have access to student data and be able to access the data
- Using the high school model of success, the partnership will extend the innovative measures across LEA into all the LEA's low achieving schools.

b) Accelerating Student Achievement

- Teacher will access data and information, including past academic performance - Diagnosis, Intervention, Action, Support and evaluation will be used to analyze and act on data.
- Teacher will access "dashboard" with student strength and areas for improvement
- Information will be available through District Technology portal for parents and teacher for monitoring and making adjustment throughout the year
- Additional teacher support to Central Falls teachers from Rhode Island College professor of their graduate/undergraduate student
- Students will be involved in the process by having access to information regarding their strength and learning
- Students will be able to make educational choices based on their interest and schedules

Deepening Student Learning

- The Partnership will allow students and teachers to co-create experience of learning by using focus on learning vs time in the classroom.
- Students will put together a proposal articulating specific project and experience-based goal, benchmark, college/career rationale and present them to a panel of teacher and leaders for review
- Teachers will use their knowledge of the students to help develop the plan

Increasing equality through personalized student support grounded in common and individual tasks, based on student academic interest.

- Innovation Lab will provide Proficiency Based Learning

- Innovation Lab will provide for Individual Learning Plan for every student
- Innovation Lab will provide flexible daily schedules and project based learning

c) Classroom experience

- Instruction by highly qualified teacher with support from Rhode Island College teaching partner in the classroom raising the ratio of adults
- Personalized age appropriate blended learning - personal interest and pace
- Age appropriate expanded learning - real world experience
- Independent Learners
- Teachers will have job embedded professional development and receive additional certification to continuously monitor instructional strategies student learning and progress.

Applicant provides evidence to support four core educational assurances. Students are given ample opportunities to master content through personalized learning plans. Technology will be used for assessment and data analysis. Applicants points to system that will help teachers to know their students better and be able to personalize the learning based on that knowledge. Applicant does not provide sufficient information as to what that system is. Applicant states that "Data systems" will be used to assess the whole child, indicates goals and deliverables but does not include timeline for the "Data system". Based on the information and examples provided, this section of the application receives a score of 8.

(A)(2) Applicant's approach to implementation (10 points)

10

7

(A)(2) Reviewer Comments:

a) Description of process

There are six schools in Central Falls School District. All schools are Title I. One PK , three Elementary , one middle school and one high school. All schools will participate in the partnership with the Rhode Island College to develop the Innovation Lab. All schools are low achieving schools and three schools are "focus schools" This is a PK -20 plan. The LEA has not specified why all schools were selected to participate in the process.

b) Applicant has provided a list of schools that will participate in grant activities.

c) The total number of participating students participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers. Applicant has provided the number of participating students:

- Number of students participating- 2,749.
- Number of high needs students - 2,749
- Number of students from low - income families participating - 2,393.
- Number of educators participating -255.

Applicant refers to PK-20 plan, and does not specify grade levels or subject areas served by the reform proposal. Applicant meets b and c criteria, but does not describe the process required in criteria a for the selection of the schools. The high school has been in transformation for the past three years, middle school and one elementary school were recently identified as "focus schools" by the Rhode Island Department of Education. The LEA has listed all six schools in the District to participate in the grant but has not specified as to why all these schools were selected. The high quality plan states goals, deliverables and timeline. Based on information provided, this section receives a 7.

(A)(3) LEA-wide reform & change (10 points)

10

8

(A)(3) Reviewer Comments:

Applicant indicates a strong commitment to partnership between the Central Falls School District and Rhode Island College -Innovation Lab.

- The Innovation Lab will be a long-term commitment to actively contribute to education reform
- The partnership will provide learning in and outside classroom, multi-and-cross-disciplinary focus for a safe and supportive learning environment
- Innovation Lab will encompass the entire college campus and Central Falls community
- The partnership will impact students, teachers, administrators, parents and families at all levels in the school district and the urban community.
- Innovation Lab will provide four common themes: Healthy Communities, STEM, Life-long Learning and College

Access/School Retention for long term reform

- Innovation Lab will provide opportunity to develop new methods of blending theory and practice supported by research
- Innovation Lab will be like an incubator to innovation and risk-taking with the potential for developing new and successful models of teaching, learning.

Applicant provides evidence of an ambitious plan that will be built based on successful track record of gains in student achievement in Central Falls High School. Applicant provides elements of high quality plan by engaging the entire community and Rhode Island college into this one of a kind PK -20 partnership. Expanding on the learning experiences and extending the opportunity to all the schools in the district is the goal of the high quality plan. Applicant states that rather than delineating programs by the traditional constraints of grade-level or academic discipline, the Innovation Lab work is grouped according to four common themes of Healthy Communities, STEM, Life-long Learning and College Access/School Retention. Applicant states that this multi disciplinary focus will provide a safe and supportive environment to develop new methods for blending theory and practice. Applicant does not provide specifics on how this supportive environment will be developed, what are the timeline, activities and who will be responsible to monitor the process.

Based on the information provided this section receives a 8.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

8

(A)(4) Reviewer Comments:

a) Performance on summative assessment

Applicant provides the methodology for determining percent proficient and above and methodology for determining growth based on New England Common Assessment Program (NECAP), and Partnership for Assessment of Readiness for College and Career (PARCC) assessment beginning 2014-2015.

Applicant includes tables with baseline data 2012 and assessment data 2013 for Reading, Math (grades 3,4,5,6,7,8,and 11) Writing (grades 5,8,11). Tables represent the following data:

- Drop in overall proficiency in 3rd grade Reading and Math. In both Reading and Math: Hispanic and Black or African American subgroups experienced a drop. While White, Limited English Proficient , students with Individual Education Plan and Economically Disadvantaged sub group students increased scores.
- Drop in overall proficiency In 4th grade Reading and Math. The sub groups show inconsistent growth or drop in Reading and Math. Hispanic sub group dropped in Reading and Math, while Black or African American subgroup increased in both Reading and Math, White subgroup experienced growth in Reading, but a drop in Math. Students with Limited English Proficiency increased their Reading and Math scores. Students with Individual Education Plan increased their Reading score and showed no growth in Math. Students in Economically Disadvantaged sub group dropped in Reading and Math scores.
- In 5th grade there is a significant drop in proficiency level in both Math and Reading, and scores in Reading and Math for students in all the sub groups.
- In 6th grade there is a slight increase in Reading and Black or African American sub groups, all other subgroups experienced a drop in their Reading scores. There was a slight increase in Math scores as well with African American and White subgroups showing growth, while other subgroups dropped their scores.
- In 7th grade , decrease in overall scores in Reading and Math with all sub groups experiencing drop with the exception of students with Individual Education Plan whose scores increased in Reading.
- In 8th grade Reading and Math scores dropped, with slight increase in Math scores of Hispanic, Students with Limited English Proficiency, and students with Individual Education Plan who experienced growth in Math.
- In 8th grade Reading and Math scores in all sub groups dropped.
- In 11th grade overall proficiency in Math and Reading increased and there were growth in Math scores of all sub groups except students with Limited English Proficiency . Scored of students in African American and Economically Disadvantaged in Reading also increased. Scores in writing were inconclusive.

Applicant has provided data to indicate proficiency gains in 11th grade and drop in proficiency in all other grades. Applicant has established a 4% - 5% growth goal for all grades and sub groups for the next two years and increasing that goal by 7% - 8% for the remainder of the life of the grant and post grant. Growth goals have been established as follows: overall proficiency in Reading and Math for 3,4,5,6,7,8,11 grades by 30% by post grant, while increasing Writing proficiency in 5,8,and 11 by 20% by post grant. Applicants establishes ambitious goals for student grade level proficiency growth. Applicant does not indicate what level of performance these growths will equal to, as there are four NECAP performance levels of proficiency. Applicant states that these results are not to be used as diagnostic tools, and that NECAP is to

provide only detailed school-level results. Applicant indicates Multiple Data Points needed for trend analysis, but does not provide details about the data points.

b) Decreasing achievement gaps

Applicant has provided tables for baseline data and LEA-wide goals for closing the achievement gap. The Achievement gap is determined by the percentage of students achieving at or above Proficient in comparison to their peers statewide. Data indicates considerably low average for all students in all grades in Reading, Math and Writing in 5,8, and 11 grades. The goal is to reach the statewide average, as indicated for each grade level in the tables, in decreasing the achievement gaps. Goal of decreasing achievement gaps will be accomplished by increasing parent involvement, through parent centers, and parent education opportunities, one-on-one learning opportunities and group instructional strategies to help students, EL and Special Education certification programs.

c) Graduation Rate

To calculate the 4-year graduation rate, Rhode Island Department of Education tracks an Adjusted Cohort of students from 9th through high school and then divides the number of students who graduate within four years by the total number in the cohort.

- Innovation Lab will work with students to immerse them into a college going culture
- The partnership will help propel and accelerate the upward trajectory of the graduation rate
- The partnership will inspire and promote a desire to attend college, thus making a high school diploma a must

Applicant indicates an increase in graduation rate, over the four years from 48% in 2009 to 70% in 2012. With all sub groups showing gains. LEA-wide goal is to increase the graduation rate by 20% for the life of the grant and post grant.

d) College and Career Ready

- The Innovation Lab will provide support and close monitoring to encourage students to apply, enroll and persevere
- Applicant will work to increase the number of students taking SATs/ACTs, filling out the financial aid FAFSA forms and completing the application process
- Applicant will replicate best practices from the existing upward Bound program between Central Falls and Rhode Island College to increase number of enrollees.

Applicant indicates 45% of the graduating seniors enrolling in college and LEA-wide goal is to reach 80% by 2018.

e) - Optional - Postsecondary Degree Attainment

- National Center for Education Statistics' Integrated Postsecondary Education System, is limited to tracking completions for groups of first-time, full-time degree -seeking students at the undergraduate level. The graduation data do not contain information for students who drop out and re-enroll or complete a degree elsewhere.

Based on 20% baseline data, the goals is to increase by 30% by 2018.

Applicant provides data on summative assessment. Goals have been set for Reading and Math, this plan is ambitious but achievable. Applicant does not indicate what level of performance, ESEA, these proposed goals will equal to, as there are four NECAP performance levels of proficiency. Applicant indicates Multiple Data Points needed for trend analysis, but does not provide details about the data points, or any additional local assessment data. Applicant does not provide details on how these goals will be achieved.

To decrease the achievement gap, applicant provides data to indicate considerable low average for all students in all grades. The goal is to reach the statewide average, as indicated for each grade level in the tables, in decreasing the achievement gaps. Goal of decreasing achievement gaps will be accomplished by increasing parent involvement, through parent centers, and parent education opportunities, one-on-one learning opportunities and group instructional strategies to help students, EL and Special Education certification programs.

Applicant has ambitious goal for graduating seniors to enroll in college. Applicant states that Innovation Lab will work with students throughout the school years to immerse them into a college-going culture. Traditional college recruitment means will be used as well as specialized programs to make high school diploma a must for all students. Applicant indicates a goal to ensure that half of the students that graduate from Central Falls Schools are able to persist and achieve their post-secondary degree. In supporting the postsecondary degree attainment, the Innovation Lab will be used to conduct longitudinal studies and research to learn about factors that contribute to the student's success in attaining their post -secondary degree. Applicant can also determine how to provide needed support.

Based on information provided, this section receives a score of 8.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10

(B)(1) Reviewer Comments:

1) Clear Record of Success in the past four years in advancing student learning and achievement .

Since 2002, applicant had been in state-administered corrective action and Central Falls High School had remained among the lowest in the state. Transformation Model was selected to turn around the Central Falls High School. Goals were:

1. Increase the graduation rate and decrease the dropout rate
2. Improve student proficiency in math and maintain improvement in English Language arts proficiency
3. Improve the culture and climate of the school

Improve Graduation Rates

- Applicant has implemented and refined alternative educational programming that provides students with unique support services
- Graduation rates have improved during the Transformation. 2009-2012 graduation data included
- Students enrolled in Multiple Pathways programs have graduated or recovered credits
- Expanded Learning Opportunities initiative has enabled students to earn credits while exploring individual interests - 250 students successfully participated in ELO initiative during the last two years
- Compare the to State of Rhode Island which improved the graduate rate by 1% point, the rate for Central Falls High school improved by 19% points.
- Table is provided to show decrease in Dropout rate in three years, from 35% (2010) , 8% (2011), 14% (2012) compare to the State dropout rate 14% (2010), 13% (2011) and 12%.(2012).

Improve Math Proficiency

- Staff focused on rewriting and implementing a consistent math curriculum
- Staff focused on developing and administering common assessments
- Student proficiency on the NECAP Math assessment showed a longitudinal increase doubling from 7% in 2011 to 14% in 2012
- Multi-layered plan for intervention was implemented
- Table indicates Math Proficiency in 2010 at 8% (State 33%) , 7% in 2011 (State 30%), 14% in 2012 (State 34%)
- Longitudinal gains in the number of teachers and staff who plan between and among grade levels
- Increase in frequencies with which staff uses data to improve teaching and using formative assessment strategies to measure student progress
- Administration credits strong teacher leadership
- Math Coaches

Improve School Culture and Climate

- Decrease in teacher absenteeism over time
- Yearly increases in staff perceptions of collaboration and communication. Staff and leadership openly discuss efforts to improve the school
- High school has made changes to better meet the needs of its diverse student body
- Students reported positive school climate -Surveyworks
- Perceptions of students engagement and relationships with teachers shoed longitudinal gains
- Students believe teachers treat them with respect
- Family engagement showed marked improvement throughout the Transformation
- High School provided numerous opportunities for parents to engage with school community around the strategic goals
- These opportunities included meetings with the Board of Trustees and superintendent, parent-teacher-student organization and committee meetings
- Central Falls district, collaborating with different community provided leadership and advocacy training.

Success with Early Learning: Building a solid foundation

- Captain Hunt Early Learning Center partnered with The Learning Community Charter School
- Collaboration set new literacy expectations for students and restructured the curriculum
- Central Falls teachers attended workshops and participated in coaching sessions
- Literacy support personnel were hired and trained
- Small, differentiated, guided reading groups in addition to whole class units of study was provided
- Central Falls Early Learning Centers provide education to preschool and kindergarten aged children.
- 2010 60% of Kindergartners met the Developmental Reading Assessment
- 2011 70% of kindergartners met the Developmental Reading Assessment
- 2012 76% of kindergartners met the Developmental Reading Assessment
- 2011-2012 Central Falls Early Learning Centers joined other elementary schools in the district and adopted foundations phonics program
- Central Falls Early Learning Centers staff , faculty and families are participating in The Incredible Years training
- The Incredible Years help children's social, emotional and academic skills, decreases the occurrences of disruptive behaviors in the classroom.

Applicant is working on approval of their preschool classes with the Rhode Island Department of Education.

The implementation of these instructional programs has led to higher rates of student achievement in literacy.

Math Coaches

- Scope and sequence has been created
- Teachers will become familiar with the improved curriculum

b) - Achieve ambitious and significant reforms in the persistently lowest-achieving schools.

- Increased parent involvement
- Executive Director for family assistance and student support - facilitating the engagement of the Central Falls community to support the school's improvement goals.
- Central Falls School District, Children's Friend and Service, Bradley Early Childhood Clinical Research Center, Annenberg Institute for School Reform have combined efforts and with support of grant created We are A Village program
- Village program focus on improve school readiness and academic achievement of young, high -need children, PK-3rd grade
- Implementing a three tiered approach of prevention, identification and intervention to support children
- Central Falls Schools has do-located direct-service at schools to connect families with service providers.
- Parents are given numerous opportunities to engage with School District Leadership through meetings
- Families are invited to join the: School Improvement Team, Educational Associations and Accreditation Process Committees.
- Leadership and advocacy training for parents
- Agents of Transformation - parent volunteers
- Table indicate evidence of increased parent involvement

c) Make student performance data available.

- Technology based assessment to help with continuous improvement
- Central Falls School District will implement assessment and data system to give stakeholders timely and actionable feedback
- District Technology Plan -leveraging technology to provide engaging and powerful learning experiences and content
- STAR Enterprise Early Literature, STAR Enterprise Reading and STAR Enterprise Math
- Technology Plan calls for replacing the district student information system with a web based system. Skyward
- Building capacity of educators and staff to use technology to improve assessment materials and processes for formative and summative uses
- Data Teams provided by the Rhode Island Department of Education and Amplify will help with ongoing staff development
- Amplify will deliver a rigorous, tiered professional development series
- Data Use Professional Development series provide Rhode Island educators with knowledge, tools and structure
- Small cohorts of 25 educators, teams from school and district join together in a year long, tiered professional development to learn data assessment
- Data coach will visit each school up to three times a year to provide on-site support in using data.

Applicant demonstrates evidence of record of success based on Transformation Model in Central Falls High school and Central Falls Early Learning Centers working to close the achievement gap. Applicant's data indicates gains in proficiency level and student achievement. Evidence of a growing trend in the number of graduates in the past four years, decrease in the number of Dropout rate and increase in Math Proficiency in the past three years is provided. Applicant provides evidence to support the Success with Early Learning. An ambitious and significant reform is outlined and evidenced also by increase in parent involvement. Applicant provides evidence to indicate that student performance data is available and accessible by students, educators and parents. Applicant provides information for significant reforms in the state identified Central Falls High School as a focus school.

Applicant does not provide additional assessment data from Common Assessments. Applicant does not share data consistently. Increase in high school graduate rates is presented in four years trend, Success with Early Learning, dropout rate and Math Proficiency are presented in three years trend.

Based on the information provided this section receives a score of 10.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

a- d) The State of Rhode Island utilizes The Uniform Chart of Accounts- to provide transparency and comparability of financial information for all school districts in the state. Similar account codes provide easier tracking and a uniform way to monitor budget for all schools across the State. Central Falls School District has been under control of State of Rhode Island since 2002. Details of expenditure for K-12 instruction, Instructional support, pupil support and school administration are listed on the Rhode Island Department of Ed website.

The applicant meets high level of transparency criteria.

Based on evidence shared by the applicant this section receives a 5.

(B)(3) State context for implementation (10 points)	10	8
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(B)(3) Reviewer Comments:

B-3) The Office of Multiple Pathways at Rhode Island Department of Education works with other state agencies to prepare all learners to be college and career ready with following focus:

- Access to a variety of learning opportunities allowing each learner to focus on the academic and career goals.
- Multiple ways for learners to exhibit the skills and knowledge.
- Opportunities to earn advanced standing in postsecondary education and training program.
- Opportunities to obtain a high school diploma with other credentials.

The Innovation Lab is aligned with the goals of the Rhode Island Department of Education (RIDE) and their Multiple Pathways Initiative. The Central Falls School District is working with these principles to empower stakeholders and graduate self-sufficient, goal-oriented students.

- The Central Falls High School went through Rhode Island state mandated transformation in 2010 and proficiency based graduation system has been put in place.
- Rhode Island Department of Education has identified Earl F. Calcutt Middle School and Veterans Elementary School as "Focus Schools" in 2013.
- These schools will follow Rhode Island Department of Education mandated transformation process.
- Goals for the transformation are in compliance with revised Basic Education Program requirement for K-12 public schools by Rhode Island state.

The applicant presents information that identifies three "focus schools" and the state mandated process of transformation. The transformation conditions are monitored by the State. The Central Falls School District has worked under state mandates since 2010. There is evidence to support State of Rhode Island Department of Education support of the application criteria. The focus schools will use the state mandates. Applicant does not state clearly if this mandated process will be used by all other schools that are not identified as focus schools but will participate in the grant.

Based on provided information, there is successful conditions and sufficient autonomy to implement the personalized

learning environments through the Innovation Lab. This section receives a score of 8.

(B)(4) Stakeholder engagement and support (15 points)

15

15

(B)(4) Reviewer Comments:

a- i, ii) Level of engagement of students, families, teachers and principals in the process and any evidence of revised proposal based on the engagement. Collective bargaining representation.

- Three public meetings between College and the School District - Discuss
- Saturday Meetings to include administrators, teachers, union leadership and students
- Focus groups with families , including translators
- Surveys for family input
- Survey on College campus for faculty and staff
- Faculty meetings to discuss the concept in specific schools
- Teams of educators working to develop different program and activities
- Innovation Lab discussed at District Management Council
- Teacher Union , collective bargaining Unit, participated in planning meeting, reviewed and signed the proposal
- Board of Trustees discussed the Lab and provided feedback and input
- Senior Leadership was created - District and the College
- Memorandum of Agreement has been signed by Superintendent of the District and President of the Rhode Island College- witness by the Commissioner of Education, Chair of the Board of Education for the State of Rhode Island.

Applicant engages stakeholders through public meetings, Saturday meetings for administrators, student, teachers and union leadership, input from families.

b) Letters of support

- Rhode Island Department of Education - Pledge to work with the District to ensure that the results of the Innovation Lab is shared with all Rhode Island Districts.
- Rhode Island College - Pledge to work closely with the Central Falls School District to deepen the work of the Innovation Lab as a K-20 education model.
- The College Crusade - Pledge to support the success of the initiative.
- Jason Learning - Commitment in providing Central Falls with resources.
- Family Services of Rhode Island- Committed in working with the Central Falls School District.
- Central Falls High School Parent Teacher Student Organization - Pledge to support the District's plan.
- RI After School Plus Alliance - Pledge to continue to work closely with the Central Falls District.

Applicant indicates evidence to support engagement of parents, teachers, students, administrators, union leadership and community members in the process. Through variety of activities all stakeholders had opportunities to participate and be heard as well as provide their support. Applicant has commitment and support of the community at large in support of the plan.

Based on evidence provided this section receives a 15.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	15

(C)(1) Reviewer Comments:

(a) With the support of parents and educators, all students—

- Exemplary Family involvement programs in Central Falls will continue throughout the district
- Innovation Lab will be the main source to inspire the entire district, teachers, parents, students and community working to create a district focused on individualized learning
- The Innovation Lab partnership is based on interest and needs of the community members and students
- The Innovation Lab will provide rigorous & engaging classroom instruction based on student interest and strength

- The Innovation Lab will provide personalized blended learning opportunities
- The innovation Lab will provide expanded learning opportunities
- The innovation Lab will provide higher student engagement and retention in all grade levels through one-on-one and group support
- The innovation Lab will provide relevant pathways to academic and life success at the elementary and middle school levels
- The Innovation Lab will expand the college's Learning for Life navigators program across all grade levels
- The Innovation Lab will improve student and family knowledge of access to and participation in available programs

The Applicant provides evidence to support learning environment and opportunities that engages and empowers all learners. Through personalized learning opportunities, students will be able to gain a better understanding of their learning goals and work to achieve them, identify and pursue learning that is linked to college and post high school education, as they develop critical thinking skills. Through multiple opportunities students are better involved in their learning process based on their interest. Applicant provides evidence to support the involvement and feedback from all stakeholders in developing the goals for the plan based on interest and needs of the community's diverse needs.

b) With the support of parents and educators each student has access to—

Multiple Pathways Initiative

- Programs that address dropout and graduation rates in personalized learning and mastery approach
- Content courses via direct instruction and virtual learning with smaller classes and individualized instruction
- Providing alternative learning experiences during a non-traditional schedule and non-traditional environment
- Guide to Success - alternative school for overage, under credited students (for mature student)
- PM School (for at-risk students with work and family commitments)
- Saturday School
- Rigorous instructional curriculum

Expanded Learning Opportunities -

- Designed for individual student or students in a group
- Supports students to craft their own project-based learning
- Learning is aligned with the relevant content
- Validation Committee will review the requirements in attaining credits
- Achievement of a series of benchmarks in attaining credit

Methods to determine students' aptitude and interests:

- Personalized Learning Plans - introduced in middle school and administered during students' advisory period. Student Directed planning and monitoring tool to customize learning through secondary school
- Way to Go Rhode Island 10: Students introduced to the website that is aligned with the Personalized Learning Plans, creating accounts, to better understand the RI graduation requirements, assess their aptitude and interest
- Performance based graduation requirements - Portfolios as its proficiency based graduation requirement for all students . Reflection of student's best work over a four-year period .

Applicant provides evidence to support a personalized sequence of instructional content and skill through variety of instructional approaches, individual, online, or group to help students achieve their learning goals. Applicant provides evidence through Multiple Pathways and Expanded Learning Opportunities to differentiate learning format for students. Expanded Learning Opportunity Validation Committee, monitors students progress toward earning credits. Students are involved in developing their own personalized learning plan based on interest and skill levels. Applicant provides evidence to support programs in place to help students learn about and be able to use the tools available to them.

Applicant provides some evidence of high quality plan to improve learning and teaching through development of personalized learning environment. These evidence include Multiple Pathways and Extended Learning Opportunities which will provide differentiated learning and individualized instructional strategies to help students succeed. Applicant provides evidence to support rigorous course study aligned to college and career ready standards. These opportunities include: Online personalized learning system -

hybrid model to help students who are unable to attend school due to family responsibilities. Way to Go Rhode Island 10, provides digital learning monitoring of students' goals and mastery making sure they are on track.

Applicant does not provide evidence of high quality plan to improve learning and teaching through development of personalized learning environment in the elementary and middle school classrooms. Applicant does not provide evidence to support how the younger students will be supported through Multiple Pathways and Expanded Learning Opportunity programs. Applicant does not provide evidence to support alternative instructional and learning strategies for elementary age students. Applicant does not include approaches to instructional strategies for elementary and middle school students.

Based on the information provided, this section receives a score of 15.

(C)(2) Teaching and Leading (20 points)

20

18

(C)(2) Reviewer Comments:

a) Educators engage in training, and in professional teams or communities, that supports their individual and collective capacity to— support effective implementation of Personalized learning environment , adapt content and instruction - differentiated instruction, assessment and data analysis, effective teacher and principal evaluation

- The Innovation Lab will use the expertise of the Rhode Island College School of Education and Human Development - Central Falls School District will work with the agency to promote programs that will engage teachers and educators in training and professional development opportunities that will support effective implementation of personalized learning environment and strategies that meet student's needs
- Teachers in the School District will provide future teachers opportunities to work directly with students and to engage in high quality professional learning
- Teacher training programs will also help existing teachers and future professional educators, as they share differentiation strategies.
- Rhode Island Innovation Evaluation & Support System on educator Effectiveness will be utilized for teacher feedback and continuous improvement plan
- The Innovation Lab will create an ongoing capacity building program that will train and re-train all educators in the system- trainer of trainers
- Teachers will require to participate in Certification for Special Education and English Language Learner programs
- All projects and activities will be monitored by a rigorous research and evaluation system - providing continuous feedback
- Staff development will include how to use: tools, data and resources
- Teachers will be trained on Learning Management System to help customize learning for each child through use of online and face-to-face tools
- Twenty projects are in early implementation and or pilot statues as part of the Innovation Lab
- Teacher Residency Program
- Cohorts in the full ESL certification pipeline
- Certification in Hybrid Teaching and Learning - course requirements are listed, offered in the hybrid format

Applicant provides evidence to support continuous feedback on teaching and instruction through teacher and principal evaluation as well as an evaluation system to monitor projects and activities of the Innovation Lab. Applicant supports criteria requirements by providing information on variety of staff development that will lead to teacher learning differentiated instruction, certification process for English Learners, and engaging with future teachers in learning strategies. Evidence is provided in monitoring the improvement process for teachers and principals effectiveness as well as project and activities of the Innovation Lab.

b) Educators have access to and know how to use, tools, data, and resources

- Teachers will require to participate in Certification for Special Education and English Language Learner programs
- Cohorts in the full ESL certification pipeline already in progress
- All projects and activities will be monitored by a rigorous research and evaluation system - providing continuous feedback
- The Innovation Lab will create an ongoing capacity building program that will train and re-train all educators in the system- trainer of trainers
- Certification in Hybrid Teaching and Learning - course requirements are listed, offered in the hybrid

format

- Staff development will include how to use: tools, data and resources
- Teachers will be trained on Learning Management System to help customize learning for each child through use of online and face-to-face tools

Applicant provides evidence to support educators' ongoing learning to respond to individual student's academic needs and interests. Applicant indicates use of digital resources for better meeting individualized learning needs. Applicant provides evidence for continuous teacher training for Students in Special Education and English Learners.

(c) Participating school leaders and school leadership teams (as defined in this notice) have training, policies, tools, data, and resources.

- Teachers will require to participate in Certification for Special Education and English Language Learner programs
- Cohorts in the full ESL certification pipeline already in progress
- Teachers will be trained on Learning Management System to help customize learning for each child through use of online and face-to-face tools
- Staff development will include how to use: tools, data and resources
- Teacher and principal evaluation system for continuous feedback and improvement
- 5 year plan to train all teachers through trainer of trainers model.

Applicant provides evidence to support teacher and principal evaluation system for ongoing feedback and improvement. Applicant indicates a 5 year plan to train all teachers by developing trainer of trainers model. Applicant provides evidence of teacher participation in special education and English learner certification to help meet the needs of students. Applicant has provided evidence for ongoing staff development in use of digital resources to help with individualized learning plans.

Applicant has a high quality plan with goals, activities, people responsible and timeline for effective learning and teaching opportunities that will provide students with the support they need to graduate and be college ready. Through staff development opportunities, teachers will be able to provide differentiated instructional strategies and environment to students. Online and face-to-face learning will help facilitate the individual learning opportunities for all students. The goals support teacher and administrator training and learning, certification and consistent staff development to develop skills and use tools and data. Rhode Island Innovation Evaluation & Support System on Educator effectiveness is embedded in the plan to provide feedback and improvement suggestions. The effective plan will tap into the Rhode Island College resources and involve mutual exchange of resources and learning with focus on uniting the urban community. Applicant provides evidence to support a monitoring system for the Innovation Lab's projects and activities. Applicant does not specify the support that will be provided to the classroom teachers during the ongoing training modules as trainer of trainers program is being implemented. Applicant is not specific if school leadership will also be included in staff development.

Based on the evidence provided this section receives a score of 18.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	15	13

(D)(1) Reviewer Comments:

The applicant has practices, policies, and rules that facilitate personalized learning and supports all stakeholders by:

a) Restorative Practice - This LEA practice helps teachers, students and parents to build, maintain and restore relationships, helping students to self regulate behavior and contribute to the improvement of learning outcomes. Students gain valuable skills in good communication, conflict resolution and critical thinking as they enter college or seek employment. This program has been part of the Youth Restoration Project since 2008.

Expanded Learning Opportunities - This program has been successful when implemented at the High School level and has led to the Rhode Island After School Alliance to utilize the initiative to serve as a model for school districts across the State of Rhode Island.

c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic

- Students get academic credit for learning, as they participate in the design of their learning
- Use of applied technology and interpersonal and leadership skills

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways

- Flexible schedule - during day or after school
- Requirements are set through reflections, research, creating final document to demonstrate learning in final presentation

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners

- Learning is student-centered, hands-on and rigorous
 - Students are given chances to apply learning in real-world setting and enforce academic standards
1. Young Voices Leadership Transformation Academy Curriculum - provides leadership in advocacy
 2. ACE - provides opportunities to students who are interested in jobs related to architecture, construction and engineering
 3. Urban Debate League - empowering urban students to expand their minds and project their voices through debate
 4. School Community Emergency Response - responding to emergencies and disasters as part of the overall emergency protocols for the city.

b) - Applicant provides evidence to support flexibility and autonomy of school leadership of the participating schools to review schedules, make staffing decisions and allocate budget based on the Protocol for Interventions: Persistently Lowest-Achieving Schools.

Applicant provides evidence to support practices and policies in place: Restorative Practices, for personal and emotional growth and Extended Learning Opportunity, for personalized learning plan to supports all students, including English Learners and student with disabilities. Applicant provides evidence of personalized learning plan to help maintain high expectations and student achievement including variety of opportunities for mastery. Applicant does not emphasize how these practices and resources will help support learning and instruction and how they will be implemented in the elementary and middle school learning environment.

This section receives a score of 13.

(D)(2) LEA and school infrastructure (10 points)

10

10

(D)(2) Reviewer Comments:

(a) Ensuring that all participating stake holders have access to necessary content, tools, and other learning resources both in and out of school

- Central Falls Public Schools Technology Plan - engaging and powerful learning experiences, content and resources
- Technology based learning and assessment system - STAR
- Technology will help collaborative teaching strategies
- School District partnered with Cox Communications and Connect2Compete to promote digital literacy.
- Families who meet the guidelines qualify for low cost internet access.
- Families can purchase refurbished desktop or laptop
- 21st Century tools and applied learning skills necessary to meet the needs of the diverse student population

(b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);

- Teachers access to wireless laptops and tables
- Access to shared network printing

- Online diagnostic, screening and benchmarking assessment
- Media-rich resources
- State-run Instructional Management System and educator performance support systems
- Parent center in each school with available computers, printers and projector
- Staff Development in the use of data to inform instruction
- Expand Rhode Island Department of Education formative assessment training modules
- Review and leverage additional free collaboration systems to extend learning
- 21st Century resources and facilitate the organization of professional learning communities

(c) Using information technology systems that allow parents and students to export their information in an open data format

- The Central Falls School District will use Skyward information technology system combines information assessment , health, grading, IEP case management, RTI, 504, ELL, and messaging.
- Improved operational capability and open communication between schools and families.
- On line assessment- STAR

(d) Ensuring that LEAs and schools use interoperable data systems

- Building the necessary infrastructure to compete in a 21st century world.
- People, processes, learning resources, policies, and sustainable models for continuous improvement
- Broadband connectivity, servers, software, management system and administration tools
- VOIP communication system- wireless access node in every classroom and up to 7 network drops in every classroom
- Parent subscription service for e-mail and text school announcements and messages
- Regularly updated district, school, and or classroom website.
- Parent center in each school with available computers, printer and projector
- Central Falls School District uses interoperable data system to maintain all of its information

The applicant provides evidence for the high-quality plan to support project implementation through comprehensive policies and infrastructure. Some of these policies are already in place while others are in the process of implementation.

Based on evidence provided this section receives a score of 10

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

Rigorous continuous improvement process

- Innovation Lab will set up modes of communication and develop several mechanisms for continuous oversight and monitoring of the plan
- Innovation Lab Leadership Team comprise of District and College leadership, including Deputy Supt. for Transformation
- Leadership Team will meet monthly - will be the guiding body for all major decisions, mid-way corrections and improvements
- Advisory groups at respective institutions to provide input, and monitor the work of the Innovation Lab
- Advisory groups will provide regular feedback to the internal constituencies of both organizations
- Work of the Lab will be shared publicly by groups that may include College and District Management Council
- Director and staff of the Innovation Lab will provide monthly updates and quarterly reports detailing progress made toward each goal
- Innovation Lab will respond to emerging needs and adjust existing activities to fulfill its mission
- Lab activities will be documented by a research and evaluation component - internal process monitoring system and a third party external outcome evaluator.
- Stakeholders will convene to develop a logic model that details project inputs, activities, outputs and projected

outcomes of the project

- Monitoring the process will focus on project inputs, activities, and outputs while the outcome evaluation will examine outcomes and hoped-for impacts
- Qualitative data through: observations, interviews and surveys from focus groups and all stakeholders, classrooms and assessment.
- Ongoing data analysis in staff development, technology or additional staffing.
- Reports shared with public through websites, social media sites, parent newsletters and other local and state-wide vehicles
- Regular reports to partners and stakeholders will demonstrate strengths and challenges of the implementation

Applicant provides a rigorous plan for continuous monitoring, evaluation and improvement of the plan with goals, people who will be involved in the process, timetable and activities. Applicant also will follow state mandates for school and learning improvement for focus schools, monitor progress and share information with public. Applicant will involve all stakeholders in the feedback and improvement process. Applicant has a high quality plan to monitor the effectiveness of the plan and make mid-way corrections as needed throughout the life of the grant.

This section receives a score of 15.

(E)(2) Ongoing communication and engagement (5 points)	5	5
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(E)(2) Reviewer Comments:

Ongoing communication and engagement

- Innovation Lab will make purposeful and specific investment in creating communication strategies by using existing formal and informal internal communication mechanisms or develop new ones to ensure that all constituents have an opportunity to participate in or become informed about the project.
- Similar mechanisms will be used to inform external partners
- The District and the College feature information about the Innovation Lab on their websites,
- A separate webpage for the Lab is under construction
- Additional opportunities for social media presence as project is implemented
- Lab will also use more traditional media outlets to share with broader Central Falls community and the rest of the state.
- Third -party evaluator will provide feedback to all stakeholders
- Periodic reports and responses from evaluation process will be shared publicly
- Monthly meetings and updates -Innovation Lab Leadership Team

Applicant provides evidence to support goals, timetable, people responsible and activities that are in place for ongoing communication and engagement of all stakeholders throughout the process.

This section receives a score of 5.

(E)(3) Performance measures (5 points)	5	2
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(E)(3) Reviewer Comments:

Performance measures -

a) Rationale for selecting the measure - Four performance measures tools will be used:

1) State Assessment: New England Common Assessment Program (NECAP) - Assessment to identify the content knowledge and skills expected at the grade level

- Common set of Grade-Level expectations in Math, Reading and Writing

The Partnership for Assessment of Readiness for College and Careers (PARCC)- Common Core Assessment for English Language Arts and Literacy in History/Social Studies, Science & technical subjects

- Assess the full range of the Common Core Standards, including standards that are difficult to measure
- Measure the full range of student performance, including high and low performing students
- Provide data during the academic year to inform instruction, intervention and professional development

- Provide data for accountability, including measure of growth

NECAP and PARCC (2015 & Beyond) will be used for 3,4,5,6,7,8 and 11th grade students for Math and Reading, 5,8 & 11 writing, 4, 8,11 Science.

2) Early Learning and Development Standards- PK-1

- State Standards established 2013
- Intended to provide kindergarten readiness guidance to families, teachers and administrators
- Inclusive of all children - special health care needs, disabilities, English Learners
- Nine domains of Early Learning and Development standards represent all areas:intellectual, physical, and emotional embedded in the learning document

3) Graduation and Dropout Rates - 9 -12 grades

- Rhode Island Diploma System - Supports multiple viable pathways toward a high school diploma. Includes career and technical education and blended or online learning
- Provides multiple opportunities and measures for proficiency demonstration
- Promotes an aligned system of state and local policies

4) Access for ELLs - K-12

- Annual measurement of English Language Proficiency of all English Language Learners
- WIDA - consortium of twenty states dedicated to design and implementation of high standards and equitable opportunities for EL

Developmental Reading Assessment (DRA) - 1-3 grades - Standardized reading test to determine student's instructional level in reading

Applicant provides evidence to support performance measures in place for all students. The Grade Level Expectation assessment, administered this school year, followed by Common Core assessments adopted by the State and administered next year onwards will measure student progress in academic skills. Early Learning and Development standards will help guide growth in academic and social and emotional areas for PK-1 grade students through nine domains. Applicant provides the rationale to use these performance measures and gauge student progress towards college and career readiness. Applicant provides tables to share these information.

Applicant does not include the number and percentage of participating students in each grade level, or by sub groups for each of the performance measures. Applicant does not specify the number of students and sub groups who have highly effective teacher and principal and who have effective teacher and principal. Applicant does not propose a grade-appropriate health or social-emotional leading indicator of successful implementation for 4 - 12 grades.

Based on information provided this section receives a score of 2.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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(E)(4) Reviewer Comments:

Evaluating effectiveness of investments

- The Innovation Lab will use third-party organization for evaluation
- Evaluation incorporates qualitative and quantitative methods - surveys, focus groups, interviews
- Design and method will be constant

Development of a Logic Model

- Small group of stakeholder invited to participate in developing a logic model
- Logic model will define inputs, activities, outputs, outcomes and long-term impact
- Evaluators will use the logic model to guide the process

Stakeholder Interviews and Focus Groups

- Collect and synthesize concerns, suggestions
- Annual survey
- Evaluation team will develop interview and group protocol
- Focus groups should be comprised of all stakeholders

Classroom Observations

- Observation tool will be used
- Semi-annually to determine if the activities are occurring as expected or desired

Innovation Lab Survey

- Evaluators will develop a survey to collect data on all activities of the Innovation Lab and the goals of Personalizing Learning across the district

Student, Teacher, and School Indicators

- Evaluators will examine from multiple sources to provide quantitative evidence for progress
- Data will be presented longitudinally to highlight trends
- Variety of indicators - list included

Demographics and Achievement Gap Analysis by Subgroup

- Overall Student population
- Gender
- Ethnicity
- Language proficiency
- Students with Individualized Learning Plan
- Economically Disadvantaged

The applicant's plan represents an effective evaluation process, flexibility to review and revise as needed, a multifaceted evaluation approach that involves all stakeholders. The applicant is also mandated by the State of Rhode Island to make sure certain mandates and accountability policies are being enforced for all schools that are identified as Focus schools. Based on the evidence provided, the applicant has a high quality plan to consistently evaluate the effectiveness of the Innovation Lab.

This section receives a score of 5.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8

(F)(1) Reviewer Comments:

1) Overall Budget Summary -

Subpart 1: Overall Budget Summary- Table is included

- Budget Categories: Personnel, fringe benefits, travel, equipment, supplies, contractual, training stipend, other
- There are no indirect costs
- Funds from other sources used to support the project - Central Falls School District

Subpart 2: Overall Budget Summary Narrative - identifies all funds that will support the project -

- Funds from the Race to the Top- District competition
- Funds from the Central Falls School District - \$320,000 to
- Investment to conduct a feasibility to support the long-term sustainability of the plan

The budget presented is reasonable and sufficient in allocating funds from the Race to the Top-District grant. The commitment of the District is evidenced by the amount of money allocated to support the plan in addition to the funds from the grant. Applicant does not specify how the investment to conduct feasibility to support the long-term sustainability will be implemented and monitored.

2) Project Level Detail

Subpart 3: Budget Summary Table - included

- Sum of the project-level itemize costs

Subpart 4: Budget Narratives-

Personnel

- Two full-time employees - Innovation Lab (Executive Director, Project Coordinator)
- Incentives - Teachers will be compensated for their participation in Innovation Lab activities
- Central Falls Coop Teacher Leaders in Residency
- Professional Development
- 40 teachers across the district in train the trainer program

Fringe Benefits

- For 2 full time positions
- For stipends paid to teachers

Travel

- Reimbursements available for staff to travel to and from Central Falls to Rhode Island College campus
- Staff from Innovation Lab attend regional and national conferences and visit other higher education campuses
- Buses taking teachers and students from Central Falls to Rhode Island College

Equipment

- No equipment being purchased with the grant

Supplies

- Teacher Tech: Each teacher will have a technology device (Chromebooks or Chromebook Device Managers)
- Student Tech: increase the number of stations available to students - Document camera, wireless interactive module Ebeam, Chromebook for classrooms, Google Chromebook Device Managers, Chromebook Security Carts
- Parent Tech: Parent-center to train parents on how to access student assessment information online - 6 sets of 2 computers, i printer, and large screen monitors for each parent room.
- The Innovation Lab will provide schools with the necessary supplies and materials
- The Innovation Lab will provide teachers with necessary supplies and materials
- Books and materials will be available for the entire district
- Each cart will have access to a printer - 20 printers
- Technology will be made available for the school leaders and all staff working on the project

Contractual

The Innovation Lab will contract Rhode Island College to conduct research and development - placing college personnel in the district to conduct teaching residency

- 80-student teachers will be placed in residence at Central Falls
- Rhode Island College faculty member will supervise secondary students in residency
- Rhode Island College faculty member will supervise elementary students in residency
- 4 graduate assistant Ph.D level students will support other research projects conducted by Central Falls teachers
- 1 Rhode Island College professor will serve as research and development coordinator
- A fund will be set up to give incentive for research and development by teams for teachers and professors to collaborate
- Evaluator to annually audit the Race to the Top funds

Training Stipends

- Teachers will attend a 12 month training - incentive to retain top-tier teacher for improved student and school performance
- 10 Teachers will be supported at 50% rate to be a part of ESL certification cohort
- 10 Teachers will be supported at 50% rate to be a part of the Special Education Certification Cohort
- 10 Teachers will be supported at 50% rate to be part of the Blended Learning Certification cohort

Professional videographer will record and document all activities of the Innovation Lab.

Other

- The Innovation Lab will print brochures, folders, material
- Postage
- Contract with a professional communication firm to support sharing of best practices
- funds will be available to support student and parent participation within the Innovation Lab
- Contract with a professional firm to conduct a feasibility study of how operations can be merged to the advantage of both partners

Funds from other sources to support project:

- 30 Teachers per year will be supported at 50% rate to be a part of ESL, Special Education and Blended Learning Certification

The applicant provides budget narrative and tables, identifying all funds that will support the project. The budget proposal is reasonable and sufficient to support the development and implementation of the proposal and provides a thoughtful rationale for the investment, including use of Central Falls School District funds to support the implementation of the proposal. The applicant does not identify funds that will be used for one-time investment versus those that will be used for ongoing operational costs to support the personalized learning plan. The applicant does not specify how the investment to conduct feasibility to support the long-term sustainability will be implemented and monitored.

Based on the evidence included this section receives a score of 8.

(F)(2) Sustainability of project goals (10 points)

10

10

(F)(2) Reviewer Comments:

Sustainability of project goals after the term of the grant.

- The Innovation Lab has been supported largely through funding and in-kind support provided by its two partners. Rhode Island College and Central Falls District
- Signed agreement to share resources and provide cooperative services
- Nellie Mae Educational Foundation grant has supported start-up legal and public relations costs and part time Central Falls project coordinator
- Several foundations and corporations are pursued to support the organizational infrastructure and planning
- External funds will help to supplement and spur growth
- The Innovation Lab is intended to be funded by the budget of the Central Falls School District and Rhode Island College existing budget
- Central Falls School District will use local-budget funds and its Federal Title allocations
- Rhode Island College will use existing faculty, staff, courses, programs and facilities to enable the work of the Innovation Lab
- Evaluation from external evaluators will gage the financial impact on the partners and analyze the return on investments
- Possibility of merging of operations such as human resource, technology, finance and facilities

Applicant provides letters of support from the: Commissioner of Department of Education, State of Rhode Island, Rhode Island College President, and the Mayor of the City of Central Falls in support of the Innovation Lab. Applicant also provides evidence to utilize existing organizations' budgets, to share resources, to find ways to merge operation to save resources and to seek external funding to initiate and supplement the high quality plan.

Based on information provided this section receives a score of 10.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	0

Competitive Preference Priority Reviewer Comments:

The Table of Contents reflects N/A in this area.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>Achieving Together: The Central Falls/Rhode Island College Innovation Lab is an innovative partnership in urban education. Innovation Lab provides a unique opportunity and collaborative working environment for PK-20 diverse population of students, teachers and professors. The Innovation Lab engages parents, community partners, and businesses as well as community in developing a personalized environment for personalized learning. The Innovation Lab will provide results-oriented educational leadership, research and lifelong learning opportunities and services to meet the need of the urban students and communities. Learned from the past three year success record of Central Falls High School, four core educational assurances are addressed, providing rigorous, individualized learning environment and opportunity to all students, while engaging parents in the education system. Multiple Path Ways and Expanded Learning Opportunities have provided differentiated learning opportunities, contributing to the success of the Central Falls High School graduation rate and strides toward decreasing the achievement gaps. Proficiency Based Learning will provide incentive and encourage students in high school to stay in school, graduate and be on track for college or career. These programs will increase equity for all the students in this urban community to personalize learning, take care of family responsibilities and still have aspiration for higher education. Through Continuous monitoring, the plan will be evaluated at different levels, classroom and college campus, to ensure the ongoing effectiveness and accountability. Technology Plan will help address the staff development, and infrastructure needs to support the implementation of the Common Core Standards and Assessment and the new student information data system, providing students an access to 21st century learning. To retain highly qualified staff, incentives and stipends are in place to support learning. Building a bridge to allow undergraduate and graduate students partner with schools and work in the classrooms will also lead to higher quality educators remaining in the community.</p> <p>Central Falls School District presents a high quality plan with goals, activities, people responsible and tools to evaluate the plan throughout the life of the grant to increase student achievement, and encourage learners to stay in school for college and career opportunities. Plan meets absolute priority.</p>		
Total	210	170