

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

Legal Name of Applicant (Office of the Governor): Rhode Island Office of the Governor	Applicant's Mailing Address: One State House, Room 115 Providence, Rhode Island 02903
Employer Identification Number: 05-6000522	Organizational DUNS: 183956978
State Race to the Top Contact Name: (Single point of contact for communication) Mary Ann Snider	Contact Position and Office: Chief of Educator Excellence & Instructional Effectiveness, Office of Instruction, Assessment & Accountability
Contact Telephone: 401-222-8492	Contact E-mail Address: maryann.snider@ride.ri.gov
<p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Donald L. Carcieri	Telephone: 401-222-2080
Signature of Governor or Authorized Representative of the Governor: <i>Signature on file in original</i>	Date: 1/14/2010
Chief State School Officer (Printed Name): Deborah A. Gist	Telephone: 401-222-8700
Signature of the Chief State School Officer: <i>Signature on file in original</i>	Date: 1/14/2010
President of the State Board of Education (Printed Name): Robert G. Flanders, Jr.	Telephone: 401-457-5184
Signature of the President of the State Board of Education: <i>Signature on file in original</i>	Date: 1/14/2010

State Attorney General Certification

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

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

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

State Attorney General or Authorized Representative (Printed Name):
Patrick C. Lynch

Telephone:
401-274-4400

Signature of the State Attorney General or Authorized Representative:
Signature on file in original

Date: 1/14/2010

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

Accountability, Transparency and Reporting Assurances

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

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

Other Assurances and Certifications

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

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

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

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

Governor or Authorized Representative of the Governor (Printed Name): Donald L. Carcieri	
Signature of Governor or Authorized Representative of the Governor: <i>Signature on file on the original</i>	Date: 1/14/2010

II. ELIGIBILITY REQUIREMENTS

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

Eligibility Requirement (a)

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

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

Eligibility Requirement (b)

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

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

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III. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

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

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

- (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

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

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

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

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

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

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

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

Recommended maximum response length: Ten pages (excluding tables)

(Enter text here.)

Rhode Island (RI) is a microcosm of the nation. It is a small state, with considerable racial and socioeconomic diversity, and thus can serve as a laboratory for implementing state-wide education reform on a manageable scale. Our application sets forth innovative and replicable solutions that can be used across the country, especially in high-need school LEAs.

Rhode Island has done the hard work of building the legal and policy frameworks to enable and support meaningful and sustainable improvements to our education systems. We have a bold, coherent plan of action that focuses on improving the quality of instruction for every student in every school. Rhode Island stands poised to make dramatic increases in student achievement.

Demographics that Reflect the Nation

Race to the Top (RTTT) funding will ensure success in a state whose diverse population and urban concentration mirror the nation's demographics. Rhode Island is among the top ten urban-concentrated states and is second in population density only to New Jersey. We have a large population of immigrants and first-generation Americans, many from impoverished nations. About 20% of our students live in the state's two most densely populated cities, Providence (60% Hispanic, 22% African-American) and Central Falls, a city of one square mile with a student population that is 70% Hispanic and 75% eligible for free- or reduced-price lunch. In these two communities, more than 35% of the students drop out of high school. All of our persistently lowest-achieving schools are located in these two cities. Although they are relatively small, these two districts typify the problems of urban education in America. The Rhode Island Department of Elementary and Secondary Education (RIDE) has developed and maintained increasingly strong, productive working relationships with both LEAs and believes that they represent a promising opportunity for dramatic school turnaround.

Manageable Scale

Education reforms that other states can only implement in a few pilot LEAs can become a statewide reality in Rhode Island. *Our size becomes our strength when it comes to school reform.* RIDE frequently convenes all superintendents and principals to review

data, discuss systemic strategies that will serve all students, and plan for coordinated implementation between the state and LEAs. Given the state's small geographic size, newly-appointed Education Commissioner Deborah Gist has been able to visit, in a short span of time, every LEA in the state. RIDE closely collaborates with local communities, LEAs, principals and teachers, addressing their needs and developing practices that can be implemented to improve student learning. Reforms, therefore, have buy-in and relevance.

Policy Conditions That Support Reform

Over the last decade, state leaders have completed much of the foundational work, created policy conditions for comprehensive reform, *and* demonstrated the political will and courage to carry our reform initiatives forward. Since the passage of the landmark education-reform act, The *Paul W. Crowley Student Investment Initiative* (R.I.G.L. 16-7.1), in 1997, RIDE has worked systematically and strategically to build an education system based on high standards and accountability. The legislation provided critical tools that the Board of Regents (BOR) and RIDE have used to improve student achievement in the state. For example, RIDE and the Board of Regents:

- set professional standards for educators;
- ended lifetime certification for teachers;
- created an alternative certification pathway;
- strengthened the preparation program approval process;
- adopted educator evaluation standards;
- required criterion-based hiring;
- created proficiency-based graduation requirements; and
- developed a protocol for intervention in low-achieving schools.

In its most important policy initiative, the Board of Regents revised the Basic Education Program (BEP), articulating the quality of education to which every Rhode Island student is entitled (see Appendix A1, pg. 1). The BEP describes mandatory levels of system functionality.

Rhode Island has pioneered multi-state partnerships as the driving force behind the creation of the New England Common Assessment Program (NECAP), which now uses common standards and assessments. With this expertise in building partnerships,

Rhode Island is well-positioned to lead the way toward the adoption of common national standards and internationally benchmarked assessments.

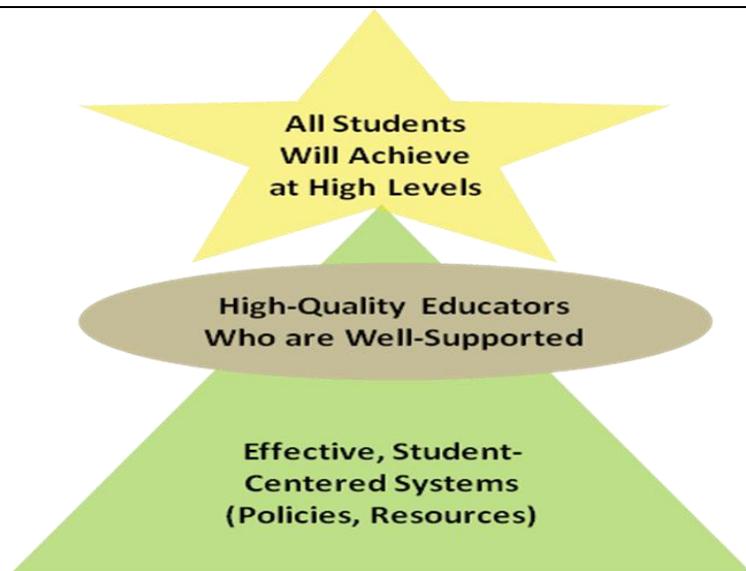
Rhode Island students have made steady, moderate improvements across all grades, in nearly all districts, over the past three years. Though we are proud that policy changes in the past decade have supported educator effectiveness and student achievement, we still have much work to do. RIDE must support LEAs as they put new policies into action. RIDE and LEAs must support all educators as they strive to bring students to higher levels of proficiency.

Setting Forth a Bold, Comprehensive, & Coherent Reform Agenda

Building on the reforms in place, working from the priorities in our strategic plan and the proposals in this application, and accelerated by RTTT funding, RIDE, our LEAs, and our statewide team of educators can deliver dramatic improvements in student achievement. We base our reform agenda on a simple theory of action:

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

To transform education, **BOTH** of these components are necessary. A well-designed system without high-quality educators will not deliver results for students. Without requisite systems of support, however, even high-quality educators will be limited in their effectiveness.



The RIDE reform agenda is designed around this theory of action, and all of the initiatives described in this proposal map back to this theory of action, and to our strategic choices regarding the use of resources.

Effective teachers in every classroom, effective leaders in every school:

In order to ensure that we have effective teachers in every classroom and effective leaders in every school, we believe that:

- The principal must be the primary lever for change: Research suggests, and we believe, that an effective principal is essential if we are to have high-quality educators in every classroom. Principals must be instructional leaders first and foremost, and they are responsible for establishing the culture of the school and for managing the development of their staff. We base our proposal on an intensive investment in the training of and support for our principals – who will then be responsible for the ongoing development of their staff.
- Training of teachers must be targeted, embedded, on-going and intensive: Training for teachers is expensive to do at scale and difficult to structure in a way that truly improves practice. We believe that the development of teachers is most effectively done locally, by the principal or the LEA. The state will engage in the direct training of educators only when it is targeted to the small set of foundational concepts that we know all educators in Rhode Island must comprehend and master (e.g., alignment of instruction to the standards, use of formative assessments that are valid measures of student

learning, and use of data to drive instruction) to be effective.

- Support to new teachers is critical: In those critical first few years in the classroom, new teachers require more support than their principal can effectively provide. We will invest in intensive induction for all new teachers to prepare them for success.

Systems of policies and resources based on student needs

Great educators can reach their full potential only within a system designed to help them meet the needs of all students. The system must encompass all the foundational elements that take place within a school, who is allowed to teach our students, what resources are available, and how we measure success.

To ensure that our teachers and leaders work within a system based on student need, we believe that:

- The State, LEAs, and schools must establish a clear and strong policy environment: Our strategy for transforming education relies upon the creation of strong, student-centered policies. Many of these policies are already in place, creating a strong foundation for our reform efforts. Within our existing policy context, we have a strong Alternative Certification route for educators, a rigorous preparation program approval process, and statewide evaluation standards that LEAs' systems must meet. All educators in RI must receive thorough evaluations that include student growth as the primary component. Educators who continue to receive 'ineffective' ratings, after they have been given time to improve, will not be retained. In RI, hiring is criterion-based and aligned to student need, accountability targets are clear, and RIDE has developed an intervention protocol to take action when schools have failed to produce results. The next phase of our policy reforms will ensure that educators meet rigorous criteria to gain and maintain certification.
- The state must develop and offer high-quality resources to all schools and districts: Many RI districts are so small that they do not have the capacity to develop and offer support, such as high-quality professional development, on their own. RIDE will, therefore, direct substantial resources toward the creation of standards-aligned curriculum resources, assessment materials, instructional-management systems, and data systems to support teacher and principal effectiveness.

Our plan to ensure that we have effective teachers in every classroom and effective leaders in every school is presented in the following sections of this proposal:

- Study of the Standards (B3)
- Professional Development: Use Data to Drive Instruction (Interim & Formative Assessments) (B3, C3)
- Quality Teacher & Principal Preparation Opportunities (D1, D4)
- Educator Evaluation (D2)
- Turnaround Teacher Corps (D3)
- Academy of School Leadership – (D4 and D5)
- Turnaround Principal Program (D5)
- New Teacher Induction (D5)
- Professional Development: Tailored to Individual Educator Need (D5)
- Support for Principals: Implementation of School Reform Plans (E2)

Our plan to ensure that teachers and leaders work within a system based on student need is presented in the following sections of this proposal:

- Common Core Standards (B1)
- Formative and Interim Assessments (B3)
- Aligned Curriculum Resources (B3)
- Robust Data Systems (C2)
- Instructional Management System (C3)
- Alternate Certification (D1)
- Student Growth Metric (D2)
- Educator Evaluation (D2)
- Compensation Reform (D2)
- Support for LEAs: Implementation of School Reform Plans (E2)
- Intervention Protocol (E2)

Transforming Education in Rhode Island

Under the leadership and vision of recently appointed Education Commissioner Deborah A. Gist, Rhode Island has developed a comprehensive and coherent strategic reform plan, entitled *Transforming Education in Rhode Island (RI Strategic Plan)* (see Appendix A2: Strategic Plan, pg. 47). The Board of Regents, leaders from district and charter LEAs, the state's two educator union organizations, as well as individual principals, teachers, parents, students, and many other stakeholders all contributed to the development of the *RI Strategic Plan*. The *RI Strategic Plan* incorporates the findings of the Urban Education Task Force, which was convened by Governor Donald L. Carcieri and chaired by Warren Simmons, President of the Annenberg Institute for School Reform. The plan is based on our theory of action and forms the foundation for the RTTT plan described in the following pages.

Rhode Island has a detailed strategic vision that enjoys broad support from both houses of the General Assembly, our school systems, the executive branch, community groups, parents, and teachers. We reflect Rhode Island's sweeping vision of reform in our RTTT application. Our *RI Strategic Plan*, which closely aligns to the four assurance areas, sets forth every planned use of RTTT funds that we propose in this application. The citizens of Rhode Island are dedicated to every action in this application, and we are committed to seeing these proposals through and transforming education in our state, regardless of whether or not we are fortunate enough to receive funding. Rhode Island has a strong sense of urgency; we need to make immediate and significant improvements to our education system and RTTT will accelerate implementation and ensure our success.

A1-ii) The participating LEAs are strongly committed to the State's plans.

Nearly every LEA in Rhode Island has committed to the RTTT plan. Forty-five LEAs, 92% of all the LEAs in the state, are committed to participating in the RTTT plan. Rhode Island has brought together a broad coalition of Participating LEAs to implement its ambitious agenda for education reform. The state has 36 locally-operated public district LEAs and 13 charter school LEAs serving 145,118 students. Of these 49 LEAs, 45 have signed MOUs with the state, demonstrating a strong, binding commitment to participate in and implement the full breadth of the state plan. These 45 LEAs represent 92% of all LEAs, 94% of all schools, 93% of all students, and 97% of students in poverty. The standard MOU (see Appendix A3: LEA MOU, pg. 69) between RIDE and participating LEAs:

- ***Demonstrates a strong commitment by LEAs to participate:*** The Rhode Island MOU requires RIDE and the LEA to articulate their committed roles and responsibilities, describe expected levels of accountability and standards; and agree to a detailed scope of work.
- ***Requires LEAs to participate in all or significant portions of the plan:*** Exhibit 1 of the Rhode Island MOU, the Preliminary Scope of Work, demonstrates that LEAs endorsed the state plan and committed to implement all or most of the plan's initiatives. LEAs, as demonstrated in the chart below, committed to participating in nearly 100% of the programs.
- ***Includes required RTTT signatures:*** Each MOU includes the signatures of the LEA superintendent, Chair of the School

Committee, and the Commissioner of Elementary and Secondary Education. Two MOUs (Providence and Foster) include the signature of the Union President. Providence is the largest LEA in the state and serves 35% of the state's high-poverty students. The President of the statewide American Federation of Teachers (AFT) endorsed with concerns the overall RTTT plan. Throughout the development of the RTTT proposal, Commissioner Gist worked closely with her RTTT Steering Committee that included union leadership as well as meeting repeatedly exclusively with labor. Commissioner Gist and her leadership team provided multiple opportunities for labor to review the full draft of the application and met extensively with them to address their concerns around evaluation, certification, and compensation. Most of labor's concerns were addressed in this application, however, some labor leaders remained unsatisfied with initiatives around educator accountability. The Commissioner will continue to work in close partnership with labor.

No variations to the MOU were utilized by any LEA.

A1-iii) The LEAs that are participating in the state's Race to the Top plans will translate into broad statewide impact, allowing the state to reach its ambitious yet achievable goals, overall and by student subgroup.

Rhode Island has built unprecedented LEA and community support for its ambitious reform agenda, which has student achievement as the centerpiece, securing the participation of nearly every LEA in the state, for a proposal of extraordinary reach. Forty-five LEAs, 92% of all the LEAs in the state, are committed to participating in the RTTT plan. Through extensive partnerships and the commitment of LEAs to implement the elements of Rhode Island's RTTT plan, we will realize broad statewide impact in the four areas of reform.

The state's goals in each of these areas are ambitious but attainable with RTTT support. The involvement of the state's 11 core urban districts, those with the highest concentration of students in poverty and lowest achievement levels, pushes us far beyond the tipping point needed for state-wide improvement. These eleven districts reach just over half of the state's population of students (56%) but represent 77% of the students in poverty. Each of these districts indicated that they are ready to engage in the core strategies of the RTTT plan and believe that these initiatives support not only what is part of their own strategic planning, but what they know is needed to dramatically change student performance. Beyond this district-level impact, the specific, targeted, deep intervention that is planned for 21% of the state's lowest-performing schools will fundamentally alter the cycle of low-achievement.

Rhode Island will have multiple school and LEA models that demonstrate how all students can learn at high levels regardless of background.

Student Achievement: Student achievement goals are mapped out in Rhode Island’s reform agenda. Table 1 presents the most current data in reading, mathematics, and science and goals for each year through 2015. There is slight variation between the achievement goals in Rhode Island’s strategic agenda and what is planned with the addition of RTTT funding. These goals become achievable, rather than aspirational, with the level of support, coherence, and resources provided by RTTT. Targets for proficiency in reading, mathematics, and science in 2015 are based on a 5 percentage point gain each year for groups that average 50% or higher, and a 10 percentage point gain each year when proficiency is below 50%. Rhode Island knows that it is important to have consistent markers of student improvement across different measures and therefore values the comparisons of its NECAP results to the National Assessment of Educational Progress (NAEP) data. Table 2 presents corresponding improvement goals for reading and mathematics on this measure for the next two administrations of NAEP testing between now and 2015. Given our foundational systems approach we anticipate an acceleration of improvement on NAEP assessments in addition to growth on state measures.

TABLE 1 - NECAP Achievement Goals Between 2008- 2015

Percent % Student Proficiency	2008	2010	2011	2012	2013	2014	2015
Elementary – Reading	69%	74%	80%	84%	87%	90%	92%
Elementary – Math	61%	68%	75%	80%	85%	90%	92%
Elementary – Science	40%	50%	60%	70%	75%	80%	85%
Middle School – Reading	68%	73%	78%	83%	87%	90%	92%
Middle School – Math	53%	60%	65%	70%	75%	80%	85%
Middle School – Science	18%	30%	40%	50%	60%	70%	80%
High School – Reading	69%	74%	80%	84%	87%	90%	92%
High School – Math	27%	35%	45%	55%	65%	77%	87%

High School – Science	19%	29%	42%	54%	66%	77%	87%
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**TABLE 2 - NAEP Achievement Reading and Mathematics at Grades 4 and 8
Percentage of Students At or Above Basic**

	2007	2011	2013
Reading - Grade 4	65%	72%	76%
Reading - Grade 8	69%	76%	80%
Math - Grade 4	81%	87%	90%
Math - Grade 8	68%	75%	80%

Closing the Achievement Gap: Rhode Island’s achievement gaps among subgroup are determined by calculating the difference between a subgroup of students and the statewide average. This methodology ensures that gaps are identified in schools where the performance is so low, that there may not be any difference between a subgroup and the school average. The Board of Regents and Commissioner Gist are committed to reducing the achievement gaps among highlighted subgroups of students by at least 50% as part of its state transformation goals. However, this particular goal is vulnerable without the broad reach of the RTTT funding. A careful analysis revealed that these numbers will not change unless we are able to implement systemic change across our most high poverty/high need districts. We are confident that because of the commitment among our 11 core urban districts, within the framework of the state’s strategic plan and with resources from RTTT, we will dramatically change the education landscape. Table 3 presents our aggressive goals for closing the gap between each highlighted subgroup of students in Rhode Island.

**TABLE 3 – Goals for closing the achievement gaps between highlighted subgroups and the statewide proficiency
(NECAP Reading - Grades 3-8)**

Gap in Subgroup vs. Statewide Proficiency	2008	2010	2011	2012	2013	2014	2015
Hispanic Students	21%	18%	15%	12%	9%	7%	5%
African American Students	17%	15%	13%	11%	9%	7%	5%

Students in Poverty	16%	14%	12%	10%	8%	6%	5%
Special Education Students	38%	33%	28%	22%	18%	14%	10%
English Language Learners	46%	42%	38%	33%	28%	24%	20%

**Table 4 – Goals for closing the achievement gaps between highlighted subgroups and the statewide proficiency
(NECAP Math - Grades 3-8)**

Gap in Subgroup vs. Statewide Proficiency	2008	2010	2011	2012	2013	2014	2015
Hispanic Students	23%	20%	17%	14%	11%	8%	5%
African American Students	22%	19%	16%	13%	10%	7%	5%
Students in Poverty	18%	16%	14%	12%	10%	7%	5%
Special Education Students	34%	30%	26%	22%	18%	14%	10%
English Language Learners	38%	33%	31%	29%	26% %	23%	20%

We are confident that with the full implementation of the state’s theory of action, gaps will close by more than 50% for all subgroups, and most significantly for students with Individual Education Plans and those receiving English language services. The projected gap for ELL students in 2015 is 20% because the current gap is the largest of all subgroups. To ensure closure of this gap, RI will carefully monitor the annual progress English Language Learners make as measured by its English language proficiency assessment, ACCESS.

High School Graduation: By 2015, Rhode Island will raise its statewide graduation rate to 87%, slightly above the goal of 85% articulated in our strategic agenda. Data show that the lowest graduation rates are among urban districts and students living in poverty. In order to move the statewide graduation rate to our ambitious target, partnership is required among RIDE, LEAs, and the community, thereby ensuring that the rate moves from below 60% to well above 80%. The synergy garnered from the high level of LEA participation (specifically among urban districts), the strong community support and civic leadership on the need to ensure that students in RI graduate from high school with the skills and knowledge they need to engage in post-secondary education or work, make us very optimistic that by 2015, 87% or more of Rhode Island students will graduate from high school well-prepared for post-secondary education and employment.

Table 5 – High School Graduation Goals by Subgroup and Statewide

Year	2006-07	2007-08	2010-11	2011-12	2012-13	2013-14	2014-15
Af-Am.	60%	64%	69%	73%	78%	83%	87%
Hispanic	58%	62%	67%	72%	77%	82%	87%
Asian	69%	74%	78%	80%	83%	85%	87%
ELLs	58%	59%	62%	66%	70%	75%	80%
Poverty	59%	61%	65%	69%	74%	80%	87%
Sp. Ed.	55%	56%	60%	65%	70%	75%	80%
STATEWIDE	70%	74%	78%	80%	83%	85%	87%

College Enrollment: Less than half of New England students who do finish high school have completed the necessary courses and mastered the skills to be considered college-ready. According to data from the National Center for Higher Education Management Systems, Rhode Island ranked in the lowest quartile for the number of high school graduating students who enrolled in college in 2006 (54.7%). Clearly, Rhode Island is in need of a sweeping strategy to raise these figures and meet an ambitious 2015 target of 80% high school graduates immediately entering college. Over the past two years, RIDE has made several important investments in its strategies for high school reform, including creating proficiency-based graduation requirements and targeting more focused interventions throughout the state’s lowest-performing high schools. In addition, RIDE is in need of better indicators to understand why the percentage of students entering college is so low and what additional supports, interventions, and skills are needed to prepare students for entering college. Developing a model to identify indicators that can help tie intervention strategies, such as failure rates, attendance, and discipline to higher education and workforce data, will be a critical component of RIDE’s overall strategy for improving its college entry outcomes.

Table 6 – Direct Enrollment into College following HS Graduation

HS Graduating Cohort	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% enrolling directly in college	54.7%	n/a*	n/a*	56%	58%	62%	66%	70%	75%	80%

(*Most recent data available is from 2006, which will serve as the baseline)

While Rhode Island ranks much lower on the percentage of graduating students immediately entering college, it ranks 3rd in the nation for first year retention of students who do attend college. By 2015, Rhode Island will improve its first year retention rate by another 8%, to reach 90%. RIDE is continuing the process of building its longitudinal data system and tying its P-12 data to its Office of Higher Education, National Student Clearinghouse, and the Department of Labor/workforce data, so that student-level data can be accessed to better inform decisions about improving post-high school outcomes.

Table 7 – One-year College Retention Rate

HS Graduating Cohort	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
% staying enrolled in college for one year	81.8%	n/a*	n/a*	83%	84%	85%	86%	87%	88%	90%

(*Most recent data available is from 2006, which will serve as the baseline)

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	44	98%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	45	100%
(ii) Professional development on use of data	37	82%
(iii) Availability and accessibility of data to researchers	39	87%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	45	100%
(ii) Design and implement evaluation systems	45	100%
(iii) Conduct annual evaluations	45	100%
(iv)(a) Use evaluations to inform professional development	45	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	45	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	45	100%
(iv)(d) Use evaluations to inform removal	45	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	30	66%
(ii) Hard-to-staff subjects and specialty areas	30	66%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	45	100%
(ii) Measure effectiveness of professional development	45	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	16	35%

[Optional: Enter text here to clarify or explain any of the data]

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	45	45	100%
President of Local School Board (or equivalent, if applicable)	45	45	100%
Local Teachers' Union Leader (if applicable)	2	45	4.5%

[Optional: Enter text here to clarify or explain any of the data]

The Providence American Federation of Teachers (AFT) Union President signed the Providence MOU. Providence is the largest LEA in the state and serves 35% of the state's high-poverty students. The President of the statewide AFT endorsed with concerns the overall RTTT plan. Commissioner Gist and her leadership team met extensively with state and local labor leaders to address their concerns around evaluation, certification, and compensation. Most of labors' concerns were addressed in the application, however, many labor leaders remained unsatisfied with some issues around educator accountability. The Commissioner will continue to work in close partnership with labor.

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	45	49	92%
Schools	316	336	94%
K-12 Students	135,513	145,118	93%
Students in poverty	54,246	56,181	97%

[Optional: Enter text here to clarify or explain any of the data]

Detailed Table for (A)(1)

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

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	Teachers Union (if applicable)	Uses Standard Terms & Conditions? President of Local Teachers Union	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA
Barrington	7	3434	108	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N/A
Beacon Charter HS	1	225	113	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Blackstone Academy Charter School	1	167	126	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Bristol Warren	7	3537	1044	Y	Y	N	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A
Burrillville	5	2513	717	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Central Falls	7	2862	1997	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
The Compass School	1	153	14	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cranston	24	10774	3217	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Cumberland	10	5025	874	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
William M. Davies Jr. Career & Tech HS	1	815	441	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y
Democracy Prep Blackstone Valley	1	76	47	Y	Y	N	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y
East Greenwich	7	2393	150	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
East Providence	13	5740	2030	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Exeter-West	6	1906	250	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N/A

Greenwich																							
Foster	1	257	27	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Foster-Glocester	2	1383	190	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N	Y	Y	N/A
Glocester	2	596	106	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N	Y	Y	N/A
Highlander Charter School	1	282	175	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A
International Charter School	1	303	164	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N/A
Jamestown	3	487	31	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N/A
Johnston	8	3200	742	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kingston Hill Academy	1	178	40	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N/A
The Learning Community	1	404	347	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A
Lincoln	9	3355	606	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N/A
Met School	1	636	393	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Middletown	6	2361	536	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N/A
Narragansett	4	1467	184	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	N/A	Y	Y	N/A
Newport	7	2106	1154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
New Shoreham	1	126	16	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
North Kingstown	10	4456	747	Y	Y	N	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y
North Providence	9	3289	1078	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
North Smithfield	5	1829	219	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N/A
Paul Cuffee School	1	483	361	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A
Pawtucket	17	8838	6385	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portsmouth	6	2859	271	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A
Providence	52	23847	19199	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Scituate	5	1656	166	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N/A
Segue Institute for Learning Charter School	1	60	60	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Smithfield	7	2508	264	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
South Kingstown	9	3581	554	Y	Y	N	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	N/A	N	Y	Y	N/A
Tiverton	6	1966	369	Y	Y	N	Y	Y	Y	Y	N/A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A
Warwick	24	10507	2481	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Westerly	7	3193	872	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N/A
West Warwick	7	3594	1445	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Y	Y	Y	N/A
Woonsocket	11	6086	3983	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y

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

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

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights,

and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

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

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

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

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

Recommended maximum response length: Five pages (excluding budget and budget narrative)

(Enter text here.)

a) Strong leadership and dedicated teams and b) Support for participating LEAs:

For an educational system to be effective, it must have strong leadership, both at the highest levels of state government and within the education infrastructure itself. The legislative branch must dedicate sufficient resources to the Department of Education, the Board of Regents (see Appendix A4: Board of Regents Profile, p. 78) must be willing to employ innovative strategies and the Education Commissioner must have a long-term vision and commitment to the state's children. Rhode Island is fortunate to enjoy broad support from Governor Carcieri and the General Assembly, who have laid a strong foundation so that RI students can learn and succeed in the 21st economy. Together, our executive and legislative branches have invested in programs to enhance teaching in literacy, mathematics, and science and targeted resources to schools and students who require progressive support and intervention.

Rhode Island's new Commissioner of Education, Deborah A. Gist, assumed responsibility on July 1, 2009 and has taken bold and progressive steps to implement the state's theory of action (see Appendix A5: Deborah Gist Bio, p.81; A6: Press Clips, p. 83). The new Commissioner:

- Created, with significant input from all relevant stakeholder groups (parents, teachers, students, community leaders), a Strategic Plan for Transforming Education in Rhode Island that was adopted by the Board of Regents on January 7, 2010;
- Issued directives to LEAs for teacher assignments, hiring, and evaluation;
- Ordered all teacher-preparation programs to raise entry requirements – in two years, the entry requirements in RI will be the highest in the nation;
- Held five forums and visited every LEA to present the strategic plan and the RTTT application to obtain further input on the priorities and initiatives needed to transform education in Rhode Island;
- Engaged teams within RIDE that have content-area expertise to develop the RTTT plan;
- Reorganized the Department of Education to carry out the Strategic Plan as well as initiatives that are described in the RTTT reform plan (see Appendix A7: RIDE Organizational Chart, p. 92).

The Board of Regents and the Commissioner have brought together the necessary human capital, partnerships, and political and stakeholder support – combined with expertise and capacity in grants and budget administration, performance monitoring and evaluation – to effectively implement effectively its RTTT plan over the next four years.

RIDE's new organizational structure will enable the Department to synthesize information related to the needs of LEAs, and to deliver direct support that is more aligned to those needs. RIDE will provide direct support to all LEAs, who will be ultimately responsible for implementing the requirements of the reform plans articulated in Rhode Island's application:

- *Division of Accountability and Quality Assurance:* This part of the organization brings together Legal, Data and Analysis, and Transformation Offices. As a center of decision-making regarding accountability, and deep supports to those schools struggling the most to meet the standards, this division will drive the synthesis of indicators that the Department must examine to diagnose specific LEA support needs. Once identified, these targeted direct supports will be managed and delivered through this division, project teams consisting of personnel from other RIDE offices, or through partners or outside experts. The transformation office will have direct responsibility for working with LEAs to ensure that school

reform plans are implemented. The Knowledge Officer, with the support of the Data and Analysis team, will be responsible for helping LEAs to implement effective data tools that inform instructional decision-making and accelerate student achievement.

- *Division of Educator Effectiveness and Instructional Improvement:* This part of the organization brings together educator quality, instruction, assessment and curriculum, and will be responsible for the majority of the direct support to LEAs described in this proposal. This division will support LEAs in creating robust human capital systems that measure educator performance against student achievement indicators; in implementing and adopting world class standards with curriculum that addresses the standards; and overseeing robust professional development systems that address student achievement.
- *Division of Accelerating School Performance:* This division has direct responsibility for supporting LEAs in the creation of student, community and academic supports and assuring access and opportunity for all students to multiple learning pathways. This division will work with diverse learners, secondary schools including career and technical centers, adult education providers, and higher education to secure horizontal and vertical integration of learning opportunities for all students.
- *Division of Fiscal Integrity and Efficiencies:* This division oversees the Office of Finance, the Offices of Network and Information Systems, Human Resources, and a new Office of Statewide Efficiencies that includes the work of statewide efficiencies such as the Uniform Chart of Accounts, school construction, transportation, health care and other statewide commodity procurements. See more below on how this office will support the effective implementation of the grant. RIDE currently has 134.4 staff positions. Through this grant, 24 positions will be added to support the implementation of the projects described in this proposal. (14 of these positions will be maintained after the RTTT project, with future budget dollars already identified through a phased staff redeployment effort to fund at least half of these positions). Three of these positions will staff the small RTTT team in the Division of Accountability and Quality Assurance described above, and the remaining positions will be embedded within the other divisions that deliver direct support to LEAs. The organizational structure has been designed to support very strong project management and coordination across all assurance areas and divisions, bringing teams together to deliver programs with the appropriate staff expertise. The Commissioner's Executive Management Team will oversee the implementation of the strategic plan and RTTT initiatives. The team is comprised of the leaders of each division, the Chief of Staff, and the Commissioner herself. This team will meet weekly to look at progress indicators and make decisions regarding resource allocation and deployment of staff to best support the project.

c) Effective and efficient operations to implement the grant:

RIDE has the fiduciary responsibility to assure that state and federal resources are received and expended in accordance with all state and federal rules, regulations, and mandates. The Department has proven systems in place for the effective and efficient administration of its resources. This has been demonstrated by both state and federal reviews and clean audits. This work is carried out by the Office of Finance, which manages all the accounting, control, and oversight for all state, federal, and restricted receipt funds for the Department of Education, state schools, and distributes education aid to school districts.

Federal Grants Management: Federal grants management activities include approval and financial oversight of federal funds, including the preparation of allocations, competitive requests for proposals (RFPs) for discretionary funding, and the review and approval of all applications for compliance with state and federal laws. The Federal Grant Coordinator and Grant Officers ensure that funded programs are operated in accordance with their approved grant application and budget, supporting documents, and other representations made in support of approved grant applications. Fiscal controls and accounting procedures are adhered to ensure compliance to the funded program. The Department has a web-based federal application system called Accelegrants. The Accelegrants application is used for LEAs to apply for all ARRA funding and the system will be used for RTTT funds. Accelegrants will provide district data that is transparent and uniform, and that will be integrated into the data warehouse for comparability and analysis to determine measured performance outcomes and return on investments. Accelegrants, paired with our Uniform Chart of Accounts enables RIDE to examine leading indicators on spending, compute return on investments and identify efficiencies in real time as LEAs upload their financial data quarterly.

Planned operational supports to Race to the Top: The Department has included in its regular FY2011 budget a full-time Federal Grants Officer who will be dedicated to the financial administration of the RTTT grant and will carry out the activities

described above. The Department's experience in federal grants management systems will allow for the effective management and monitoring of the RTTT grant.

In addition, in the Spring of 2010, the Commissioner of Education will implement "EdStat", an agency accountability and performance improvement model that is designed to move RIDE toward a system of managing from data for results. Not a new technology, but rather a proven management practice for public sector organizations, RIDE's EdStat program will be RIDE's primary vehicle to manage and hold itself and the departmental entities responsible for Race to the Top, by shining a bright light on data and performance, and a system-wide emphasis on results for students.

RIDE will distribute annually RTTT funds to LEAs based on their quality of implementation and attainment of agreed upon performance measures. With the support of these systems, RIDE will be able to determine progress toward performance standards each year for each LEA receiving funds through RTTT, and make sound decisions regarding whether to disburse additional funds or whether funds should be held back for non-compliance.

d) Use of funds in the grant to accomplish plans and e) plan to continue reforms:

The State of Rhode Island is committed to long-term, fundamental education reform that will better serve students for decades to come. The key driver of our strategy is to ensure that the most effective teachers and principals are working in our classrooms and schools. Our strategic approach includes the development of data systems and professional development programs that are built to last. RTTT funds will primarily support the design and creation of systems and development of capacity, and initial implementation of key initiatives to lay the basic groundwork for the state and districts to continue key reform work.

In order to fully implement all the RTTT initiatives; Rhode Island will leverage national and regional partners and providers with strong track records of success in improving student achievement. These partners and providers will help jump-start the efforts outlined in the RTTT plan, and over the course of the grant will build the capacity of RIDE and educators across the state. These partners and providers will help drive a culture of results and academic achievement for children, especially those in high-need

LEAs.

As discussed in the State's RTTT budget and accompanying budget narratives, RTTT funds will be used effectively and efficiently to meet the State's ambitious but attainable performance targets (see Appendix: RI RTTT Budget). RTTT funds will primarily support the design, build of systems and capacity, and initial implementation of key initiatives so that the basic groundwork can be laid for the state and districts to continue key reform work. Currently the state and districts lack sufficient resources to initiate this work, and will use RTTT as a one-time influx of dollars to launch the foundational components of these projects, and simultaneously invest in building the capacity of educators, leadership, and administration at both the local and state levels.

The State of Rhode Island faces tremendous pressures due to the significant decrease in revenues, but this will not detract from the state's investments to design, build, and maintain an education system that will ensure continuous school improvement and accelerate performance of all students in the state. As noted in Section (F)(1), there was an increase in state revenue to education from 2008 to 2009. The Commissioner of Education is committed to aligning state resources toward the five priorities of RIDE's strategic plan that will support and ultimately help sustain the work started under RTTT.

RIDE has already presented a state budget proposal that responds to the state's projected budget deficits for the next fiscal year, while ensuring and, in some cases, increasing alignment to the five priority areas of RIDE's Strategic Plan. The Commissioners and staff re-examined every activity in every program to identify state savings. This modified, zero-based budgeting process resulted in achieved savings by eliminating and reducing lower priorities. RIDE will redirect \$1.3 million or 9% of additional savings achieved to the bold new initiatives designed to transform Rhode Island public education – including recruiting/hiring nationally recognized staff (e.g. Chief of the Center of Accelerating School Performance; Chief Data/Knowledge Officer; Director of Instruction, Assessment & Curriculum; Transformation Officer; and Charter Schools Officer), to bring the necessary expertise to meet the goals of RIDE's Strategic Plan and RTTT. A portion of the savings will also be directed to fund research, design, and develop best practice models and strategies to transform Rhode Island's schools and educator workforce. Increased alignment of resources to the RIDE Strategic Plan priorities and best practices will ensure greater impact and effective usage of funds.

Where proven effective, the state and districts will continue to support RTTT initiatives with federal (e.g. Title I, Title II, IDEA, Early Childhood, NSF grants, Charter School Program grants) and state funds. Of the 24 positions added through RTTT, all but 14 will be phased out after the RTTT project (see Appendix A8: RTTT Staffing Chart, p. 94). Future budget dollars already have been identified through a phased staff redeployment effort to fund 7 of these positions. The RTTT effort will result in changes that are foundational and systemic, fully ingrained in the fabric of the state's education landscape. Once our systems are built and our professional corps strengthened, much of this work will not need to be repeated, but rather effectively sustained.

A2-ii) Extent to which the state has a high-quality plan to use support from a broad group of stakeholders to better implement its plans.

Rhode Island's RTTT plan stems from RIDE's *Transforming Education Strategic Plan*, which was developed with significant stakeholder involvement and approved by the Board of Regents in January 2010. RIDE has continued this highly collaborative, transparent process in the development of its RTTT plan. RIDE hosted 5 community forums to gather feedback and more than 500 RI residents participated. Additionally, RIDE provided the RTTT draft proposal to the public for review; more than 350 citizens read it and provided feedback that was then incorporated into the final proposal. There were a series of work sessions with all superintendents. The Commissioner met with the teachers' unions throughout the development of the proposal and intensively over the final weeks of the drafting process. RIDE incorporated many of their recommendations to strengthen the proposal's implementation feasibility.

Rhode Island's RTTT plan has the support of key stakeholders across the state. Both houses of the state legislature have passed a resolution and have sent letters from leadership in support of RTTT. Governor Carcieri has strongly endorsed the plan. More than 60 state and local stakeholders have sent letters of support, including mayors; associations representing principals, school boards, and superintendents; the PTA; the state's charter school association; higher education officials; the Rhode Island Governing Board for Higher Education; civic and business organizations; and numerous civil rights and children's advocacy groups (see Appendix A9-A15: List of Letters of Support, Selected Sample Letters, p. 97).

The Commissioner and her team have met regularly with leadership of the state’s principals associations and teachers’ unions about RTTT and convened a RTTT Steering Committee comprised of key leadership in the state, including representatives from the Governor’s Office, House and Senate Leadership, student groups and labor organizations, which provided input for the development of the plan. All of these factors have created strong buy-in and support for the plan from across a range of key stakeholders in the state, which will support the high-quality implementation and success of the plan. Following is a series of selected quotes from letters of support:

“As Lt. Governor, I have followed Commissioner Gist’s remarkable campaign to galvanize education reform in Rhode Island with great excitement and support... The education reform activities set forth in our Race to the Top application will transform public education in Rhode Island.” --*Elizabeth Roberts, Lieutenant Governor*

“Rhode Island’s Race to the Top application reflects a courageous set of measurable goals and strategies that will propel our schools forward to close the gaps that currently exist in student achievement in Rhode Island. There is a clear focus on making progress in the most troubled schools... The momentum for education reform has never been greater.” --*Elizabeth Burke-Bryant, Executive Director, Rhode Island KIDS COUNT*

“Most of our public charter schools are in urban areas, working on new strategies to level the playing field for low-income families. Rhode Island’s Race to the Top initiative will help propel these urban communities towards excellence using strategies similar to those shown to work in public charter schools here and elsewhere by expanding the number of high-performing charter schools in Rhode Island and providing additional options for students who are in struggling schools.” -- *Stephen Nardelli, President, RI League of Charter Schools*

“I have been pleased to observe the Rhode Island Department of Education’s steadfast commitment to working collaboratively with state and local officials, school districts, teachers, parents, students, and community organizations as it goes about this important work.” -- *Norma Cole, President, Rhode Island Association of School Principals*

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

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

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

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

- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
- (c) Increasing high school graduation rates.

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

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

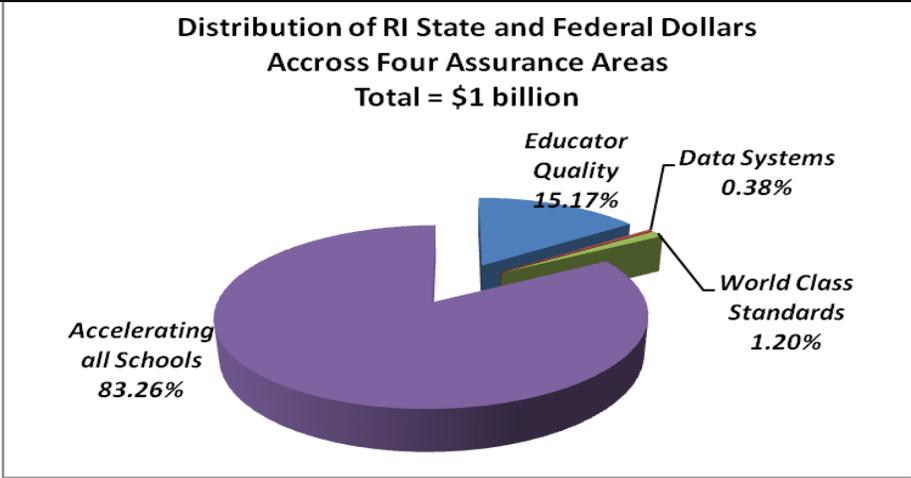
- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative,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

Recommended maximum response length: Six pages

(Enter text here.)

Over the past several years, Rhode Island has made significant investments to support strategic initiatives that align with the assurance areas and the state's RTTT plan. These investments have helped RIDE achieve progress in the RTTT assurance areas.

A snapshot of how RI's state and federal investments have been allocated across assurance areas is demonstrated in the graph below:



RIDE allocates its resources carefully to reflect strategic initiatives that best support our theory of action. We have used these resources to achieve the following outcomes in each of the assurance areas and we will continue to build on these outcomes using RTTT:

Educator Quality: \$162.5 million invested	
State and Local Initiatives	Summary of Progress
Improved educator preparation programs. Created new standards for approval of alternate certification programs. Prepared of teacher cohorts and principal development in hiring effective staff .	<ul style="list-style-type: none"> • Approved TNTP and TFA as alternate certification providers. • Completed review of the 1st alternative route program. • Built HR capacity in Providence LEA for six principals and interview teams to use criterion based hiring. • Prepared two teacher cohorts with TNTP for Providence and Central Falls.
Designed state standards for rigorous performance based evaluation system.	<ul style="list-style-type: none"> • BOR adopted evaluation standards in November 2009 and preliminary rubrics drafted. • Initiated research analysis of compensation models in process.
Created state-wide systems for supporting LEAs in recruitment, job posting, and hiring efforts .	<ul style="list-style-type: none"> • Launched state web portal; completed data analysis on number of emergency permits in special education, mathematics and science. • Increased the number of highly qualified special educators, therapists, behavioral

<p>Conducted data studies to identify shortage areas.</p> <p>Created pathways to support teacher assistants to become teachers and teachers to become principals.</p>	<p>specialist through recruitment efforts.</p> <ul style="list-style-type: none"> Increased number of teacher assistants obtaining teaching certificates and increased number of teachers obtaining principal certificates.
<p>Provided high quality professional development to address effective curriculum instruction and assessment to increase student achievement</p>	<ul style="list-style-type: none"> 350 middle school teachers across 19 districts received intensive technology training. Prepared 1300 teachers on the Rhode Island early learning standards. Increased knowledge and skills of educators to implement GLEs and GSEs in mathematics and science in 25 districts.
<p>Developed and implemented mentoring/induction programs in urban districts and early childhood education.</p>	<ul style="list-style-type: none"> Mentor programs put in place in three districts. Established system of mentor teachers and mentor classrooms in ten early childhood programs.
<p>Data Systems: \$ 9.3 million invested</p>	
<p>Established centralized educational information system (CEIS) including new Data Warehouse and analytical tools.</p>	<ul style="list-style-type: none"> Developed access to more than five years of comprehensive education information for data driven decisions. New partnerships and data sharing agreements with institutions of higher education, state agencies and private entities.
<p>Enhanced the LDS collection system-eRIDE for data collection, with extensive online support.</p>	<ul style="list-style-type: none"> Improved systems with higher quality and more timely data. Increased knowledge for LEA technical staff on state and federal data collection requirements. New ADT (Automated Data Transfer System) that provides for a web based automated data submission protocol. Real time error catching feedback is provided, as well as verification reports.
<p>Provided training to LEA data managers and technology staff.</p>	<ul style="list-style-type: none"> Quality and timely data collection. Increased knowledge of state and federal data collection requirements, state and federal data dictionaries and state data systems.
<p>Implementation of the statewide longitudinal data system grant.</p>	<ul style="list-style-type: none"> New partnerships and data sharing agreements with institutions of higher education, state agencies and private entities; gap analysis conducted by an independent contractor to assess current data systems and support work plan development for implementation of the 12 elements of the longitudinal data system.
<p>World Class Standards: \$79.6 million invested</p>	
<p>Developed and administer the NECAP tests in</p>	<ul style="list-style-type: none"> 88,000 students, results are used as the primary data for the accountability system.

reading, writing, and math (grades 3 – 8 and 11) Administer the RI Alternate Assessment for special needs students in grades 2 - 8, and 10.	<ul style="list-style-type: none"> • 750 educators trained on test data and provided with support materials and electronic data files used to improve student achievement.
Create math and science curriculum, instruction and assessment supports by providing intensive study of the standards.	<ul style="list-style-type: none"> • Increased knowledge and skills of math and science standards in seventeen LEAs. • Provided intensive leadership training to principals to monitor classroom instruction in math and science.
Supported LEAs in the development of formative assessments to monitor student progress.	<ul style="list-style-type: none"> • Increased capacity at the local level to Implement performance based assessment systems; especially in high schools in order demonstrate multiple measures of student proficiency.
Purchased research-based curricula, assessment, progress monitoring tools to provide specialized interventions to students with disabilities.	<ul style="list-style-type: none"> • Increased the ability of students with disabilities to meet state content standards.
Developed program standards and implementation of monitoring system for high quality early childhood programs .	<ul style="list-style-type: none"> • Revised program regulations approved by BOR. • Established monitoring system that will go into effect June 30, 2010 with all 197 programs completing self-assessment and developing plans to achieve full compliance by June 2011.
<u>Accelerating All Schools: \$814 million invested</u>	
Provided intensive support, monitoring and technical assistance to five districts in corrective action and four districts in need of improvement.	<ul style="list-style-type: none"> • Built district capacity to make data driven decisions. • Increased number of schools within districts that met AYP targets. • Increased knowledge and skills of district and school leaders and teachers to deliver standard based instruction.
Expanded math and literacy interventions and programs for struggling students and students with disabilities by hiring additional educational staff.	<ul style="list-style-type: none"> • Increased direct supports for students in low-performing schools. Increased the knowledge and skills of teachers and principals to deliver high-quality literacy and math programs. • Enhanced the abilities of students with disabilities to participate in the general education curriculum.
After school and summer programs for high-poverty, low-performing ES, MS, HS in 6 high-need districts.	<ul style="list-style-type: none"> • Provided direct supports and intervention for over 20,000 students from 65 high-poverty, low-performing elementary, middle and high schools. • Closed achievement gaps and increase literacy and mathematics performance
Established six preschool demonstration sites to significantly impact the educational outcome of participating children as well as continued expansion of kindergarten and pre-	<ul style="list-style-type: none"> • Increased access to students for high-quality preschool and kindergarten programs. • Increased readiness for meeting grade level expectations in the early grades. • Assisted school in closing student achievement gaps.

school programs in selected LEAs.	
Provided full service wraparound services to students and families – educational, health, and social services in high-poverty districts/neighborhoods.	<ul style="list-style-type: none"> • Created 10 Full Service Community Schools; provided early childhood program services to 2,250 children; • Increased parenting skills for 3,250 parents; provided home visits to 3,200 families; • Coordinated referrals to social services for 1500 families.
Provided intensive services and supports to all RI High Schools , including career and technical centers, to meet proficiency-based graduation requirements and prepare for college and career.	<ul style="list-style-type: none"> • Increased knowledge of curriculum alignment and access and opportunity for meeting state graduation requirements in 39 LEAs, 55 high schools effecting 46,900 students.

A3-ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to improved student performance in three key areas.

Rhode Island understands the need to integrate a clearly-defined reform agenda with specific and focused professional development while holding everyone – educators, students, and professional development providers accountable for results. A connection among these components with sustained effort that is resourced appropriately yields gains in student achievement.

Rhode Island students are making progress in reading and mathematics due to several foundational bodies of work the state has implemented. These efforts – developing content standards, assessing students on rigorous assessments, creating regulations to transform secondary schools, and focusing on literacy – underpin and correlate to increasing student achievement.

In response to No Child Left Behind’s enactment in 2002, Rhode Island’s Grade Level/Span Expectations (GLE/GSEs) in reading, writing, and mathematics were written in partnership with New Hampshire and Vermont. The GLEs/GSEs reflected that most current national research and content standards at the time. These standards, adopted but not mandated by the Board of Regents, provided Rhode Island educators with explicit instructional targets for the first time. The adoption of these standards was an important contributing factor to the gains made overall by students in grades 3-8 between 2005 and 2008 (9% in reading and 7% in mathematics). The aforementioned gains were replicated on NAEP results for grades 4 and 8 in mathematics (9% and 5% gains respectively) and in grade 4 reading (3%). Prior to this, each district and, in some cases, each school had different instructional

goals. The lack of coherence was particularly challenging for students with high mobility rates.

The New England Common Assessment Program (NECAP) was built to assess the GLEs/GSEs in reading, writing, and mathematics. The testing program was designed to hold schools and districts accountable, provide student level data, and provide related materials to assist with instructional improvement support. The NECAP contributed to gains by highlighting annual data for all students in grades 3-8 and 11 with reports that facilitated the ongoing analysis of student progress. As the NECAP results were disaggregated by data, it became impossible to ignore differing rates of proficiency among students. Most subgroups (Hispanic, African American, Asian, students living in poverty, and English language learners) demonstrated larger than average gains in both reading and mathematics. We are concerned that the gaps in student achievement are relatively stable on NAEP assessments in reading. However, similar to the NECAP findings, gaps are closing among some subgroups on the NAEP testing in mathematics (e.g. -12% among grade 4 ELL students).

The first administration of the high school NECAP assessments took place in Fall 2007. The results of this data, specifically in mathematics, rang an alarm of concern within the state. Only 22% of students were identified as proficient or higher on the assessment. Immediate action was taken by Governor Carcieri and RI's previous Commissioner, Peter McWalters, by convening two Mathematics Summits with constituents from K-16 educators to develop a plan of action based on assessment and gap analysis data from every district and reflections from higher educators about educator preparation programs. The second summit was led by Dr. Uri Treisman of the Dana Center at University of Texas, Austin. The Rhode Island education community learned that mathematics achievement trends indicated that students were losing ground beginning at the middle level. Further investigation signaled that most districts did not have guaranteed and viable curriculum in mathematics aligned to the standards. Plans were developed to begin the process of developing model curriculum in partnership with the Dana Center. Federal Funds are being used to support this work but the 17 involved LEAs are required to contribute to the funding of this work by assuming costs for substitute teachers. Although early, engaged districts are reporting that the work is providing the support needed for teachers to understand the standards and content within the context of a well-defined curriculum.

High school graduation rates are Rhode Island's most important indicator of its success. The Board of Regents' regulations for Middle and High School Reform provide a framework in which to address the conditions and processes to ensure that not only do students graduate with high levels of proficiency but that the structures are in place to ensure that students graduate. The regulations were passed in 2003. Immediate action was taken at the district level to ensure that every student was identified and supported in high school, including an individual learning plan; literacy was embedded throughout the curriculum; teachers had professional development; policies were in place to support proficiency-based graduation requirements; and that a system of assessments was developed to ensure that student proficiency determinations were based on multiple measures, including state assessment results. These regulations were further revised in 2008 to extend into the middle grades. This was done in response to the initial findings that the transition from middle to high school required extensive articulation between the two levels. We know that these efforts are contributing to an increase in the graduation rate; after RIDE began using the rigorous NGA cohort graduation calculation that more accurately determines graduate rates, the state has seen a positive trend developing. The graduation rate increased from 70% in 2008 to 74% in 2009.

While this work has been successful in transforming the conditions within high schools, we recognize the need for increased focus on the curriculum, programs, and pathways offered to students. Without these corresponding pieces, the secondary transformation will not yield increased student achievement at the levels we know are necessary for students to be successful in post-secondary education and employment. Therefore, we plan to extend the curriculum work in core areas (literacy, social studies, science, and mathematics), expand virtual learning, internships, dual enrollment, etc.

Finally, Rhode Island recognizes clearly that literacy enables learning across all other subject matters. The GLEs and GSEs make explicit what this body of knowledge and skills include, especially as they apply to content application. For this reason, the standards and NECAP assessments address equally both literary and informational text. Rhode Island was also an early partner in the World-Class Instructional Design and Assessment (WIDA) Consortium, which developed English language learner standards from kindergarten through grade 12. WIDA developed the ACCESS test to measure English language proficiency, which RI now

uses to measure its student growth in acquiring English language skills. This body of work acknowledges the close connection between the GLE/GSEs and the academic literacy required for English Language Learners to engage in curriculum. The WIDA and ACCESS initiatives were foundational for the state’s approach to implementing its Reading First grant. The Reading First grant focused on high poverty/high need schools within Providence, Pawtucket, and Central Falls in order to strengthen kindergarten through third-grade teachers’ ability to teach the five components of reading and use to data to monitor their students’ reading development. The schools that remained involved throughout the grant succeeded in making large literacy gains. These gains demonstrate that, when RI has the opportunity to gain federal support, it achieves results.

We have confidence that past efforts have informed our understanding of what initiatives lead to increased student learning. Additionally, there is a deep awareness of the connections, both in terms of process and content, which need to be addressed among the district, school leadership, teachers and principals in order for any effort to close gaps in student performance to be successful. Based on this insight, Rhode Island knows that we must ensure that all educators have a deep understanding of the standards for student learning so that they can instruct students within a guaranteed and viable curriculum. The curriculum frameworks must openly demonstrate how literacy is embedded across content areas for all students, but especially those who are learning English. Finally, ongoing assessment is necessary so that teachers have information to inform instruction, evaluate programs, and ensure that students receive support when they are falling behind.

a) Increasing student achievement in reading/language arts and mathematics on NAEP and ESEA since 2003.

Between 2003 and 2008, Rhode Island has shown progress on the NAEP overall and by subgroup, as demonstrated below.

NAEP - Reading - Percent of Students at or above Basic								
(2003 -2007 by subgroup and statewide)								
Subgroup	Grade 4				Grade 8			
	2003	2005	2007	Growth	2003	2005	2007	Growth

White	71%	70%	75%	4%	78%	78%	80%	2%
Black	40%	40%	40%	0%	50%	53%	48%	-2%
Hispanic	39%	35%	43%	4%	46%	48%	41%	-5%
Asian/Pacific Islander	67%	64%	64%	-3%	58%	67%	67%	9%
American Indian	0%	0%	0%	0%				0%
Free/Reduced	44%	41%	48%	4%	55%	53%	0.51	-4%
Special Education	34%	34%	35%	1%	39%	37%	0.36	-3%
English Language Learners	19%	15%	22%	3%	24%	26%	0.13	-11%
<i>STATEWIDE</i>	<i>62%</i>	<i>62%</i>	<i>65%</i>	<i>3%</i>	<i>71%</i>	<i>71%</i>	<i>0.69</i>	<i>-2%</i>

NAEP - Math - Percent of Students at or above Basic										
(2003 -2007 by subgroup and statewide)										
Subgroup	Grade 4					Grade 8				
	2003	2005	2007	2009	Growth	2003	2005	2007	2009	Growth
White	83%	86%	86%	89%	6%	72%	73%	75%	77%	5%
Black	45%	46%	59%	63%	18%	29%	34%	39%	45%	16%
Hispanic	42%	48%	62%	59%	17%	29%	29%	39%	43%	14%
Asian/Pacific Islander	63%	83%	88%	86%	23%	54%	74%	71%	85%	31%
American Indian					0%					0%
Free/Reduced	55%	57%	65%	66%	11%	41%	39%	45%	51%	10%

Special Education	44%	52%	55%	51%	7%	31%	26%	29%	30%	-1%
English Language Learners	23%	29%	44%	44%	21%	13%	11%	n/a	24%	11%
STATEWIDE	72%	76%	80%	81%	9%	63%	63%	65%	68%	5%

The NECAP Assessment was adopted in 2005. Between 2005 and 2008, student scores improved overall and by subgroup as demonstrated in the table below.

Growth in Student Achievement – Reading
(NECAP 2005 - 2008 Grades 3-8 by subgroup)

Subgroup	2005	2006	2007	2008	Overall Growth
White	68%	71%	74%	76%	8%
Hispanic	31%	38%	41%	47%	16%
Black	35%	41%	46%	51%	16%
Asian	56%	64%	66%	71%	15%
Native American	45%	50%	49%	50%	5%
Students in Poverty	37%	44%	46%	52%	15%
Special Education	24%	26%	29%	30%	6%
English Language Learners	9%	15%	17%	22%	13%

STATEWIDE	59%	62%	65%	68%	9%
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Growth in Student Achievement – Math
(NECAP 2005 - 2008 Grades 3-8 by subgroup)

Subgroup	2005	2006	2007	2008	Overall Growth
White	59%	62%	62%	66%	7%
Hispanic	24%	31%	30%	34%	10%
Black	24%	30%	31%	35%	11%
Asian	52%	58%	58%	65%	13%
Native American	33%	38%	37%	38%	5%
Students in Poverty	30%	36%	35%	39%	9%
Special Education	20%	23%	22%	23%	3%
English Language Learners	10%	15%	15%	19%	9%
STATEWIDE	50%	53%	54%	57%	7%

b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics on NAEP and ESEA since 2003.

Achievement Gap of subgroups – Comparison to Statewide Performance
(NECAP Reading 2005 - 2008 Grades 3-8 by subgroup)

Subgroup	2005	2006	2007	2008
White	-9%	-9%	-9%	-8%
Hispanic	28%	24%	24%	21%
Black	24%	21%	19%	17%
Asian	3%	-2%	-1%	-3%
Native American	14%	12%	16%	18%
Students in Poverty	22%	18%	19%	16%
Special Education	35%	36%	36%	38%
English Language Learners	50%	47%	48%	46%

Achievement Gap of subgroups – Comparison to Statewide Performance

(NECAP Math 2005 - 2008 Grades 3-8 by subgroup)

Subgroup	2005	2006	2007	2008
White	-9%	-9%	-8%	-9%
Hispanic	26%	22%	24%	23%
Black	26%	23%	23%	22%
Asian	-2%	-5%	-4%	-8%
Native American	17%	15%	17%	19%
Students in Poverty	20%	17%	19%	18%

Special Education	30%	30%	32%	34%
English Language Learners	40%	38%	39%	38%

c) Increasing graduation rates since 2003.

Year	Statewide Graduation Rate	Af-Am.	Hispanic	Asian	Nat. Am	Poverty	Special Education	English Language Learners
2003-04	83%	n/a*	n/a	n/a	n/a	n/a	n/a	n/a
2004-05	85%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005-06	85%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2006-07	89%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007-08	74%**	64%	62%	74%	63%	61%	56%	59%

**Graduation data disaggregated by subgroup was not available until 2007-08, with the development of RI's new cohort model*

***The decrease in the high school graduation rate in 2007-08 is due to change to cohort model.*

NECAP raw data since 2003 is presented in (see Appendix A16: Summary NECAP, p. 105; A17: NECAP Raw Data, p. 112).

A) STATE SUCCESS FACTORS – STEM FOCUS:

- The **Rhode Island Center for Excellence in STEM Education** at Rhode Island College is a training center for STEM educators focused on increasing student awareness, interest, motivation and achievement in STEM.
- **Amgen-Bruce Wallace Biotechnology Lab program** currently serves 6 high schools and provides science teachers and students with hands-on laboratory experience in biotechnology techniques using kits of materials and equipment to develop skills and promote career interest in STEM careers.
- Recent revision of RIDE's Basic Education Program strengthened expectations in **science, mathematics, engineering and technology** to include language invoking inquiry-based instruction, hands-on experiences for all students, and the employment of 21st century skills.

- RIDE has established **Education Leadership Councils in Science, Mathematics, and Information Technology** made up made up of teachers and administrators at the K-12 and higher education levels as well as leaders from R.I. educational organizations. The focus of the Education Leadership Councils are to increase knowledge and use of the NECAP Assessment results and other data to support decision making, clarify and strengthen the role and supports provided by professional development organizations and RIDE and serve as an advisory resource for schools and districts facing significant challenges in any aspect of STEM education
- RIDE has established **communication networks** linking RIDE **STEM** specialists directly with **science, information technology, engineering, and mathematics** lead teachers to share information, resources and on-line support.

(B) Standards and Assessments (70 total points)

State Reform Conditions Criteria

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

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

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

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

(b) Includes a significant number of States; and

(ii) — (20 points)

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

(b) For Phase 2 applications, the State’s adoption of a common set of K-12 standards (as defined in this notice) by August 2,

2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.²

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

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

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

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

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

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

Recommended maximum response length: Two pages

(Enter text here.)

The State of Rhode Island is a member of the Common Core Standards Initiative (Common Core), a project directed by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and supported by a coalition of 57 public

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

education systems (including 48 states, the District of Columbia, the Department of Defense Education Activity, and all five extra-state jurisdictions).

The Common Core is creating content standards in English Language Arts and mathematics for grades K-12 that are envisioned as a first step toward meaningful national education reform. Draft college and career readiness standards were released in the Fall of 2009 and back-mapped, final grade-by-grade standards were released in January 2010. Rhode Island, along with the other participating states and jurisdictions, is committed to reviewing the Common Core, and when adopted, to making the Common Core at least 85% of the state's total content standards, including any standard that is higher than its current standards. The Common Core standards are being driven by four basic principles that standards should be:

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

Rhode Island's commitment to common content standards is demonstrated by its strong participation in other multi-state consortia. Rhode Island is a member, along with Vermont, New Hampshire and Maine, of the New England Common Assessment Program (NECAP), the only operational multi-state consortium that shares both common content standards and an operational common assessment in the multiple grades required by NCLB. NECAP's standards and assessments are described in detail in Section B2. Prior to NECAP, Rhode Island and Vermont used the New Standards Reference Exam, an assessment that had many of the features now being discussed as desirable for innovative assessments. The states involved in the New England Common Assessment Program are committed to continuing to work together to revise the program so that it is in alignment with the Common Core.

Rhode Island is also a member of World-class Instructional Design and Assessment (WIDA) Consortium which is dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. As an

early member of this consortium, Rhode Island participated in the development of English language acquisition standards that support the academic language that students need to engage successfully in its content standards in reading, writing, mathematics, and science. In addition, Rhode Island was a founding member in 2005 of the Achieve Algebra II end-of-course consortium, which now includes 14 states using the common Algebra II assessment.

Rhode Island is committed to participating in a multi-state consortium to develop The Balanced and Comprehensive Assessment of the Common Core Standards. This consortium, which is being coordinated through the Council of Chief State Officers, has 36 states signed-on at the time of submission of this proposal. All of the states involved in the NECAP consortia have also signed a Memorandum of Understanding and are confident that this is a vehicle that will continue and expand the work started by the NECAP partnership.

B1-ii) Developing and adopting common standards.

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

The final draft of the Common Core Standards was released in early January 2010 (See Appendix B1: Common Core, p. 297). Rhode Island, building upon the experience gained during the rollout of the New England Common Assessment Program's (NECAP) standards in 2003, will follow this process to implement the Common Core standards statewide:

<u>Timeline</u>	<u>Activities</u>
January – March 30, 2010	Rhode Island Department of Education (RIDE) staff will map core standards against existing standards, highlighting differences and making sure they are equal to or more rigorous than current state standards.
April 2010	RIDE staff will make recommendation to Board of Regents on adoption of standards.
April-May 2010	Board of Regents will post proposed standards and accept public comments for 60 days to solicit recommendations. Key constituencies, i.e. educators, unions, community groups, business, and parents will be invited to comment in public forums and online. Public comments will be reviewed and analyzed.
June 2010	Board of Regents will meet to adopt final draft of standards incorporating public feedback and will publish standards to public record and distribute to LEAs, teacher training programs, and the public.
Summer 2010	RIDE will develop cross-walks (comparison of old and new standards) for LEAs and the public that clearly show current and Common standards and differences
Summer 2010	RIDE will conduct regional information sessions to instruct key constituencies on new standards and to answer questions.
School Year 2010/11	Support LEA efforts to align standards to curriculum and pedagogy through the process outlined by The Dana Center. (see below)
School Year 2010/11	Support LEA and administrator efforts to help the teachers “unpack” the standards with Dana Center trained Intermediary Service Providers, etc. (see below)

Using this plan and timeline, Rhode Island is committed to the adoption of standards by August 2, 2010.

Beyond the Common Core, since 2006, the Rhode Island Department of Education (RIDE) has been working with a group of teachers and principals to create Rhode Island K-12 Grade Span Expectations (GSEs) in Engineering and Technology (see Appendix

B2: p. 446). Engineering and Technology Standards). Benchmarked to the International Technology Educators Association's Standards for Technology Literacy and other publications, these GSEs were developed as a means to identify the concepts and skills in technology, design, problem solving, and engineering expected of all students. As students progress towards college and careers, the state recognizes that there is tremendous potential for engineering and technology education to heighten student interest in science, technology, engineering and mathematics (STEM) careers, increase the technological and scientific literacy of all students, and amplify student learning and achievement in science and mathematics. The creation of these expectations represents an important first step in the integration of the missing "T & E" in STEM education in Rhode Island.

Legal Process for Adopting Standards

Rhode Island is a member of the State Common Core Standards initiative that is being spearheaded by the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO). Currently in the process of finalization, it is the intent of the Board of Regents to adopt the Common Core Standards during the 2010 calendar year as required by the RTTT application process.

After posting the standards and allowing for a sufficient period for public comment (as described in the timeline above), the state is legally bound to seek approval by Board of Regents for the state's acceptance of the Common Core standards. The Board of Regents is explicitly authorized by statute to "adopt and publish statewide standards of performance and performance benchmarks in core subject areas." RIGL § 16-7.1-2(a). This authority is bolstered by the following provision in the recitation of the powers and duties of the Board of Regents for elementary and secondary education "to approve the basic subjects and courses of study to be taught and instructional standards required to be maintained in the public elementary and secondary schools of the state." RIGL § 16-60-4(9)(i). The Board of Regents will adopt standards from time to time using its statutory rulemaking authority.

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

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

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

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

Evidence for (B)(2):

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

Recommended maximum response length: One page

(Enter text here.)

Rhode Island signed the Balanced Assessment Consortium Memorandum of Understanding to plan for a state consortium to develop balanced and comprehensive assessments of the Common Core standards (see Appendix B3: Balanced Assessment MOU, p. 453; B4: List of signatory states, p.454; and B5: Achieve Assessment Consortium, p. 455). More than thirty-five states have agreed to work together to evaluate the Common Core standards based on lessons learned from successful state systems in the United States and high-achievement systems internationally. The consortium agrees that the assessments must include an integrated system of

standards, curriculum, assessment, instruction, and teacher development – all features of Rhode Island’s instructional management system. Further, it values the involvement of teachers in the development of the curriculum and assessment scoring. These principles support and build on the work of the New England Common Assessment Program (NECAP) Consortium, the only operational multi-state consortium that shares both common content standards and an operational common assessment in the multiple grades required by NCLB. NECAP has developed two sets of content standards, Grade Level Expectations (GLEs) for students in grades 3-8 and Grade Span Expectations (GSEs) for students in grades 9-12, to provide instructionally relevant information to school administrators, teachers, and parents to help them make informed decisions about student instructional needs. NECAP’s other members include New Hampshire, Vermont and, as of 2009, Maine. Rhode Island’s commitment to improving the quality of its assessments is evidence in its participation in this consortium since 2002.

NECAP’s assessment framework was developed based on a common set of K-12 standards developed and released in 2003 that are internationally benchmarked and designed to propel students towards college and career success. NECAP’s assessment designs are recognized for high standards enforced by rigorous cut scores, and challenging tests that include a substantial extended constructed response format that represents more than 50% of the total possible score. Extensive use of constructed response as opposed to multiple choice has been proven to provide teachers and principals with a more substantive and relevant evaluation of a student’s knowledge and skills. Constructed response engages students in applying learning to new situations, explaining his or her thinking, and demonstrating a thorough understanding of the material. The NECAP standards and assessment framework has received praise for its rigor and quality. For a variety of reasons, including results, NECAP has been cited as “the best example of an assessment/accountability consortium to date.”³ Achieve, Inc. has documented the NECAP standards’ and assessments’ alignment to world-class college and career readiness standards.

³ National Association of State Boards of Education, “State Assessment Collaboratives: The New England Common Assessment Program,” *State Innovations* 14:2 (April, 2009) <http://www.measuredprogress.org/resources/assessment/StateCollaboratives.pdf>

The states involved in the New England Common Assessment Program are committed to continue working together to revise the program so that it is in alignment with Common Core standards, described in B(1)i, that are internationally benchmarked and aligned with college and work readiness expectations. All four NECAP states have committed to adopt the Common Core standards and have signed MOUs to participate in the Consortium Developing Balanced and Comprehensive Assessments of the Common Core.

In 2008, Rhode Island, New Hampshire and Vermont were three of only four states nationally to show significant gains in math achievement in both the 4th and 8th grade (NAEP). Clearly, the performance of teachers and administrators in aligning curriculum and pedagogy to teach the standards, using NECAP assessments as a critical data element, is the major element in this success.

States participating in NECAP extended their collaboration as The New England Compact which received research funding from USDOE to look at “students in the gap,” multiple groups of students whose abilities and skills are not fairly or accurately reflected on large-scale, statewide assessments (including English Language Learners and students with disabilities). The work with Reaching Students in the Gaps and the Enhanced Assessment Project showed promise for the use of technology in adaptive assessment, while also drawing attention to the impact of quality classroom instruction on proficiency.

Reform Plan Criteria

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

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and

college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

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

Recommended maximum response length: Eight pages

(Enter text here.)

Rhode Island has a deep understanding of the need to weave together content standards, state and local assessments, and curriculum into a coherent and connected system. This is evidenced in both its regulation (e.g. Middle and High School Reform Regulations, which require multiple measures to determine student proficiency) and practice (e.g. working with The Dana Center to ensure that LEAs are able to develop and deliver curriculum aligned to standards). Rhode Island has developed a high-quality plan to support a statewide transition to and implementation of internationally benchmarked PK-12 standards that build towards college and career readiness. Improved standards and assessments only will be effective in driving greater student achievement to the degree that all teachers and principals truly understand the standards and have aligned curriculum, instructional strategies, and resources to teach our students effectively. Consistent with the state's role of setting standards and building local capacity, Rhode Island's strategy focuses on putting structures in place to ensure that the standards are taught to every student, everyday, in every classroom in Rhode Island. Consistent with the state's overarching theory of change that teacher excellence drives student achievement, Rhode Island's strategy calls for developing teachers' capacity to deliver high-quality, differentiated, data-driven instruction aligned with standards and for giving them the tools they need to do so. Because principals and other leaders set the culture for the school and create the necessary context for effective teaching, this strategy will also develop school and LEA leaders'

understanding of the standards and their importance in guiding school reform efforts.

Rhode Island's strategy for supporting the implementation of high-quality standards targets professional development and resources for educators at differing levels of intensity, varying with LEA need and capacity. This approach recognizes that the appropriate state role relative to individual LEAs may vary depending on the LEA's needs, capacity, and commitment to reform. RIDE will provide all teachers and principals in the state with detailed analyses of the new standards, training on the standards, and a variety of resources to help them understand and deliver high-quality instruction aligned with standards, including formative and interim assessments. The state will also provide much more intensive training in a subset of LEAs to enable educators to develop a scope and sequence and curriculum that are aligned with the standards. These resources developed in the targeted LEAs will in turn be provided to all LEAs in the state, extending the impact of the most intensive investments statewide. In this way, the state will provide all educators in the state with the training and resources they need to implement the standards, while targeting the greatest support to those LEAs where it can make the greatest difference for student outcomes. Every component of Rhode Island's strategy to support implementation of standards is designed to work together to ultimately drive changes in the daily instructional cycle that takes place in every classroom in RI.

Rhode Island will provide the professional development and resources enumerated below to all educators in all LEAs in the state, to create a common language for all educators in the state and begin changing the culture around standards and alignment, with the ultimate goal of impacting the day-to-day cycle of instruction in RI classrooms. Rhode Island's small size allows the state to provide high-quality professional development and resources linked to standards to all educators in the state:

a) **Publicizing Detailed Analysis of the Changes:** Following Board of Regents adoption and official printing of Rhode Island's standards as revised by the Common Core, RIDE will send copies of the standards to all LEAs in the state, and will post them on the RIDE website for the public to access at any time. To enable all teachers and principals to see and understand the

standards, RIDE will create “cross-walk” documents that very clearly show the current and Common Core standards side by side for each grade level and subject and specifically describe the similarities and differences between the current and revised standards. Another crosswalk will be done to show the alignment between the WIDA English language acquisition standards and the Common Core standards. These crosswalk documents will be sent to every LEA in Rhode Island. RIDE staff will conduct regional briefings to orient educators to the changes and additions and will provide teachers and principals opportunities to listen and to ask questions. RIDE will implement a similar approach to publicize the standards and to help educators understand the new standards for Engineering and Technology Standards. One year after the standards and the crosswalk between current and Common Core standards have been published, the Common Core standards may begin to be used for accountability purposes in grades 3-8. This timeline provides adequate time both for educators to prepare and LEAs time to provide aligned resources. The Common Core standards can also be used for accountability purposes with incoming 9th graders. However, 10th – 12th graders will continue under the current standards through their graduation, as it would not be appropriate to alter the rules related to high school graduation expectations in the middle of any student’s high school career.

b) Universal Training on the Standards: RIDE will implement a process to ensure that all teachers and principals engage in an ongoing study of the Common Core standards, allowing educators to understand them deeply enough to effectively align lessons, assessments, and resources to the standards. Additional work will be done with teachers responsible for teaching students who are English Language Learners to make the additional connection with the aforementioned WIDA standards. This added step will reinforce the need to develop both social and academic language skills for this population of students.

Over the past several years, RI has developed an effective partnership with The Dana Center at the University of Texas at Austin (The Dana Center), an organization highly-respected for its public education work with a specific emphasis on standards-based school reform, rigor and STEM fields. Once the standards are adopted, The Dana Center has agreed to conduct universal training for all educators in all Rhode Island LEAs to ensure they are able to study the Common Core standards and effectively

integrate them into their daily instruction. This training will focus on teaching educators a process to implement a continuous study of the standards in their schools and helping them learn to use necessary tools to do so. Participants will learn the purpose and intent of the standards as well as experiencing their depth and complexity. Time in the session will also be devoted to examining the coherence and alignment of the standards both vertically--across grade levels--and horizontally--between subjects within a grade, to support educators in integrating content from the math, reading, writing, science and social studies standards into every subject across the curriculum. Additional sessions will be planned for teachers of English Language Learners to demonstrate the alignment between the aforementioned components and the WIDA standards. Participants will gain the tools to study the alignment with colleagues in their schools and across their LEA. The training emphasizes the process for integrating the standards into a teacher's instruction and assessment plan. The tools and processes learned in this session can be applied to any content at any grade level. Our goal is to ensure that as many teachers, school-based administrators, and higher education faculty within teacher preparation programs attend the sessions as possible, so that they have the common tools and common language for implementing the standards in their classrooms. To this end, the state will offer study of standards sessions at various times throughout summer 2010 and the 2010-11 school year to maximize the number of participants who can be accommodated. Our overall goal with this training is to create a sense of urgency for teachers and principals to engage in an ongoing study of the standards that guides the work in every classroom every day in every school and LEA in Rhode Island.

c) **High-Quality Interim Assessments:** In keeping with the state's capacity-building role, RIDE will provide all LEAs in the state with high-quality interim assessments so that they can better assess students' progress towards annual learning goals. Principals and education leaders will be trained on how to use the interim assessment data to track student progress, provide support to students not making progress, and ensure that effective practices are used for diverse learners. Many LEAs in RI have requested that the state provide such interim assessments. High-quality interim assessments, which are valid measures of progress toward annual goals, are difficult for an LEA to create in-house, and are expensive to purchase for a small LEA. Once the Common Core standards are in place, Rhode Island will use a portion of RTTT funds to engage an assessment vendor to provide a focused set of

interim assessments for all LEAs. This investment will diminish over the course of the four-year grant cycle for RTTT. As the number of released items from prior interim assessments and from the new summative assessment grows, LEAs will have an increasing number of high-quality options for creating their own interim assessments. By the end of the grant period, LEAs will have minimal need for the purchase of interim assessments.

d) **Formative Assessment:** To directly impact the day-to-day learning cycle in the classroom, RIDE will provide all teachers with access to high quality formative assessments, and ensure all teachers have the training to develop their own formative assessments (including those for English Language Learners aligned with WIDA standards) and use the information gathered to inform instructional “next steps”. Through RTTT, RI will fund the creation of high-quality formative assessments in focused areas where there is a significant body of research around common pitfalls (for example, decimals in math or controlling variables in science). There are many well-documented strategies to help students master certain concepts, and there is no reason for teachers to re-invent the wheel in these areas where research is strong. RI will also use RTTT funds to teach all core content teachers from participating LEAs how to use tools and processes to effectively design and utilize formative assessment that is connected and embedded in the curriculum to accurately measure student learning of daily and weekly learning aims.

In addition to training all teachers and principals in the state in the Common Core standards, Rhode Island will provide intensive alignment training in a subset of targeted LEAs. The intent of this intensive training is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that the state can then provide to educators in all LEAs.

a) **Intensive Alignment Training and Development of High-Quality Curriculum Resources in Selected LEAs:** A 2008 curriculum audit by Phi Delta Kappan, an internationally validated curriculum audit firm, determined that Providence, the state’s largest LEA, would not move student achievement until it resolved the differences in curriculum among and within both grade levels and schools. In response, the Providence School Department formed a partnership with The Dana Center to help it design

and implement a standards-based curriculum, support teachers with aligned curriculum resources, and, as a result, to improve student outcomes in mathematics and science. Simultaneously, RI was reconciling its low-proficiency levels in mathematics and science with reports from many LEAs that they too, did not have curriculum that was aligned to standards. The state also created a partnership with The Dana Center to engage LEAs in aligning curriculum, instruction, and assessment to each other and to the standards in mathematics and science. With current available federal funding, the partnership is now engaging 13 LEAs to work on a less-intensive basis; many other districts would like to participate. Four other LEAs are working with The Dana Center in an approach that mirrors the work in Providence to create a curriculum that is aligned to the Rhode Island Standards. In each of these LEAs, a leadership team of central office and school leaders, including teacher leaders, is learning what it takes to support the work of teachers in the classroom and implementing the structures of support that are necessary. Teacher teams are building the curriculum framework in mathematics or science. The Dana Center, together with RIDE, is committed to expanding this work into language arts and social studies as well.

With RTTT funds, RI, in partnership with The Dana Center, will expand intensive alignment training and development of high-quality curriculum and support materials to an additional 12 LEAs working alone (if they are large) or in groups (if they are small) to develop shared curriculum. This expansion will provide RI with substantive model curricula to offer on its instructional management system for use and adaptation by all LEAs. The productive partnership with The Dana Center, the high quality output to-date, and the lessons drawn from the work, provide a strong foundation for scaling professional development on the Common Core standards and creating high quality resources aligned to them. There are two main components to this work:

1) **Leadership Training:** The Dana Center will engage with leadership teams in 12 additional LEAs over four years to enhance their understanding of the LEA's role in supporting aligned curriculum, instruction, assessment, and use of data. LEA leaders, principals, and lead teachers participate in five sessions to study the standards and to identify the structures that need to be in place to support the implementation in their schools or curriculum and assessments aligned with the Common Core standards.

The team begins by examining current student outcomes both overall and for specific populations of students to identify and focus attention on populations of students who are not being well-served, such as English Language Learners or low-income students. The teams identify achievement gaps and specific areas in need of improvement, and set specific three-year goals for raising student achievement in these areas and for specific populations of students for whom there are achievement gaps. The team participates in a simulation of leading change within the LEA to prepare for obstacles that may be incurred. The leadership team then engages in the same detailed work of examining the standards that a team of teachers would do, so that they understand this work deeply. Leadership teams are trained to use a “walk-through” protocol that is designed to collect data that can be used both to identify alignment and opportunities to improve alignment. Finally, they are trained on how to use the data collected in these walk-throughs to have conversations with teachers around aligned curriculum and assessment. The output of this work is a common set of vocabulary, tools and structures for leaders to use in support of teacher implementation of the Common Core standards. Building upon our prior investments, the addition of this work through RTTT will result in a total of one third of LEAs in the state having completed this valuable, intensive training.

2) **Curriculum Alignment:** Second, teams of teachers from these same 12 LEAs will engage in an intensive curriculum alignment process. In this process, also led by The Dana Center, teams of approximately 10 teachers per grade level come together to build a standards-aligned scope and sequence that will become the scope and sequence for the LEA. The teachers “unpack” the standards, examining the vertical alignment within subjects and the horizontal alignment between standards in different subjects and opportunities for teaching concepts and skills from one set of standards (such as writing or math) in other subjects across the curriculum. The team then constructs the scope, content and sequence of the curriculum. It addresses the need for differentiated instruction and specific language acquisition skill development as part of the scope and sequence design. From the scope and sequence, the group works to create units of study – the planned, written and taught curriculum – during the second year of the work. RIDE will create a common template for units of study that address the planned, taught, and assessed components, including annotated student work, of the unit of study. Over time, these units of study will become part of the instructional management

system and can be shared among all LEAs. Because of the process involved in the creation of these documents, they are highly-aligned to the standards and there is tremendous teacher buy-in. These resources will be created within the four core content areas of math, science, English language arts, and social studies across LEAs and over the four-year period. The resources will integrate key skills and content from each content area across all four sets of curricula, to help support integrated learning and increased opportunities for students to practice skills and understand the relationships between key concepts across the curriculum. RIDE will provide these resources to all LEAs in RI to ensure that every LEA has access to curriculum resources that are aligned to the Common Core standards.

Rhode Island has chosen to partner with The Dana Center for this work because it is a high-quality provider with a history of working successfully with Rhode Island LEAs. In order to ensure the long-term sustainability of this work, Rhode Island will also invest in building capacity within the state to carry out the type of high-quality, intensive alignment training and curriculum development work that The Dana Center is currently doing with Rhode Island LEAs. The Dana Center has already begun to develop a network of Intermediary Service Providers (ISPs) – local leaders with expertise in math, science and leadership development – to build capacity and infrastructure at all levels of the system to sustain the alignment work long term. These ISPs will be able to both broaden and deepen the work over time in RI at a cost that is manageable within LEA operating budgets. The Dana Center is utilizing a certification process with the ISPs that focuses on quality and depth of training to overcome the typical shortcomings of a train-the-trainer model. The ISPs undergo the training first as a participant, then as an observer, then co-teacher and finally on their own. They receive facilitator training and extensive observation and feedback over the course of multiple years.

b) High Quality, Aligned, Technology and Engineering Curriculum Resources: Rhode Island will use RTTT funds to fund one LEA or a consortium of 2-3 small LEAs to complete a process of intensive alignment training and development of high-quality curriculum resources aligned with the state’s new Technology and Engineering standards, similar to the work The Dana Center is doing with districts around mathematics and science standards. This work will focus on developing a scope and sequence

that is aligned with, and embedded in, the mathematics and science scope and sequence – because Technology and Engineering are not an overlay or an add-on, but an integral part of how RI students will come to understand mathematics and science. The scope and sequence will be used to develop high-quality units of study that are aligned to the new state standards, and these resources will be made available to all LEAs for use in the classroom and as models for high quality units of study in Technology and Engineering.

c) **Focused Training for Aligned Project-Based Learning:** Project-based learning is a mechanism to rethink the way learning is contextualized and it deliver tremendous rewards in terms of student engagement, ownership, and deep understanding. It is complex to design project-based learning that is aligned to the standards and assessed well, and it is difficult to implement rigorously. RI will use RTTT funds to offer training on project-based learning, aligned with the Common Core standards and Technology and Engineering standards, to a small group of educators in 2-3 participating LEAs. RIDE will competitively select the LEAs with the most coherent plan and established curriculum to fit project-based learning into the instructional program of their schools and will seek to implement the work in school settings that serve diverse populations; particularly English Language Learners. RIDE will identify a best-in-class vendor to deliver the training and follow-up support. All projects will be explicitly tied to the standards and the existing scope and sequence, and will include a rigorous, embedded assessment that is all developed within RIDE’s unity of study template. Participating teachers, principals and LEAs will commit to sharing units of study created through the process and to participating on a review panel that will recommend how project-based learning should be expanded thoughtfully within the state. Further, these units of study will be shared on RI’s instructional management platform.

Rhode Island’s high-quality strategy to transition to and implement the Common Core standards will build on its firm commitment to develop the capacity of all educators to deeply understand the standards, align their curriculum and instructional practices to the Common Core, and create high quality assessments to drive the daily instructional cycle to support all students. The RTTT funding will guarantee that RI’s strategy can be implemented with fidelity and reach a critical mass of educators in our state. Further, it will provide the ancillary support tools to facilitate data-driven decision-making and make it impossible for any student to

fall behind without the adults in their lives taking notice and providing support. Rhode Island will also use the Common Core college and career-ready standards to support greater P-20 alignment and integration between the Rhode Island’s PK-12 and higher education systems. The Rhode Island Board of Governors for Higher Education (RIBGHE) has committed to launch a study of the new exit standards for high school and to work with RIDE to use individual student scores from RIDE’s high school assessments to determine placement of recent high school graduates into initial credit-bearing courses (i.e., non-developmental courses) in English and mathematics at RIBGHE institutions (Rhode Island College, the Community College of Rhode Island, and the University of Rhode Island). This is an initial step toward more significant vertical alignment between PK-12 and higher education within Rhode Island. In addition to this state effort, there are early-stage conversations taking place among the New England public colleges and universities to do similar work with exit standards across all of the NECAP states.

INITIATIVE: SUPPORTING THE TRANSITION TO ENHANCED STANDARDS AND HIGH-QUALITY ASSESSMENTS			
<u>Expected Outcome</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Parties</u>
1) Disseminate Information on the Standards: Clear information on the standards accessible to all educators. Clear information on differences between current and new standards accessible to all educators. Information on new standards effectively disseminated	Publicize new standards (print and online)	w/in 30 days of adoption	RIDE
	Publicize cross-walk of current standards to Common Core standards	w/in 30 days of adoption	RIDE
	Hold regional briefings	w/in 60 days of adoption	RIDE
2) Provide Universal Training: Educators understand and can use a process for	Universal study of the standards	June – Aug 2010	The Dana Center

studying the standards in an ongoing way		June – Aug 2011	
3) Create Interim Assessments and Provide Training Select vendor to design assessment tool	Interim assessment design provider selected First set of interim assessments released	Jun – Oct 2010 Aug 2011	RIDE Vendor
4) Formative Assessment Training Select training provider Develop participant selection process	RFP issued for formative assessment training provider Select first cohort of participants Training begins	Jun – Oct 2010 May 2011 Sept 2011	RIDE LEAs Vendor
5) Standards Alignment with Higher Ed Study Form team of key institutes of higher education and key constituencies that will have the authority to act upon outcome of study Study design has buy-in from stakeholders so that the outcome of the study will be high	Build leadership team for study of the standards’ alignment with higher education	Aug 2010	RI Board of Governors for Higher Education
	Design and launch study of the standards’ alignment with higher education	Nov 2010	RI Board of Governors for Higher Education
6) Intensive Aligned Curriculum Training 12 LEAs are create scope and sequence and units of study aligned with standards LEA(s) selected for focus on Technology and Engineering scope and sequence and units of study	First cohort of LEAs begins “intensive” aligned curriculum training and curriculum resources Second cohort of “intensive” work with Dana Center Third cohort of “intensive” work with Dana Center	Sept 2010 Sept. 2011 Sept. 2012	The Dana Center

7) Project-based Learning Training Vendor selected to support training	RFP process for project-based learning training provider	Feb – May 2011	RIDE
Educators selected for project-based learning training	LEAs submit proposals from teams for project-based learning training	Mar – Jun 2011	RIDE, LEAs

B) STANDARDS AND PERFORMANCE: STEM MEASURES

- Adoption of Engineering and Technology standards benchmarked to the International Technology Educators Association’s (ISTE) *Standards for Technology Literacy*.
- Implement a series of *Study the Standards* workshops in the summer of 2010 to ensure Rhode Island teachers understand the purpose, intent, rigor, and complexity of the **mathematics** and **science** standards and the **technology** and **engineering** standards.
- Expansion of partnership with Dana Center to develop rigorous aligned **mathematics** and **science** curriculum resources; recruitment and training a cohort of Intermediary Service Providers (ISPs) to enhance local sustainability of Dana Center effort.
- Development of intensive alignment training and high-quality curriculum resources aligned to the **Engineering** and **Technology** GSEs that will intensify the application of STEM content that is project-based, authentic, and high-interest to students.
- Pilot of project-based learning approach to connect the new Technology and Engineering standards to ongoing curriculum and instruction.
- Providing educators access to high-quality, research-based formative assessments to assess student understanding and minimize common pitfalls in **STEM** subject areas such as misconceptions in **science** and decimals in **mathematics**.
- Strong history of Multi-State Collaboration in **STEM** (founding member of Achieve Algebra II End of Course consortium, New England Common Assessment Program).
- RIDE development of an *Academic Vocabulary List* to identify key terms that are foundational to understanding of **STEM** concepts and skills at each grade level.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)	0	50%	100	100	100
1) Percentage of core subject area teachers (grades 3 – 8) trained in Study of Standards					
2) Number of LEAs that have completed or are engaged in intensive curriculum alignment work	5	9	13	17	17

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

State Reform Conditions Criteria

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

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

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

Evidence:

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

Recommended maximum response length: Two pages

(Enter text here.)

Rhode Island has a state-wide longitudinal data system and has made significant investments to build data systems at the K-12 level that rival those of any state. The state has built central data warehouse and decision support systems that store and provide access to individual student-level data, analysis and reports. These systems also include data verification and error-checking routines and a protocol to assign unique identifiers to individual students, a critical component in maintaining individual-level longitudinal data that can be used to inform student-learning objectives. This enables the state and its LEAs to use the state's data system to produce a variety of analyses and reports that can be used to monitor outcomes and to inform educational policy and progress.

Going forward, Rhode Island's biggest tasks to improve the state's data system are to establish greater integration between K-12, higher education and workforce data systems. The state has already embarked on this work with funding from a 2008 Student Longitudinal Data Systems (SLDS) grant. The Rhode Island Department of Elementary and Secondary Education (RIDE) is also establishing privacy and confidentiality guidelines in accordance with FERPA for all data collection and reporting. As discussed in C(2) and C(3), RIDE is also working to significantly enhance the ability of teachers and principals at all levels in the state to use these analyses to inform improvements in policy and practice.

Rhode Island was recognized by the National Data Quality Campaign as having achieved 7 of the 10 data quality indicators. (See Appendix C1: National Data Quality Campaign Report, p. 457). Rhode Island has fully implemented 6 of the 12 America COMPETES Act indicators, and is currently using the 2008 SLDS grant to implement the remaining 6 elements. As evidenced in the table below, all 12 components will be in place by September 2011, with many components scheduled to be in effect significantly earlier:

America COMPETES Indicator	Status	Comments
1. A unique state-wide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by federal and state law)	Completed	The state longitudinal data system currently has unique student identifiers for every student in the state.
2. Student-level enrollment, demographic, and program participation information	Completed	Student-level enrollment, demographic, and program participation data are collected quarterly across all LEAs

3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete PK–16 education programs	In process	Information is completed for K-12; Student level information for higher education will be fully implemented by 6/30/2011.
4. The capacity to communicate with higher education data systems	In process	This data element and infrastructure is being developed as a part of RIDE’s 2008 SLDS grant. Target completion is 6/30/2011.
5. A state data audit system assessing data quality, validity, and reliability	Completed	Although effective data audit processes currently exist, RIDE is continuously improving its audit systems to assess and ensure data validity and quality. This year, it will implement a fully-integrated data governance body that abides by a common set of rules; that manages the state’s data as one integrated entity, and sets up standards and processes to ensure data quality across all LEAs. This effort will allow the state to develop business requirements to further standardize and automate data collection from LEAs and other data partners (workforce/human service agencies, Office of Higher Education).
6. Yearly test records of individual students with respect to assessments under Section 1111(b) of the Elementary and Secondary Education Act of 1965	Completed	All state assessment (NECAP) data are included in the state longitudinal data warehouse. NECAP data in math, reading, and writing incorporated in 2005. NECAP data in science incorporated in 2007.
7. Information about students not tested, by grade and subject	Completed	Students not tested, the reason they were not tested, along with students taking alternate assessments, are captured in the state longitudinal data warehouse.
8. A teacher identifier system with the ability to match teachers to students	Completed	Teacher-Student match currently exists. Additional improvements to integrate the teacher certification database into the data warehouse, and increase accuracy of teacher-student-course data are underway, funded by the 2008 SLDS grant and the 2009 SLDS grant (pending award).
9. Student-level transcript information, including information about courses completed and grades earned	In process	Project to develop E-Transcripts is underway as a part of the current 2008 SLDS grant. Transcripts for grades 9-12 will be completed and available by 9/30/2010; grades K-8 transcripts by 6/30/2011.

10. Student-level college readiness test scores	In process	This data will be collected as part of the E-Transcript project and is part of current 2008 SLDS grant outcomes. Full implementation by 9/30/2010.
11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	In process	Currently in the process of developing sharing agreement about remedial enrollment data with state's Office of Higher Education. Partial data sharing, as part of current SLDS grant, will be completed by 6/30/2010. Full linkage of higher education to K-12 data has been included in proposed 2009 SLDS grant and is targeted for completion by 9/30/2011.
12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education	In process	Current 2008 SLDS grant addresses the alignment of course codes to ensure uniform transcript submission to higher education, and allow RI to study whether its students are adequately prepared for postsecondary education.

Reform Plan Criteria

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

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.⁴

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

Recommended maximum response length: Two pages

⁴ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

(Enter text here.)

One of the state's most important roles is to establish strong systems that collect and monitor educational data and provide school districts and individual educators with data access and analytical tools which enable them to use data to inform policy and practice to improve student achievement. To that end, RI has made providing meaningful, accessible, and usable data to education stakeholders and decision-makers throughout the state a key priority in the RI Strategic Plan. RIDE already has in place substantial data collection and integration capacities, and has built powerful analytic tools into its data systems that enable users to track and analyze a wide variety of data indicators. But an August 2009 analysis conducted by RIDE found critical gaps in the infrastructure required to perform the type and quality of analyses that the state needs to track educator effectiveness; use this data to inform decisions about teacher certification; monitor the quality of educator preparation and professional development programs; and utilize early warning indicators to predict student graduation and post-secondary success. The report also found that only a small percentage of data consumers actually access information in the data warehouse both because of the complexity of the current analytic tools and a lack of understanding around what data is available and how to use it to help support student achievement. Based on this information, RIDE is using its 2008 SLDS grant award to further build out its longitudinal system to inform critical policy decisions and bring easy-to-use data analysis tools to a wide variety of stakeholder groups. (See Appendix C2: RIDE Data Eco System Plan, p. 459). RIDE has applied for additional funds for the 2009 SLDS grant cycle to expand this work, including:

- **Multi-agency state data-hub tied to the state education data warehouse** to provide public access to integrated data across agencies
- **Design initial phase of state performance management system** for educator evaluation data collection from LEAs
Infrastructure for higher education data exchange
- **Expansion of New England Secondary School Consortium Partnership** (CT, ME, NH, RI, VT) to include cross-state research, e-transcript pilot, and measures of high school/post-high school outcomes.
- **Pilot expansion of local assessment systems** for two urban school districts, Pawtucket and Central Falls

RIDE understands that great education data systems alone do not improve instruction. In addition to state-of-the-art

governance, input, maintenance, output and reporting processes, effective data systems must include a cadre of people from multiple disciplines with the skills to understand, parse and manipulate the data to inform and transform instruction. RIDE will make the following investments to ensure that key stakeholders have access to data and the right combination of technology tools and skills to use the data to both improve student learning outcomes and inform critical policy decisions. Because effective teachers and leaders are central to RI's strategy for improving education in the state, these efforts focus on giving teachers and principals the tools they need to provide high-quality instruction and enabling the state and LEAs to better measure educator effectiveness and use this information to inform decisions about certification, professional development, and approval of educator preparation programs:

- **Build easy-to-navigate data dashboards** that provide teachers, principals, district administrators, and parents with “point and click” access to reports, key performance indicators and drill-down data. Participating LEAs will have the opportunity to contribute to the design of the dashboards, ensuring that metrics and analytical tools most useful to their efforts to improve instruction, teacher and leadership performance, etc., are readily available. Beyond state accountability metrics, the dashboards will incorporate data from locally-conducted interim and formative assessments (as described in B3) that monitor progress of individual students against state standards, so that educators can use this data to make adjustments to the instruction to help students improve their performance. These dashboards will be integrated with the state's instructional management system described in C(3) so that educators can easily access formative assessments, lesson plans, and other tools to develop interventions and instructional strategies in response to gaps in student learning identified in the data dashboards. These dashboards will also be designed to provide parents access to high-quality, real-time reporting on their children's progress, including making the dashboards accessible in the most common languages (other than English) spoken by Rhode Island students and their parents.
- **RIDE will expand the data collection and improve reporting capabilities** of its state teacher certification database (RICERT) to link data on educators' impact on student achievement back to the educator preparation programs they attended and the professional development they receive. This will allow RIDE to analyze the effectiveness of preparation programs and professional development providers, expand effective programs, and shut down or discontinue funding for providers that do not produce effective educators. This data will also allow RIDE to base decisions to grant and renew full Professional Certification based on evidence of teacher and principal effectiveness.
- **RIDE will complete its comprehensive statewide system for collecting data** from the evaluations of educator effectiveness described in D(2). Through this system, the state will provide districts with data on educator impact on student academic growth that will constitute at least 51% of each educator's evaluation, and will implement standardized data input requirements to collect

data from district-assigned educator evaluations. The system will also provide analytical tools to help support LEA and State decision-making about personnel, certification, and the quality of educator preparation and professional development programs.

- **RIDE will establish a statewide Data Governance Board (DGB)** to oversee every aspect of how the agency will manage its education data systems to ensure that the data contained is clean, secure, consistent and cohesive. The DGB is critical to ensuring that the practices the state expects from users of K-12 data can be sustained in the long-term. As RI has done a substantial amount of work in linking districts’ systems, the statewide data governance board will enable the state to develop processes and practices necessary to maintain “systems of record” and “single versions of the truth,” and help all Rhode Islanders understand a broader scope of variables about students and teachers.

See Appendix C3: Data Elements to be Developed, p. 461.

INITIATIVE: BUILDING THE TOOLS FOR PROVIDING DATA TO KEY STAKEHOLDERS, EDUCATORS, AND BROADER COMMUNITY TO SUPPORT IMPROVEMENT OF STUDENT LEARNING AND INFORM CRITICAL POLICY DECISIONS

Measures of Effectiveness:

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

<u>Expected Outcome</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Par</u>
1. Provide easy-to-navigate data dashboards customized for: <ul style="list-style-type: none"> • Educators • Principals • District leadership • Parents/Students 	<ul style="list-style-type: none"> • Issue RFP to build dashboards • Select Vendor 	Summer 2010 Fall 2010	RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> • Convene review team comprised of districts/educators to develop data components, key performance indicators, reporting analytics, and other functionality to be incorporated into dashboards 	Fall 2010	RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> • Design/build dashboards • Conduct review team testing 	Winter 2010/2011	Vendor, RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> • Train teachers, principals, district administrators 	Spring/ Summer 2011	Vendor

2. Expand data collection and reporting capabilities of state teacher certification database in order to tie educator preparation and professional development program completion with student achievement.	<ul style="list-style-type: none"> Issue RFP to build/expand RICERT system capabilities 	Summer 2010	RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> Integrate teacher certification database into the state data warehouse 	Fall 2010	Vendor
	<ul style="list-style-type: none"> Build a data collection portal that will require existing/new educator preparation programs to enter program completion data on all students. 	Winter/Spring 2010/2011	Vendor
	<ul style="list-style-type: none"> Data analytics on individual teacher completion of educator preparation programs and PD programs tied to student achievement data available. 	Fall 2011	Vendor, RIDE – Data Analysis Unit
	<ul style="list-style-type: none"> Develop report cards with data/ratings based on teacher effectiveness data to be developed/published for educator preparation and professional development programs. 	Spring 2012	Vendor, RIDE – Educator Preparation Unit
3. Develop state data collection and reporting tool for educator evaluations.	<ul style="list-style-type: none"> Identify data components and functionality for data collection tool to match new statewide educator evaluation system requirements 	Summer 2010	RIDE – Educator Quality Unit
	<ul style="list-style-type: none"> Issue RFP to build tool Select vendor 	Summer 2010 Fall 2011	RIDE – Educator Quality Unit
	<ul style="list-style-type: none"> Design/build tool 	Winter 2010/ Spring 2011	Vendor
	<ul style="list-style-type: none"> Load teacher data into system 	Summer 2011	Vendor
	<ul style="list-style-type: none"> Train school/district leadership on use of tool 	Summer 2011	Vendor, RIDE – Educator Quality Unit
	<ul style="list-style-type: none"> Launch new tool 	Fall 2011	RIDE – Educator Quality Unit
4. Establish Data Governance Board responsible for setting state data standards, developing business rules, processes/protocols for	<ul style="list-style-type: none"> Charter a state data governance board with RIDE Chief Knowledge Officer as lead 	Summer 2010	RIDE – Chief Knowledge Officer,
	<ul style="list-style-type: none"> Issue RFP for consultants to support data standardization/integration work 	Spring 2010	Data & Analysis Unit
	<ul style="list-style-type: none"> Select/hire vendor 	Summer 2010	

data flow.	<ul style="list-style-type: none"> Initiate state workgroup led by RIDE staff to develop enterprise data dictionary and business rules for all data flow, start collaborating around the quality and interoperability of data that enters the data warehouse, how errors are fixed, and what new business rules are needed for automation. 	Summer 2010 to Summer 2011	RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> Develop data dictionary, state data standards for data collection/exchange 	Winter 2011	RIDE – Data & Analysis Unit
5. Develop model for Early Warning Indicators system.	<ul style="list-style-type: none"> Establish partnership for data sharing with the Research Collaborative of Rhode Island 	Fall 2010	RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> Development of predictor indicators for HS dropout, graduation, post-high school success/failure 	Winter 2011	Research Collaborative
	<ul style="list-style-type: none"> Develop Early Warning Indicators model that will facilitate development of policies and direction of resources to support student-centered K-12 interventions 	Summer 2013	Research Collaborative

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.) Build a customized data dashboard for 4 user groups (educators, principals, district administrators, parents)	0	4			
Train 8250 educators, principals, and educators on use of dashboards	0	7500	750		
Train 700 principals/school leadership members of Participating LEAs on state educator evaluation data collection tool			700		

Develop 1 statewide data dictionary with data collection/exchange standards			1		

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

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

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English Language Learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII,

Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

(Enter text here.)

One of Rhode Island's most important state roles is to support its LEAs' efforts to improve student academic achievement by giving them the data and tools necessary to track students' progress relative to the standards and to use this information to inform instruction. Because of RI's small size and the significant investments the state has already made in data infrastructure, RIDE has a unique opportunity to integrate its impressive repository of student/teacher data into a state-wide instructional improvement system that will pull together all state- and locally-collected data on students' progress and empower teachers and principals to use the full spectrum of data to inform instructional decisions. This instructional improvement system will enable educators to better understand how their students are progressing towards specific achievement targets aligned to the state's standards.

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

- Collection and retention of all local assessment data – including off-the-shelf products already aligned to state standards and custom or homegrown assessments.
- Access to a large bank of test items mapped to state standards.
- Ability to generate/print tests, collect data with ease and view results immediately.
- Ability to know how a student is performing relative to the state's expectations based on an array of assessment tools.

- Ability to access and use all data collected on a student, including attendance, discipline, and state summative test scores.
- Ability to analyze longitudinal picture of student's performance from the point of entry into system through graduation.

School and district-level leaders will also have customized data dashboards that will allow them to review individual, class, and grade-level performance throughout the school year for all their students and teachers.

RIDE will design and implement this instructional management platform at the state level, using existing systems and tools as well as national best practices. In the spring of 2010, RIDE will issue a Request for Proposals (RFP) inviting vendors to provide an off-the-shelf, content-neutral system that can be customized to meet Rhode Island's instructional management needs. Participating LEAs will have opportunities to provide input on the system's design, including specific analytics, reports, and other functional aspects. The system will be designed with an eye towards the needs of each participating LEAs to ensure that local educators will actually use the system and that it will enhance districts' ability to use data to improve instruction and student outcomes.

C3-ii) Supporting LEAs in providing professional development on data-driven instruction to drive student achievement.

High-quality teachers and leaders are at the heart of Rhode Island's theory of change. Therefore, RIDE's plan prioritizes the provision of high-quality, targeted professional development (PD) on data-driven instruction to drive student achievement. If data and instructional management practice are to translate into improvements in the day-to-day cycle of teaching and learning in RI's classrooms, teachers must have both the skills and motivation to effectively use data to improve student outcomes. Rhode Island has a high-quality plan to build the former by providing continuing education and support, and the latter by fostering a culture that encourages data inquiry and collaboration. Because school principals set the culture for the school, RI's professional development efforts in this area will focus heavily on principals and leaders as the necessary lever for driving cultural changes that support and motivate teachers to implement data-driven instruction. Because changing the culture in a school is a complex undertaking in which the principal needs partners, this professional development will focus on entire school leadership teams, rather than individual principals alone.

To ensure that teachers have the skills to effectively use data to improve student outcomes, RIDE will provide all teachers in participating LEAs with training to use data dashboards and the instructional improvement system. To provide teachers and principals ongoing support in using these tools effectively, RIDE will develop a series of easily-accessible web-based toolkits that will support educators in accessing and using data. Resources will include recorded webinars and online training guides and manuals, and separate toolkits will be designed to fit the needs of each user group (teachers, administrators, students, parents, researchers, and the broader public). RIDE will also retain the vendor for the instructional improvement system to provide ongoing “help desk” support that teachers, principals, and district staff can access for help and trouble-shooting in using the instructional management system.

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

Working through the Academy of School Leadership described in section D(5), RIDE will provide all superintendents, principals, and school leadership teams in participating LEAs with intensive professional development that addresses how to effectively introduce their educators to the instructional improvement system; guidance on administering quarterly interim assessments that feed data into the instructional improvement system; and developing a school culture that mandates and supports assessing, analyzing, and taking action in response to data. The training provided through the Academy of School Leadership, taught by highly-skilled trainers, will equip each district and school leadership team with basic data and analytic competencies. More importantly, teams of leaders will learn how to implement a full-year planning, assessment, review/analysis, and response cycle to move every educator in their building to use data effectively on a daily basis to improve instruction and student outcomes. An intensive, weeklong summer training session will equip principals and their leadership teams with the tools to return to their schools

and implement the systems in which this work can thrive. Topics covered will include:

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

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

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

Following each of the day-long workshops (but prior to the next interim assessment) trainers will conduct a day-long on-site observation, providing coaching, feedback and support for the leadership team in each school. The trainer will review with each

principal his/her action plan developed after the last interim assessment, review relevant data to help the principal and leadership team think through how they will work with their teachers to chart the course for each of their classrooms, and help make any adjustments that might be necessary for their students to reach their interim achievement targets. Each team will discuss obstacles and challenges they are facing in implementing effective data-driven instruction. The trainer will lead them through a rubric that assesses the following critical elements:

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

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

C3-iii) Make instructional improvement data and SLDS data available to researchers.

Rhode Island will make its instructional improvement data and SLDS data available to researchers on its website and through publications that will be disseminated to the research community. The state is open to rigorous review of its achievements and will

work in collaboration with researchers and others interested in the state’s results. RIDE has partnered with the Research Collaborative of Rhode Island to develop an Early Warning Indicators system for predicting college readiness and post-high school success. Established in 2008, the Research Collaborative is a six-member consortium that was created as a part of the Urban Education Task Force to help provide research, technical assistance, and analytic support to the work of the Task Force.⁵ The Collaborative will develop a model for predicting post-high school outcomes, incorporate high-quality longitudinal data on high school students’ academic performance with the behaviors, environments, and processes that have been shown to predict post-secondary success. RIDE is already working, as part of its current SLDS grant, to integrate higher education data into the statewide student longitudinal data warehouse, which will allow the state to link high school data and postsecondary outcomes for students enrolled in the state’s public universities. Rhode Island will also be joining the National Student Clearinghouse, which will allow it to track post-secondary outcomes for graduates of Rhode Island high schools who attend post-secondary institutions outside the state. The Early Warning Indicators system will inform state-level policy decisions and local practice to increase graduation rates and the percentage of graduates who go on to succeed in higher education.

INITIATIVE: DEVELOPING A STATEWIDE INSTRUCTIONAL MANAGEMENT SYSTEM AND DEVELOPING DISTRICT/SCHOOL LEADERSHIP CAPACITY FOR DATA-DRIVEN INSTRUCTION

<u>Expected Outcome</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Party</u>
Develop/implement state instructional management system platform.	<ul style="list-style-type: none"> • Issue RFP for vendor to build state system • Select vendor 	Summer 2010 Fall 2010	RIDE – Office of Accountability & Assessment

⁵ Current members are Rhode Island KIDS COUNT, the Annenberg Institute and the Urban Education Policy Program at Brown University, the Providence Plan, the Rhode Island Public Expenditure Council, and the Regional Educational Lab Northeast and Islands, with data support from RIDE and funding from the Nellie Mae Education Foundation and the Rhode Island Foundation.

	<ul style="list-style-type: none"> • Convene review team comprised of districts/educators to identify critical data components, assessment tools, functionality to be incorporated 	Fall 2010	RIDE – Office of Accountability & Assessment
	<ul style="list-style-type: none"> • Design/build platform • Conduct review team testing 	Winter 2010/2011	Vendor
	<ul style="list-style-type: none"> • Phase I (first group of LEAs) <ul style="list-style-type: none"> ○ System training ○ Rollout • Phase II (second group of LEAs) <ul style="list-style-type: none"> ○ System training ○ Rollout • Phase III (third group of LEAs) <ul style="list-style-type: none"> ○ System training ○ Rollout 	Fall 2011 Fall 2012 Fall 2013	Vendor
Develop state online toolkits as supplemental information/support to different user groups.	<ul style="list-style-type: none"> • Issue RFP • Select Vendor 	Fall 2010 Spring 2011	RIDE – Data & Analysis Unit
	<ul style="list-style-type: none"> • Design/build tools • Design/build website 	Fall 2011 Fall 2011	Vendor
	<ul style="list-style-type: none"> • Additional upgrades to tools 	SY 2012/13	Vendor
Implement school leadership professional development around data-driven instruction.	<ul style="list-style-type: none"> • Design model, curriculum, implementation schedule • Identify cohorts 	Fall 2010	Academy of School Leadership
	<ul style="list-style-type: none"> • Cohort 1 (50 schools) <ul style="list-style-type: none"> ○ Summer Training Intensive Week ○ School Year Workshops ○ School Year Visits • Cohort 2 (75 schools) <ul style="list-style-type: none"> ○ Summer Training Intensive Week ○ School Year Workshops ○ School Year Visits 	July 2011 SY 2011/12 SY 2011/12 July 2012 SY 2012/13	Academy of School Leadership

	<ul style="list-style-type: none"> • Cohort 3 (100 schools) <ul style="list-style-type: none"> ○ Summer Training Intensive Week ○ School Year Workshops ○ School Year Visits 	SY 2012/13 July 2013 SY 2013/14 SY 2013/14	
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C) DATA SYSTEMS TO SUPPORT INSTRUCTION: STEM FOCUS

- Over the past two-years RIDE has sponsored a series of *STEM Data Workshops* to provide training to educators in the use of protocols designed to observe, analyze, and construct action steps using assessment data.
- **PROJECT SUCCESS**, a multi-district collaborative advisory committee, is currently developing standards-based **science** lesson plans in grades K-8 to be shared through an on-line environment.
- Title II D federal funds, through E2T2, have financed the **Rhode Island Teachers and Technology Initiative (RITTI)** program. The focus of the program is to bring technology to the hands of students as well as provide effective professional development embedded in real work and real efforts. RITTI and E2T2 have trained over 1500 teachers in the in the use of **educational technology, data systems and analysis of data**
- In 2008 **Rhode Island Technology Enhanced Science program (RITES)**, representing a partnership made up of the University of Rhode Island, Rhode Island College, Brown University, and RIDE, was awarded a 5-year, \$12.5 million NSF funded grant designed to provide educator training in the use of technology-enhanced, inquiry-based investigations for students in grades 6-12.

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.) Train 6988 teachers of Participating LEAs on state Instructional Management System			2330	2330	2330
Hire 4 trainers to work under Academy of School Leadership to lead Data Driven Instruction PD to principals and school leadership teams		2	1	1	
Implement Data-Driven PD model to 225 total schools in 3 annual cohorts (includes principal and school leadership team)			50	75	100

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

State Reform Conditions Criteria

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

The extent to which the State has—

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

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

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

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

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

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

Recommended maximum response length: Two pages

(Enter text here.)

Rhode Island believes that educator excellence is the key driver of improved student learning outcomes at all age levels and in every demographic. The state, therefore, is committed to implement innovative partnerships and practices toward improving educator performance. The state established an alternative certification route to provide a non-traditional pathway to recruit and rigorously select high-quality professionals into the classroom and school leadership roles, especially for underperforming schools. The state also expects its alternative certification route to attract content knowledge experts from other professions into education where the traditional route may have served as a barrier for their entry.

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

The Rhode Island Education Code gives the Commissioner of Elementary and Secondary Education and the Board of

Regents authority over teacher certification in Rhode Island (RIGL §§16-1-5(2), 16-11-1, 16-60-4(a), 16-60-6 (9)(ii)). In 2008, the Board of Regents adopted Standards for Alternative Route to Certification Programs (“Alt Cert”) that provide candidates a streamlined route to earn certification while serving as teachers of record in Rhode Island schools. These standards create the opportunity for providers in addition to institutions of higher education to provide training leading to state certification as a professional educator. Alternative route providers must meet the same stringent Program Approval Standards applicable to institutions of higher education and have all five of the features of exemplary alternate route programs listed in the RTTT notice. (See Appendix D1: Board of Regents Alternative Routes Standards, p. 469.)

Can be provided by various types of providers, including providers operating independently of institutions of higher education: The 2008 Alt Cert regulations allow a variety of entities, including “an institution of higher education, a professional organization, or a private service provider,” to operate alternative certification programs. Nonprofit, private providers and LEAs may operate educator preparation programs independent of an institution of higher education. Using its federal Teacher Quality Enhancement grant, Rhode Island launched the Rhode Island Teaching Fellows in partnership with The New Teacher Project using the Alt Cert regulations. These regulations apply equally to all educator preparation programs, including those that certify teachers, principals, other administrators and support professionals.

Are selective in accepting candidates: The 2008 regulations require alternative certification programs to have rigorous admissions criteria, including at least a 3.00 GPA (on a 4.00 scale, in undergraduate studies or at least 24 hours of graduate study). In practice, the state’s existing alternate route provider, Rhode Island Teaching Fellows/The New Teacher Project (RITF/TNTP), has been even more selective than the law requires.

Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching: Rhode Island alternative certification programs must also “ensure on-going professional support and supervision of candidates by educators who

model effective practice and assume responsibility for supporting professional colleagues,” including a district-assigned mentor, consistent with Rhode Island guidelines for induction and mentoring.

Significantly limit the amount of coursework required: The state does not mandate credit-bearing college coursework for alternative route candidates. Board of Regents standards require alternative certification candidates to complete, at minimum, a 5-week intensive pre-service experience that prepares them to serve as the educator of record, provides opportunities for candidates to apply knowledge and skills in the classroom, and addresses unique needs of the candidate’s certificate area. While candidates are serving as teachers of record, they participate in on-going coursework.

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

D1-ii) Alternative routes to certification that are in use.

The new Alt Cert pathway allowed the state to partner with and fund the highly selective organization, The New Teacher Project (TNTP), which launched the Rhode Island Teaching Fellows (RITF) in 2009 with an initial cohort of 19 teachers (only 9% of the exceptional first applicant pool was admitted). (See Appendix D2: TNTP Overview, p. 472) These 19 candidates are currently serving as teachers of record in high-need schools and subject areas in Rhode Island public schools while receiving ongoing professional development and induction support, and will receive professional teaching certificates at the end of the year. RITF/TNTP will expand to prepare 25 teachers in 2010.

Teach for America (TFA) is launching in Rhode Island this winter and will place an initial cohort of 30 teachers for the 2010-11 school year (see Appendix D3: Letter of Commitment and D4: Teach for America Program Overview, p 480). The state’s

alternative certification policies allow TFA to partner with RITF/TNTP as the certification partner for its teachers in Rhode Island, rather than working with an institution of higher education as it must do in most other states. With RTTT funds, the state will help TFA expand state-wide, especially serving the high-poverty LEAs. There is also one residency program currently operating for Principals: The Principal Residency Network (PRN), a one-year program in which candidates serve as interns with a mentor principal while also participating in retreats, workshops, and an action research project to earn their principal certification. PRN has trained 42 principals over the past 10 years, and 7 current PRN residents will receive principal certification at the end of the 2009-10 school year (see Appendix D5: PRN Program Overview, p. 483).

With RTTT funds, Rhode Island will expand its efforts to recruit, incubate and bring to scale high-quality preparation programs through alternative certification for teachers and principals. For example, RIDE has secured commitments from two in-state and several national high-quality charter schools (interested in coming to Rhode Island) to use the alternative certification route to recruit, select and train teachers and leaders to serve in both charter and district schools with high-need student populations. Also, the planned Academy of School Leadership (see D5) will develop new principals and assistant principals without a higher education partner and directly certify them under the Alt Cert regulations. All of these programs are focused on identifying and preparing leaders and teachers to serve high-poverty, high-minority students effectively, especially in struggling schools.

Program	Teachers/Principals Prepared in 2008-09	Teachers/Principals in Current Cohort	Total New Teachers/Principals Certified Statewide in 2008-09
Teachers: RITF/TNTP	N/A (program launched in 2009)	19	1105
Principals: PRN	3	7	75

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

RIDE monitors and evaluates areas of educator shortage by tracking requests received from school districts for emergency permits, which allow certified individuals to teach out of field, and individuals who are not fully certified to teach. The most common areas of emergency permits have typically been special education and secondary science and math, and the largest number of requests comes from high-poverty urban districts. Over the past three years, the number of emergency permits issued has declined from 255 in 2006-07 to 199 in 2008-09. RIDE does not issue emergency permits for principals, rather the state has an excess of individuals who have obtained a principal certificate but are not working as principals. (See Appendix D6, page 485, for information on Emergency Permits issued over past 3 years.)

Rhode Island used its federal Teacher Quality Enhancement Grant funds to recruit TNTF to the state specifically to establish an alternate route and address teacher shortages. Both TFA and TNTF seek candidates to teach in the critical shortage subject areas of secondary math, science and special education in classrooms within the urban school districts in Rhode Island that have historically had a record of low student achievement. Future TFA and RITF/TNTF cohorts will also prepare teachers to work in dual-language and English language acquisition programs. The additional alternate route providers that the state plans to recruit using RTTT funds will also specifically address needs for effective teachers and principals in shortage subject areas and in high-poverty, high-minority, and struggling schools.

Reform Plan Criteria

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

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

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

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

Recommended maximum response length: Ten pages

(Enter text here.)

D2-i) Establish clear approaches to measuring student growth and measure it for each individual student.

RIDE is developing, in consultation with national experts, a state-wide model to measure value-added and growth for each individual student. RIDE has a long-standing partnership with The National Center for the Improvement of Education Assessments and will engage additional experts in this process. We are committed to implementing a model that is proven to be valid, fair, reliable and transparent beginning in the 2011-2012 school year. With Race to the Top (RTTT) investment, RIDE will accelerate the development of additional growth measures for other grades and subjects, including NECAP tested graded and subjects (see Chart 1 below for description of the plan to develop these growth measures.) By 2013-2014, student achievement based on value-added growth data will be fully operational. The model will be designed to adhere to the technical variability among the assessment data. Some assessments are better suited to growth models (e.g. vertically scaled state assessments that match student progress from one year to the next), while others may better support value-added from pre/post testing data (e.g. high school courses that are designed to be learned within one academic year). Rhode Island is committed to adopting measures for student growth that are both valid and reliable across students, classrooms, and schools.

Chart 1: STUDENT GROWTH AND ACADEMIC ACHIEVEMENT MEASUREMENT IMPLEMENTATION TIMELINE

<u>Expected Outcome</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Parties</u>
1) Implement value-added model using NECAP data	Design system to collect teacher-course data, and confirm validity of teacher-course-student links	2010-2011	RIDE Office of Assessment and Accountability (OAA)
	Design and pilot value-added model	2010-2011	Consultants
	Design reporting format for value-added data	2010-2011	
	Fully implement value-added model using NECAP data	2011-2012	

	Continue implementation of value-added model	2013 and ongoing	
2) Connect value-added data to educator evaluations	Connect value-added data to educator evaluations	2011-2012	
	Provide educators for whom value-added data is available with reports on impact on student achievement for their students, classrooms, and schools	2011-2012 and ongoing	
3) Build out data system to produce impact on student growth for educators in non-NECAP-tested grades and subjects	Design and pilot growth model for ACCESS assessment data and DRA data	2011-2012	
	Design methodology and reports for growth data to support ACCESS and DRA assessments	2011-2012	RIDE OAA Consultants
	Fully implement growth model for ACCESS and DRA data	2012-2013	
	Design methodology and reports for growth data to support pre- and post-assessments in core content areas	2012-2013	
	Fully implement growth model for all pre/post assessment	2013-2014	

D2-ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals.

Research has proven that there is nothing more fundamental to student success than having the benefit of an excellent teacher who works in a school led by an effective principal. The state views its most essential function as improving and assuring the quality of principals and teachers in Rhode Island’s schools.

Given this priority and the direction provided in the Basic Education Plan (BEP), the Board of Regents used its authority to develop, over 18 months, strong *RI Educator Evaluation System Standards (RI Standards)*, which they adopted on December 3, 2009. (See Appendix D7: RI Educator Evaluation Standards, p. 488.) These *RI Standards* were created in a transparent, inclusive

process; the state met with the teacher and principal union teams, held community forums with the RI Urban Education Task Force, and integrated feedback from the LEAs' annual teacher and principal surveys. Following the initial draft of the *RI Standards*, the state solicited public comment over 3 months and held 2 public hearings.

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

The *RI Standards* require every LEA to establish a compliant *Comprehensive District Educator Evaluation System* by the 2011-12 school year. The evaluation of teachers and principals remains an LEA responsibility, but now done at a breadth and level of rigorous quality prescribed by state regulation. To comply with the *RI Standards* and the BEP, districts must either: 1) Adapt their own educator evaluation system to "primarily" include student growth and meet state standards, or 2) Adopt a state-provided educator evaluation system. RIDE is developing a detailed and rigorous rubric that it will use to assess LEA evaluation systems' compliance with the *RI Standards* in 2010-2011. The rubric will address: (1) the quality of the design, rubrics, and instruments used to measure educators' professional practice, responsibilities, and content knowledge; (2) how well evaluation systems ensure fairness, accuracy, and consistency of educator ratings; (3) engagement of principals and teachers in ongoing evaluation system development; and (4) how the district uses evaluation results to inform key human resource decisions. LEAs that do not have an evaluation system in compliance with state standard by the end of the 2010-2011 will be required to adopt the state-provided evaluation system in 2011-2012.

The *RI Standards* require every LEA to implement a compliant system that must:

- Base evaluation of educator effectiveness “primarily on evidence of impact on student growth and academic achievement.”
- Differentiate educators into four levels of effectiveness (highly effective, effective, minimally effective, and ineffective).
- Annually evaluate effectiveness of all educators, including teachers, principals, and professional support staff.
- Ensure a transparent, fair evaluation process.
- Involve teachers and principals in the development process.

Base Educator Effectiveness “Primarily” on Impact of Student Growth. “Primarily” means at least 51% of teachers’ and principals’ evaluation must be based on impact on student growth using measures that are comparable from classroom to classroom. RIDE will calculate and provide to the LEA the assigned value for the 51% based on objective assessment measures of student growth and academic achievement used by the state. RIDE understands that developing models of value-added and growth is a new and complex undertaking that has important implications for decisions made about students and educators. Given this understanding and the increased intensive professional development that RIDE is providing to educators, RIDE will phase in a value-added measure of growth for students in tested grades and subjects to inform 40% in 2011-2012 and 45% in 2012-2013 of the overall body of evidence that contributes to educators’ evaluations. The system will be fully operational in the 2013-2014 school year with 51%. The methodology will also phase-in additional measures that are comparable from classroom to classroom in the same time period. In non-tested subject and grades, RIDE will introduce end-of-course exams and other assessment measures that are aligned to standards and comparable from classroom to classroom. RTTT funding will allow the state to develop these assessments on an expedited timeline. All LEAs, by 2013-2014, must use this state-provided data for at least 51% of each educator’s evaluation. The state will determine and provide to the LEAs each principal’s impact on student growth and academic achievement based on the aggregate calculation of the impact of the schools’ teachers on student growth.

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

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

Involve Teachers and Principals in the Process. *RI Educator Evaluation System Standards* require LEAs to establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. This Committee is charged with soliciting feedback from other educators, students, parents, and assessment experts. The Committee will share its findings with the district leadership for strategic planning, professional development and organizational improvement.

With RTTT support, RIDE, LEAs and union representative will create together a ground-breaking, evaluation system (*The RI Model*) that will be a model for the nation. RIDE and 44 of the 45 Participating LEAs are agreeing to collaborate in good faith in the process of designing an educator evaluation model (*RI Model*) that can be adopted by all LEAs, alongside national experts (including practitioners) and labor leaders; and in coordination with the American Federation of Teachers' *AFT Innovation Grant* initiative on teacher evaluations. This design must meet the rigorous *RI Educator Evaluation System Standards*.

The *RI Model* will be designed to coherently integrate all components of the system and support high-quality implementation, especially by high-need, low-capacity districts. This includes development or adaptation of tools (e.g. observational rubrics and protocols, evaluation templates) to validly and accurately measure the three remaining evaluation factors outside of the minimum 51% for student growth (including phasing-in this component beginning in 2011-2012 at 40% then 45% in 2012-2013), calibration and reporting support, and training that will support principals and district officials to evaluate teacher and principal effectiveness. The quality of implementation accompanying the *RI Model* evaluation system will increase educator buy-in and confidence in the evaluation system as teachers and principals will have played a key role in its development, while being supported throughout the process by national experts in the field.

Further, for Participating LEAs implementing the *RI Model* evaluation system, RIDE will launch a state Effective Education Evaluation Team comprised of external evaluators to support full implementation of the teacher evaluation process, build principals' capacity to effectively evaluate teachers and help norm the system. RIDE will select the team members for their expertise in quality instruction and provide them with deep and intensive training to reliably implement the statewide evaluation system. Effective Evaluation team members will observe every teacher in participating LEAs during the first two years of the evaluation system, write reviews, and give feedback. Team members will also work side-by-side with principals to build their capacity to conduct robust and actionable teacher evaluations in the first two years of implementation. By 2012-2013 all principals and teacher leaders using the *RI Model* evaluation system will have capacity to carry this work forward effectively. Most importantly, this team will review schools

across the districts to ensure inter-rater reliability and consistency of review across the state. For the struggling schools, an additional full time staff person per school will support the full implementation of the evaluation system for the first year (2011-2012). (See E (2) for more information.)

With its RTTT funds, RIDE also will accelerate the development of objective, rigorous, and comparable measures of student growth for educators working outside of tested grades and subjects (see Chart 1 in D2i above). RTTT will enable RIDE to broaden the scope and timeline to hold all teachers--not just those in tested grades--accountable for their impacts on student learning.

D2-iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools.

Rhode Island Educator Evaluation System Standards (*RI Standards*) require that all educators in the state be assessed at least annually, and more frequently if appropriate based on educators' experience, assignment, or prior evaluation outcomes. RIDE believes that fair, valid, and reliable evaluation systems are important as they provide opportunities to acknowledge best practice and offer support when needed.

To receive state approval for their evaluation systems, LEAs must use the evaluation process and information generated to provide each educator with detailed feedback on his or her individual performance, including impact on student growth and recommendations for professional growth. Once the value-added model is in place, the state will provide principals and teachers in tested grades and subjects with reports on their own impact on student growth and achievement in their classrooms or schools, expanding these reports to all teachers as additional growth measures come online in non-tested grades and subjects (See D2i for discussion).

In addition to providing reports with data on student growth and achievement, educator's evaluations must be based on three required factors: 1) quality of instruction (or, for principals, quality of instructional leadership and management); 2) demonstration

of professional responsibilities; and 3) content knowledge. According to the *RI Standards*, measures of “quality of instruction” must include, at a minimum, observations of educator practice using valid and accurate observation rubrics and tools. With use of these tools teachers will receive on-going, timely and constructive feedback about their instructional practice. Further, the *RI Standards* require LEAs to collect and analyze data about individuals’ and groups of educators’ professional development needs to develop coherent plans to address these needs. The LEA’s system must “provide feedback on performance to all educators to support continuous professional development.”

INITIATIVE: STATEWIDE EDUCATOR EVALUATION SYSTEM			
<u>Expected Outcome</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Parties</u>
1) Establish Rigorous, Transparent and Fair Educator Evaluation Statewide, Develop a Model National Evaluation System, Ensure all Principals’ & Teachers’ Evaluations Include Student Growth	Rhode Island Educator Evaluation System Standards adopted as regulation	12/3/2009 Effective for 2010-2011 school year	Board of Regents
	Develop rubric to evaluate LEA evaluation system compliance with Rhode Island Educator Evaluation Standards	2010	RIDE Office of Educator Quality (EQ)
	Develop RI Model educator evaluation system	2010-2011	RIDE EQ Participating LEAs Consultants
	Review compliance of LEA evaluation systems with <i>Rhode Island Educator</i>	Summer	RIDE EQ

	<i>Evaluation System Standards</i>	2011	Participating LEAs
	LEAs must implement a state-approved evaluation system, primarily based on student growth. LEAs that do not have a compliant evaluation system must adopt the state-provided system.	2011-2012	All LEAs
	Launch <i>RI Model</i> evaluation system	2011-12	RIDE Leadership, EQ and participating LEAs
2) Provide professional development to principals, teacher leaders and district administrators to effectively implement evaluation	Full-time staff person supports implementation of evaluation system in struggling schools	2010-2011	RIDE Office of Transformation Providence, Central Falls
	Provide training for all principals, teacher leaders and superintendents in state on effective teacher observation and hiring	2011-12	RIDE EQ TNTP
	Effective Educator Evaluation team in one-half of schools in participating LEAs	2011-12	RIDE EQ Participating LEAs
	Effective Educator Evaluation team in second half of schools in participating LEAs	2012-13	RIDE EQ Participating LEAs Contractor

***D2-iv) Use these evaluations, at a minimum, to inform decisions regarding—*a)Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development; b)Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities; c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.**

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

- Providing individualized feedback on performance to all educators, including detailed analysis of their performance (based on student growth and achievement as explained in section D2-i), and recommendations for professional growth and development;
- Supporting continuous professional development;
- Creating incentives for highly effective educators, including establishing a process to identify individuals or groups of educators who demonstrate exemplary effectiveness and recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives;
- Providing objective information to support meaningful renewal and tenure decisions; and
- Improving performance of ineffective educators, by providing intensive support and evaluation specifically designed to improve their performance and dismissing those who are unwilling or unable to improve in a timely manner.

To obtain state approval of their educator evaluation systems, all Rhode Island LEAs must demonstrate that they have processes and policies in place to use data for at least the purposes listed above. LEAs that adopt the RI Model system must also document how they will use evaluation data for the purposes listed above, or adopt model processes and policies recommended by

the state in these areas. Thus, it is fully expected that all Rhode Island LEAs will be using educator evaluation data captured from LEA evaluation systems in 2011-2012 to develop, promote, recognize and reward, renew/retain, assign and terminate teachers by the 2012-2013 school year.

The state will hold LEAs accountable to use evaluation data for the purposes designated in their approved evaluation system designs. The integration of information generated from LEA-reported educator evaluations and the state's teacher certification database with the student longitudinal data warehouse will allow RIDE to collect, analyze and report extensive data. The state will use this information to monitor the extent to which districts are actually using evaluations to inform decisions about educator assignment, professional development, compensation, promotion, tenure, renewal, and termination and to hold LEAs accountable for doing so.

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

Developing Teachers and Principals: The RI Evaluation Standards require the evaluation systems inform the types of ongoing professional development needed by individual educators and groups of educators. The information generated from the evaluation system will enable LEAs, principals, and teachers to make much better-informed decisions about specific, most appropriate types of professional development required by individual educators. The integration of teacher evaluation data and the state certification database into the state's longitudinal data warehouse will allow the state and its LEAs to track what professional development each teacher and principal receives every year and to link that professional development with educators' effectiveness ratings. This tracking will allow the state to measure the efficacy of

professional development providers over time in order to inform future investments. The state will only allow state and federal dollars to fund those providers who have a proven track record of improving educator effectiveness. The state will also produce reports on the results of different professional development providers in order to allow LEAs and individual educators to select the most effective professional development for identified local needs. The BEP requires that LEAs develop systems to assign and promote education professional development based on evidence of their effectiveness. Professional development dollars going forward will be used more efficiently and effectively because the *RI Educator Evaluation System Standards* will result in the state and its LEAs knowing how to connect the most productive professional development providers with specific needs.

Compensating Teachers and Principals: Race to the Top requires that states identify how it will include opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities through compensation, promotion and retention practices. Rhode Island also believes that differentiated compensation, linked to evidence of effectiveness, is an essential lever in recruiting and retaining the best teachers to improve student achievement. The State's Board of Regents approved *Transformation Plan for Education in Rhode Island* indicates that RIDE will develop a model of performance-based compensation systems that districts can adopt by 2015. RTTT funding will accelerate this transition by providing resources to LEAs to develop innovative approaches to compensating educators in a manner that recognizes growth and student achievement.

Using RTTT funds, RIDE will accelerate this transition by funding 4 pilot programs through competitive grants to districts, collaboratives of districts or district-union partnerships. Two awards will be granted to pilots that commit to replace steps and lanes compensation schedules with systems that base compensation on evidence of teacher effectiveness. Two additional grants will be awarded to develop pilots that include whole-school rewards. In the end, Rhode Island will have four viable models for districts to adopt or use as guidance for their own compensation systems. RIDE will provide consulting support from a nationally recognized expert on compensation reform to help these districts design robust new performance-based compensation models.

Rhode Island's move to implement statewide educator evaluation will be supported by local leaders who are already moving toward local compensation reform initiatives. The Chariho school district has reached agreement on a new collective bargaining agreement that calls for the development of a teacher evaluation system and the implementation, in 2010-2011, of a performance-based compensation system designed to reward effective educators who impact student achievement. The school committee committed no less than \$200,000 per year for the plan.

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

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

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

Granting Full Certification: The Board of Regents approved the *Transformation Plan for Education in Rhode Island* which calls for a redesign of the state's current educator certification system with one that awards and renews full certification (the Professional Certification) based on evidence of effectiveness. Candidates who complete an approved teacher preparation program and pass all state-mandated tests will receive an Induction Certificate, a non-renewable, three-year certificate allowing them to seek employment in Rhode Island public schools. New teachers who do not demonstrate effective performance, as measured by their

district's evaluation system, by the end of their third year will not be eligible to receive the Professional Certificate and will no longer be able to teach in Rhode Island when their Induction Certificate expires. Continuing teachers must renew their Professional Certificate every five years by providing evidence of effectiveness, as measured by their district's educator evaluation system.

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

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

The state will no longer require teachers to complete individual professional development requirements to renew their certification (Rhode Island has already eliminated requirements for higher education coursework for certification renewal). Effective July 1, 2010, the Commissioner has reassigned RIDE staff and resources previously devoted to monitoring compliance with professional development requirements for certification renewal. This will free up staff and resources that can be used to help design and implement the new educator evaluation system.

Granting Tenure and Removing Ineffective Untenured Teachers: Consistent with Basic Education Program regulations approved by the Board of Regents in June 2009, Superintendents will certify annually to the Commissioner that they will remove all teachers who have not demonstrated effectiveness before achieving tenured status. Research indicates that teachers who do not demonstrate effectiveness within the first 2-3 years of teaching are highly unlikely ever to do so. Therefore, Rhode Island is moving

aggressively to remove, through both its evaluation system requirements and its certification system, teachers who do not positively impact student achievement. Rhode Island is also providing a comprehensive induction program to provide intensive support to all first and second year teachers so they can become effective.

Removing Ineffective Teachers and Principals: In the state of Rhode Island, a teacher who receives a rating of “ineffective” on evaluations for two years in a row will be terminated by the district employer. In order to obtain state approval for its educator evaluation system, each LEA in the state of Rhode Island must commit to release from employment any teacher who receives two consecutive annual ratings of “ineffective” in the district’s evaluation system. (This does not preclude LEAs from dismissing ineffective teachers before two years if evidence merits it.) The *RI Educator Evaluation System Standards* call for LEAs to provide appropriate levels of support based on evaluation findings. The state will require LEAs to report annually on the number of teachers who received ratings of ineffective, minimally effective, effective, and highly effective; the number of teachers terminated annually based on ineffective evaluations; and the evaluation history of those teachers during their term of employment with the district. This will allow the state to ensure that districts are in fact terminating those teachers who repeatedly demonstrate ineffectiveness, and to ensure that termination decisions are accurate and fair.

INITIATIVE: USING DATA TO INFORM DECISION-MAKING			
<u>Expected Outcomes</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Parties</u>
1) Educator compensation will become based on evidence of effectiveness	Issue RFP for districts for compensation reform pilot; Selection of districts for compensation reform pilot	Winter 2011	RIDE
	Design pilots	Spring 2011	RIDE Pilot LEAs
	Implementation of reformed compensation systems in pilot districts	2012-13	Pilot LEAs
2) The state will grant	Issue RFP for expert consultant to	2010	RIDE

full certification only to teachers who have demonstrated effectiveness	help RIDE develop new certification system																
	Board of Regents approves new certification system	2011	Board of Regents														
3) Reduce the number and percentage of ineffective teachers in Rhode Island and increase the number and percentage of effective and highly effective teachers.	All Rhode Island districts must have in place educator evaluation systems that are used to terminate the employment of any teacher or principal who receives “ineffective” ratings for two consecutive years.	2011-12	RIDE educator evaluation system implementation team LEAs														
	LEAs collect and report to state baseline data on percentage of ineffective, minimally effective, effective, and highly effective teachers	2011-12	LEAs														
	LEAs with < 85% of teachers effective and highly effective set interim targets for getting to 85% of teachers effective/highly effective by 2013-14 and submit to state for review.	Summer 2012	LEAs, RIDE														
<table border="1"> <tr> <td colspan="2"> Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii). </td> <td>Actual Data: Baseline (Current school year or most recent)</td> <td>End of SY 2010-2011</td> <td>End of SY 2011-2012</td> <td>End of SY 2012-2013</td> <td>End of SY 2013-2014</td> </tr> <tr> <td>Criteria</td> <td>General goals to be provided at time of application:</td> <td colspan="5">Baseline data and annual targets</td> </tr> </table>				Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014	Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014											
Criteria	General goals to be provided at time of application:	Baseline data and annual targets															

(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	0	0	100%*	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0	0	100%	100%	100%
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0	0	100%	100%	100%
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:	0	0	0	100%**	100%
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0	0	0	22%	33%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0	0	0	100%	100%
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0	0	0	100%	100%
<p>[Optional: Enter text here to clarify or explain any of the data]</p> <p>*By the Board of Regents promulgated Rhode Island Educator Evaluation System Standards (EESS), all LEAs are required by 2011-2012 to have rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account data on student growth and are designed and developed with teacher and principal involvement.</p> <p>**By 2011-2012, all LEAs are required to evaluate teachers and principals as described. Data from this evaluation will be available to inform decisions for the 2012-13 school year. All LEAs are required by RI EESS to use data to inform professional development, promotion, retention, tenure and removal.</p>						
General data to be provided at time of application:						
Total number of participating LEAs.		45				
Total number of principals in participating LEAs.		316				
Total number of teachers in participating LEAs.		11,335				

[Optional: Enter text here to clarify or explain any of the data]		
Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii) ⁶	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	

⁶ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(d)

Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.

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

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

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

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

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

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

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

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

Recommended maximum response length: Three pages

(Enter text here.)

D3-i) Ensure the equitable distribution of teachers and principals.

Rhode Island is strongly committed to ensuring equitable distribution of effective teachers and principals, especially in high-need schools. The State fulfilled this commitment to its students in Basic Education Program (BEP) regulations adopted by the Board of Regents in June 2009, effective July 1, 2010. The BEP requires every LEA in the state to have an effective human-capital management system that enables it to “Ensure Equity and Adequacy of Fiscal and Human Resources” [emphasis in original]. To do this, the BEP requires each LEA to “maintain control of its ability to recruit, hire, manage, evaluate, and assign its personnel.” Further, the BEP requires districts to use selective screening methods that determine skill and knowledge and “address staffing in low performing schools with highly effective” teachers and principals.

In October 2009, Commissioner Gist sent a notice to all superintendents in the state informing them that districts that assign teachers to schools and classrooms based solely on seniority would not comply with the new BEP regulations (See Appendix D8: Commissioner Notice on Seniority Hiring, p. 494). In other words, after July 1, 2010, it will become a legal requirement that all teacher assignments in Rhode Island must further the goal of matching highly-effective educators with classrooms of students who have significant achievement gaps. Given that teacher and principal assignments must be based on student need, districts must develop and implement criterion-based hiring and assignment. The term-limited nature of collectively bargained contracts means that all must be in compliance no later than August 31, 2013. The Commissioner’s Office has ordered hiring based solely on seniority to be eliminated in Providence and Central Falls, two high-need districts. While these Orders currently are being challenged in the courts by the districts’ teacher unions, the state has taken the lead in pursuing mediated settlements to ensure that the interests of students are fully protected. Ending hiring and assignment based solely on seniority, and enabling principals to hire by mutual consent, dramatically improves the ability of principals in high-poverty and high-minority schools to hire effective

teachers and eliminate a major obstacle to ensuring equitable distribution of effective teachers, led by effective principals.

Commissioner Gist further instructed districts, when collective bargaining contracts come up for renewal, to address any contract provisions that prevent districts from implementing effective human-capital management practices that ensure highly effective staffing. All district collective bargaining agreements in Rhode Island are up for renewal in the next three years, and the majority--including the Providence contract and those in other historically low-performing urban districts--are up this year. Thus, the state through its bold BEP is exercising its authority to significantly change districts' human-capital management practices to ensure educator effectiveness and equitable distribution of effective educators, especially in struggling schools.

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

1) Collect and Provide Transparent Data on Educator Effectiveness. Prior to the adoption of the BEP, Rhode Island had an ambitious and U.S. Department of Education-commended teacher equity plan, focused primarily on the equitable distribution of “highly-qualified teachers” based on certification (as defined under NCLB) and other credential measures. Based on established research from the field, the state understands that these measures are not adequate to ensure that children in high-poverty and high-minority schools have equitable access to highly effective teachers. Thus, the state plans to use its new educator evaluation system standards, described in D2, to monitor and drive action to improve the equitable distribution of teachers. The state will track the distribution of highly effective, effective, minimally effective, and ineffective teachers across classrooms, schools, and districts, and will use these data to hold LEAs accountable for achieving an equitable distribution of effective teachers with highly effective teachers going to struggling schools and classrooms. RIDE will publish annual reports on the numbers of highly effective, effective, minimally effective, and ineffective teachers at each school in the state; between high- and low-poverty and high-and low-minority schools statewide and within each LEA; and across different types of teaching assignments (for example, general and AP courses)

both statewide and in each LEA and school. RIDE will widely disseminate these reports to all LEAs in the state, to parents, other key stakeholders (such as civil rights and children’s advocacy groups), the media, and the public.

2) In Rhode Island, No Child Will Have Two Ineffective Teachers in a Row. While a single teacher can have a profound impact on student learning over one year, that effect generally diminishes if a student does not have subsequent teachers who are equally effective, with half the gains being lost the following year, and nearly all of the gains lost within two years. To ensure that students have continual years of effective teachers, the new educator evaluation standards (see D2) will allow Rhode Island to link teacher effectiveness ratings to the children those teachers teach and to identify children who are taught in any year by an ineffective teachers. Under the BEP and the *RI Educator Evaluation System Standards*, districts must ensure that any student who is taught by an ineffective teacher in one year is assigned to an effective teacher in the next. Every superintendent will receive a list of such children’s ID numbers and is required to certify to the state each September that these students are not assigned to ineffective teachers in consecutive years.

3) Prohibit Transfer of Ineffective Teachers into High-poverty, High-minority Schools. The BEP calls for districts to “address staffing of low performing schools with highly effective” staff, trying to make up for previous disproportionate staffing of less effective teachers to high-need students, exacerbating their achievement gap. By 2012-2013, in order to comply with the new *RI Educator Evaluation System Standards*, districts cannot assign any teachers who are not rated “effective” or “highly effective” to high-poverty, high-minority, or low-performing schools. The educator evaluation data system will enable the state to annually monitor whether districts are placing ineffective teachers in such schools.

4) Building Principal Capacity to Hire Effective Teachers Based on Mutual Consent. Because hiring teachers is the most important decision principals make, RIDE focuses on building the capacity of principals--particularly those in low-performing, high-poverty districts--to screen and hire effective applicants. Through a state partnership with The New Teacher Project (TNTP), principals in Providence, the state’s most chronically low-performing district, received intensive professional development to improve their ability to hire effective teachers.

Principals were trained on strategic staffing, marketing a high-need school, building a successful school-based interview model and conducting an effective interview. Under Orders issued by former Commissioner McWalters, principals in these districts are already able to hire teachers based on mutual consent. TNTP also works intensively with district HR staff to build capacity and improve HR practices so that principals can hire early and make the best possible hiring decisions. TNTP is currently working with the Providence HR office and principals in 15 Providence schools (1/3 of all Providence schools). In 2010-11 this work will expand to include all schools in Providence and Central Falls, using existing funds (independent of Race to the Top). As part of its implementation of the educator evaluation system (see D(2)), the state will also provide training for all the principals and superintendents in the state on effective hiring and observation of teachers.

5) Turnaround Teacher Corps. Rhode Island will use RTTT funds to partner with TNTP to build a Turnaround Teacher Corps, a pool of effective teachers who are specifically well-suited and have the will to work in the turnaround context. TNTP will recruit statewide and nationally for this pool of teachers. The lowest-performing schools identified by the state for turnaround will have first priority for hiring teachers from the Teacher Corps pool. Because TNTP will recruit more effective teachers to the pool than vacancies that exist in turnaround schools, other low-performing schools will have opportunities to hire from this pool once vacancies in turnaround schools are filled. As a result, the Teacher Corps will help expand the number of effective teachers working in a larger number of high-poverty, high-minority, and/or historically low-performing schools in the state.

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

D3-ii) Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs; and teaching in other areas as identified by the State or LEA.

Rhode Island's efforts to eliminate staffing based solely on seniority; build principal capacity to hire, retain and assign effective educators; and evaluate out ineffective educators will reduce the number of ineffective teachers working in math, science, special education, language instruction programs, and other hard to staff subjects, and create opportunities to replace them with effective educators. Rhode Island

is building the pool of effective teachers to fill those positions:

As described in D1(iii), Rhode Island has actively sought teacher preparation providers with track records of impact on student achievement to create non-traditional routes to certification that prepare effective teachers to work in hard-to-staff subject areas in high-need schools. Using RTTT funds, RIDE will expand and launch partnerships, respectively, with RITF/TNTP and TFA to recruit and prepare exemplary candidates to teach secondary math and science and special education, and future cohorts will also prepare teachers to work in English language instruction and bilingual programs. RIDE will recruit additional effective teacher and principal preparation providers. While trained by high-quality charter schools, these educators will serve both district and charter public schools. The Turnaround Teacher Corps described in E(2) will also recruit effective math, science, special education and English language instruction teachers specifically to work in the state’s most persistently low-achieving schools.

Further, RIDE has selected a highly-regarded vendor to develop a statewide educator recruiting and screening platform for all LEAs, especially high-need LEAs. This initiative will assist all LEAs in recruiting and screening effective teachers and principals to create a statewide pool of qualified candidates. This platform will help low-capacity LEAs manage their recruiting pipeline and track candidates through the hiring process. RIDE intends to streamline all candidates for positions in Rhode Island schools through this platform and use it to help high-need LEAs have access to a broader applicant pool.

INITIATIVE: ENSURING EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND PRINCIPALS

<u>Expected Outcomes</u>	<u>Activities</u>	<u>Timeline</u>	<u>Responsible Parties</u>
1) Eliminate Seniority based hiring Eliminate seniority based hiring in high-need LEA, Providence; all hiring based on criteria Eliminate seniority based hiring in	Issue Orders to high-need LEAs, Providence and Central Falls, to end seniority-based hiring	2/17/09 for Providence; 6/1/09 for CF	Former Commissioner McWalters
	Adoption of BEP regulations requiring equity and adequacy in human resources in	6/4/09 adopted; 7/1/2010 in	Board of Regents

high-need LEA, Central Falls; all hiring based on criteria No seniority-based hiring in LEAs, criterion-based hiring	all LEAs	effect	Commissioner Gist	
2) SEA collects and shares data SEA have data to hold LEAs accountable for equitable distribution SEA make data transparent to hold LEA accountable	Collect data on educator effectiveness from evaluation system	2011-12	RIDE, LEAs	
	Publish first annual report on distribution of teacher effectiveness	Summer 2012	RIDE	
3) Reduce Ineffective Teachers End transfer of ineffective teachers to high-poverty, high-minority and low-performing schools No Rhode Island child will have an ineffective teacher for two years in a row	Begin monitoring data from each LEA on assignment of educators	End of 2011-2012 school year and annually thereafter	RIDE	
	Identify children who have had two ineffective teachers in a row and send letter to superintendents	June 2013 and annually thereafter	RIDE, LEAs	
	Superintendents required to certify that identified children do not have ineffective teachers for current school year	September 2013 and annually thereafter	RIDE, LEAs	
4) Improve Effective Hiring	Expand principal training in Providence to cover all schools	2010-2011	RIDE, TNTF	

<p>Practices</p> <p>Train principals how to hire educators who are both effective and a good fit for their schools.</p> <p>All principals and Superintendents will be better able to hire effective educators</p>	<p>Provide training for all principals and superintendents in state in effective hiring and observation</p>	<p>2011-12</p>	<p>RIDE, TNTP</p>				
<p>5) Increase Number of Effective Teachers and Principals</p> <p>Increase number and percentage of effective teachers and principals</p> <p>Increase the pool of effective teachers statewide, especially for high-need LEAs and in hard-to-staff subjects and specialty areas</p>	<p>Launch and expand effective teacher preparation routes (see D1 and D4)</p>	<p>2010-ongoing</p>	<p>RIDE, partner organizations</p>				
	<p>Partner with organization for state-wide recruiting system for high-need LEAs</p>	<p>Launch 2010</p>	<p>RIDE</p>				
	<p>Create Turnaround Teacher Corps for lowest-achieving and other high-needs schools</p>	<p>Launch 2011</p>	<p>RIDE, TNTP</p>				
	<p>Launch Turnaround Principal Program</p>	<p>Launch 2011 (limited launch 2010 for small cohort)</p>	<p>RIDE, Academy of School Leadership</p>				
<p>Performance Measures for (D)(3)(i)</p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>			<p>Actual Data: Baseline (Current school year or</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>

General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0*	0	20%	30%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	15%	20%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	50%	75%
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	0	0	0	20%	35%
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	0	0	0	20%	0
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	0	0	0	10%	0
<p>[Optional: Enter text here to clarify or explain any of the data]</p> <p>*Current baseline data is unavailable. Data from new LEA evaluation systems that must meet the RI EESS including both student growth data and the four levels of performance (i.e. ineffective, moderately effective, effective, and highly effective) will be available to inform assignments by 2012-2013.</p>					
General data to be provided at time of application:					
Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	36				
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	36				
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	3047				
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	1065				

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

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	0	0*	50%	65%	85%
Percentage of science teachers who were evaluated as effective or better.	0	0	50%	65%	85%

Percentage of special education teachers who were evaluated as effective or better.	0	0	45%	60%	85%
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	0	0	45%	60%	85%
[Optional: Enter text here to clarify or explain any of the data] Current baseline data is unavailable. Data from new LEA evaluation systems that must meet the RI EESS including both student growth data and the four levels of performance (i.e. ineffective, moderately effective, effective, and highly effective) will be available by 2012-2013					
General data to be provided at time of application:					
Total number of mathematics teachers.	773				
Total number of science teachers.	718				
Total number of special education teachers.	1927				
Total number of teachers in language instruction educational programs.	785				
[Optional: Enter text here to clarify or explain any of the data] Special Education teachers serve K-12. Math and science serve secondary.					
Data to be requested of grantees in the future:					
Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.					
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.					

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

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

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

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

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

Recommended maximum response length: One page

(Enter text here.)

D4-i) Link student achievement and student growth data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.

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

The integration of Rhode Island’s new educator evaluation system (as described in D (2)) and teacher certification database with the state’s longitudinal student data warehouse (as described in C (2)) will enable the state to link data on each teacher’s and principal’s impact on student academic growth back to the in-state teacher or principal preparation program they attended. The state

will use this data to hold preparation programs accountable, support continuous program improvement and, when necessary, close programs that do not produce effective educators.

Educator preparation programs in Rhode Island are subject to a rigorous re-approval process at least every five years, which includes data collection on recruitment, admissions, graduation rates and other indicators. Once the state's data systems are integrated to link data from educators' evaluations and impact on student achievement back to their preparation programs, RIDE will incorporate this information into the approval renewal process for all educator preparation programs. Programs whose graduates consistently yield academic results for students will be continued and supported, while those that do not will be required to improve their performance on a set timeline or lose their approval to operate educator preparation programs. Rhode Island acts aggressively to close programs that do not meet its rigorous current standards and has closed two programs, including a principal preparation program, in the last 5 years. The state will be equally aggressive in holding teacher preparation programs accountable for the effectiveness of their graduates.

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

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

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

performance of all preparation programs in the state.

D4-ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals.

As discussed in D1, alternative certification regulations adopted by the Board of Regents in 2008 have already allowed Rhode Island to open the doors for the creation of high-quality routes to certification in addition to institutions of higher education and to recruit two highly-selective preparation providers whose track records in other states indicate that they produce educators who achieve strong academic outcomes: Rhode Island Teaching Fellows/The New Teacher Project and Teach for America. RITF/TNTP will expand its cohort size by 30 percent next year.

With Race to the Top funds, Rhode Island will expand its efforts to recruit, incubate, and scale high-quality preparation programs for teachers and principals. The state will launch the Academy of School Leadership and seek a partner with a track record of results to prepare cohorts of aspiring principals specifically to work in the turnaround context (See D(5) for more information). While persistently low-achieving schools will have the first opportunity to hire these new principals, the remaining principals will serve high-need LEAs and then other LEAs. The turnaround training will prepare these new principals to serve anywhere in the state, but especially in schools that serve high-need students.

The state is working with high-quality charter school organizations to launch programs to produce teachers and principals to serve both charter and district schools (see D(1) for additional information). Rhode Island will continue seeking partners with a track record of success – including alternative certification providers, charter schools, residency programs, and other models – to prepare effective teachers and principals to work in the state’s schools. The closure of underperforming educator preparation programs, described above, as well as new, more demanding expectations for teachers and leaders, through both the new educator evaluation system (see D(2)) and the state’s efforts to ensure equitable distribution of effective teachers to high-need schools (see D(3)), will create increased demand for new types of preparation programs that train teachers and principals to meet these

expectations – and the state is committed to identifying partners who can meet that demand. In addition, once the state has data to identify traditional educator preparation programs that produce effective educators, it will also work to expand these programs and to more aggressively place their graduates in high-need schools that most need them.

INITIATIVE: IMPROVE TEACHER AND PRINCIPAL PREP PROGRAMS

<u>Expected Outcomes</u>	<u>Activities</u>	<u>Timelines</u>	<u>Responsible Parties</u>
1) Use data on graduates impact on student achievement to improve educator prep programs Improve the quality of teaching statewide	Launch educator evaluation statewide	2011-2012	RIDE
	Fully integrate the state’s teacher certification database (RICERT) and educator evaluation system data into the longitudinal student data warehouse	2011-2012	RIDE
	Publish new report card for educator preparation programs	2012	RIDE
	Revise educator preparation program approval process to include information on graduates’ effectiveness and impact on student performance.	2011-2012	RIDE
2) Expand educator prep programs and credentialing options that produce effective teachers	RITF/TNTP launch	2009	TNTP
	TFA launch	2010-2011	TFA
	Expand RITF/TNTP cohort	2010-2011	TNTP
	Launch Rhode Island Academy of School Leadership to prepare effective principals	2010-2011	RIDE and partner

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	100% *	100%	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0	0	100% *	100%	100%
<p>[Optional: Enter text here to clarify or explain any of the data] This evaluation data will be available in 2011-12. RIDE and the Board of Regents will utilize this data to inform the continued improvement and approval of all teacher and principal preparation programs.</p>					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	9				
Total number of principal credentialing programs in the State.	3				
Total number of teachers in the State.	14,867				
Total number of principals in the State.	316				
<p>[Optional: Enter text here to clarify or explain any of the data]</p>					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					

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

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

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

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

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

Recommended maximum response length: Five pages

(Enter text here.)

Rhode Island's strategic approach to education reform is predicated on the belief that student achievement is wholly dependent on the effectiveness of the people who teach them. Multiple research studies document that highly effective teachers are the most important school-based factor in determining student success. Teacher effectiveness at scale cannot be achieved without outstanding leadership in every school. The principal is the best-positioned person in every school to ensure successive years of quality teaching for each child. This perspective is codified in Rhode Island's BEP in the section addressing curriculum, instruction, and assessment. Thus, the state's reform plans will ensure effective teaching in all Rhode Island classrooms by working in partnership with LEAs and our educators to design and implement high-quality, data-driven professional, job embedded development for teachers and principals.

Professional development efforts work in tandem with our other strategies to enhance the pipeline of high-quality teachers and principals. So, for example, the state's efforts to improve the quality of educator preparation programs, as described in D(4), will mean that the principals and teachers who leave these institutions are better prepared and more effective, and will need different types of professional development. Our new evaluation system, described in D(2), will also evaluate out of the profession those teachers who are unlikely to ever be effective even with professional development. Importantly, as described in B(3) and C(3), RIDE will provide broad, intensive professional development to teachers, principals and school leadership teams focused on standards and implementing data-driven instruction. The state's instructional management system will allow professional development to be anchored within a coherent set of tools, curriculum, and data sets so that every educator is provided the information necessary to implement a standards-based education program. To complement these policies, and improve the effectiveness of teachers Rhode Island is implementing its high-quality plan to provide data-informed professional development to teachers and principals. Specifically, Rhode Island's professional development strategy will:

- **Prioritize Leadership:** Rhode Island believes that developing all educators as leaders is key to retaining and growing effective educators at all levels including teachers, and that fundamentally transforming the culture of a school requires teams of leaders working collaboratively, rather

than reliance on a single heroic leader. These beliefs drive the state's professional development strategy.

- Support all educators in implementing both standards and data-driven instruction; and
- Provide high-quality induction for novice teachers.

Rhode Island views effective principals and other school leaders as the strongest lever for improving the effectiveness of teachers. Principals create the context for effective teaching, thus the state's professional development strategy will include an intense focus on improving the effectiveness of school leaders. Leadership is most important in turnaround schools, where studies find no examples of success without an effective principal. Because transforming the culture of a school and infusing best practices throughout a school is a complex task, principals need partners in this endeavor; thus the state's efforts will focus on developing not only on principals, but the entire school leadership team. RIDE believes that the school leadership team will be best positioned to drive and embed practices in the school and support on-going learning for teachers.

1) ***Academy of School Leadership***: Given the centrality of effective leaders, Rhode Island will invest Race to the Top funds to launch an Academy of School Leadership (the Academy) that builds on partnerships and best practices currently in place statewide. The Academy will prepare and better develop current principals, aspiring principals, and teams of leaders for the state's schools--with a particular emphasis on equipping strong leaders for the turnaround school context. The Academy will play a vital role in the state's efforts to develop effective school leadership teams of teachers and principals who will embed best practices in schools. Creating a school culture of student-centered performance and infusing best practices across the school is a complex task, so principals need partners in this endeavor. Recognizing the varied needs of schools in the state, the Academy will emphasize developing highly capable principals to turnaround the state's persistently lowest-achieving schools, while simultaneously providing support to improve the quality of leadership in all Rhode Island schools. Initially, the Academy of School Leadership's work will focus in two areas:

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

School Leadership Teams: The Academy will also offer intensive professional development to teams of superintendents, school committee chairs, principals, teachers, and other instructional leaders from all participating LEAs. Because driving real improvement in student achievement requires significant changes in school practice and culture, the principal needs partners in infusing change into the school. The Academy will develop multiple training modules focused on specific professional development needs, beginning with two modules to build school leadership teams' capacity to effectively use standards and data with teachers to drive instruction (see B3 and C3 for further discussion). This particular module addresses Rhode Island's most urgent need and guarantees that its instructional management system will be well understood and used to support student learning. These modules support ongoing, embedded and leadership team based training.

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

RTTT funds will launch the Academy of School Leadership. RIDE will issue an RFP seeking national or local providers with a track record of effectiveness in recruiting, selecting, training, and supporting school leaders to operate the Academy. If no such provider comes

forward, RIDE will incubate and launch an independent 501(c)3 organization to carry out this work, using national expert consultants and in partnership with national philanthropic organizations. RIDE will fund the Academy’s start-up and purchase its services for the Turnaround Principal Program in the initial years. After 2013-2014, the Academy must become independently sustainable with funding from private philanthropy and services purchased by RI and regional LEAs. RIDE anticipates that the high quality of the Academy’s training and the imperative for LEAs to invest in professional development that improves the effectiveness of teachers and principals will generate significant demand.

ACADEMY OF SCHOOL LEADERSHIP

Component:	<u>Coursework</u>	<u>Residency</u>	<u>Seeing the Best Schools</u>	<u>Designing School Plans</u>
Frequency:	6 days/week for 5 weeks in the summer; 1 day/week during the academic year 3 week-long inter-sessions	4 days/ week during the academic year	3 times a year for one week at a time	Second semester of academic year

Content:	<p>Participants will engage in case-based, experiential learning that is focused on achieving high performing schools</p> <p>Workshops will be offered in areas including using data, instruction, standards and curriculum, effective leadership practices, cultural competencies, effective recruiting and hiring; and developing budgets that support priorities</p>	<p>Each participant will work on-site at a school to apply what they are learning. They will work in conjunction with the school's principal who will serve as a mentor.</p> <p>Each cohort of 15 participants will work with a pair of coaches. Coaches provide feedback and support throughout the first year and after participants have completed the program.</p>	<p>Participants will spend an intensive week on-site at a high poverty/high performing school to observe practical application of best practices.</p>	<p>Participants will work to apply lessons learned to design a school plan as they prepare to be hired in the fall. They will tailor the plan to a specific school or to the instructional level they will be leading. Cohorts will work collectively to develop plans.</p>
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2) Support for all educators in implementing standards and data-driven instruction: As described in detail in Sections B3 and C3, Rhode Island will use Race to the Top funds to train teachers and principals in participating LEAs on 1) aligning standards, curriculum, and assessments, and 2) analyzing and using data to drive instruction and increase student achievement.

Standards and Assessments: Over the past several years, Rhode Island has developed an effective partnership with the Dana Center from University of Texas at Austin, a highly respected organization for its work with public education with a specific emphasis on rigor and

STEM fields. Through the Dana Center, Rhode Island will conduct universal training for educators to ensure they are able to study and understand the new standards to effectively integrate them into their daily instruction.

Analyzing and Using Data to Drive Instruction: Through extensive training and coaching, Rhode Island will build school leadership teams' (principals and teacher leaders) capacity to effectively use data with their teachers to drive instruction. Analyzing and using data to drive instruction is a significant shift in culture and practice and will only be effective at the school level if principals and teacher leaders support teachers in the process. The training will take place over the course of a full year and will include on-site and embedded support as the leadership team trains the staff to use the data. At least one member of the leadership team in each school will be trained as the data coach to ensure depth of understanding and on-site expert resource.

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

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

Race to the Top will allow Rhode Island to create a much more systematic, intensive, instructionally-focused, and data-driven coaching program for all first and second-year teachers across the state that will launch in 2011-12. This approach is modeled on the New Teacher Center, a 12-year old program that has been cited by the US DOE as an “exemplary program” and described as the “gold standard” for induction programs by The Chronicle of Higher Education. Rhode Island’s new teacher induction program includes:

- Rigorous selection process to create a state pool of Mentor Teachers who have demonstrated their impact on student achievement and

ability to work with adults as well as children. The Mentor pool will possess diverse grade-level and content expertise (e.g. science, ELL, special ed) to effectively support the full range of novice teachers' assignments.

- Full-time Mentors who are released from classroom duties and support a caseload of 15 new teachers.
- Rigorous Mentor training. Each Mentor will receive intensive, comprehensive initial training. Practicing Mentors will participate in weekly workshops for calibration and consistency of practice, sharing of practice, case reviews and collective problem solving. Mentors' coaching sessions with new teachers will be observed and critiqued.
- Intensive, one-on-one, job embedded support. Mentors will observe each new teacher in their charge weekly, offering feedback and coaching in the review of student assessment data and supporting teachers to plan and implement effective learning strategies appropriate for each student.
- Ongoing professional development--seminars, online forums, etc.-- for new teachers to foster community and avoid isolation.
- Clearly articulated roles and responsibilities for everyone involved in new teacher induction. Principals and any other instructional leaders will receive training to build their capacity to support ongoing work with new teachers.
- Structures that encourage the collaboration of all stakeholders in the success of new teacher development, including unions, administrators, school board, certification programs, higher education, etc.
- Formative assessment of new teacher practice, including analysis of student learning data.

D5-ii) Measure, evaluate, and continuously improve the effectiveness of those supports.

Research shows that most of the professional development that teachers and principals currently receive is ineffective and does not change educator behavior or improve student achievement. Rhode Island's state-level professional development strategy under RTTT will allow RIDE to exercise quality control and assurance for professional development in participating LEAs. The state will vet and source high-quality vendors with national reputations and participating LEAs will be able to use funds only for approved providers. This process will help support the state's effort to target investments only to professional development focused on data, instruction and improving student achievement.

The Academy of School Leadership will actively recruit and vet high-quality providers of professional development--for both teachers and principals--with a proven track record of improving educator effectiveness and student achievement. The Academy will play a critical role in coordinating and organizing professional development offerings to facilitate a cohesive approach to professional development statewide and ensure that LEAs invest in only effective, high-quality professional development.

By 2012-2013, the state will be able to link records of professional development received by teachers to impacts on educator

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

INITIATIVE: PROVIDING EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS

<u>Expected Outcome</u>	<u>Activities</u>	<u>Timeline (month/yr)</u>	<u>Responsible Party</u>
45 Principals Trained as Instructional Leaders and Placed in high need/high poverty schools	Design & Launch Academy of School Leadership	2010-2011 Design Phase 2011-2012 Launch	Academy of School Leadership in partnership with RIDE Educator Quality Office (EQO)

225 School Leadership Team (Principals + Teacher Leaders) from high-need LEAs trained on how to use data to drive instruction and embed the practices in their schools	Train (see C3) School Leadership Teams on Data-Driven Instruction	2011-2012 (50 schools); 2012-2013 (75 schools); 2013-2014 (100 schools)	RIDE EQO with support from partner organizations and in partnership with Academy of School Leadership
60% of Teachers and Principals in RI are able to use standards effectively to impact their teaching	Train (see B3) Teachers and Principals on Standards	2011-2014	RIDE EQO with support from partner organizations and in partnership with Academy of School Leadership
500 New Teachers Supported, covering all the high-need LEAs	New Teacher Induction Program Designed & Mentor Teachers Selected New Teacher Induction Program Launches & Trains Teachers	2010-2011 2011-2014	RIDE EQO with support from partner organizations
Continuous Improvement of PD programs, Increase Satisfaction from teachers and principals, and increased student improvement	Begin Monitoring and Evaluation of PD Programs	2011	RIDE EQO

D) GREAT TEACHERS AND LEADERS: STEM FOCUS

- Utilize **Science and Mathematics Content** Intermediary Service Providers to support all educators in the study and use of standards.
- Provide training through the continuation of RIDE sponsored **STEM Data Workshops** to provide training to educators in the use of protocols designed to observe, analyze, and construct action steps using assessment data.
- RIDE has established networks of distinguished educators in **STEM**, specifically RI Teachers of The Year, Milken Family Foundation Educators, Distinguished Educators in **Mathematics** (DEM), and Distinguished Educators in **Science** (DES); Identify and train educators from these networks to support efforts in the development of Master Teachers and reform-based efforts such as Turnaround Teacher Corps
- **Rhode Island Teacher Externship program** expansion will provide teachers the opportunity to gain experience with models of authentic, content focused and inquiry based **STEM** programs through their work in the SETM industry/business setting.
- **Project ARISE**, an NIH-funded professional development program for Rhode Island high school biology teachers, has engaged teachers and students in inquiry-based approaches to learning through the integration of high-level concepts in molecular and genomic biology, bioinformatics, neuroscience and physiology into the high school classroom.

Rhode Island Information Technology Experiences for Students and Teachers (RI-ITEST), an NSF funded project, has provided training to teachers in the use of inquiry-based learning activities that use sophisticated computational models to prepare diverse students for careers in information

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

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

State Reform Conditions Criteria

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

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

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

Evidence for (E)(1):

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

Recommended maximum response length: One page

(Enter text here.)

A number of states have scrambled to enact new legislation granting their state education agency the authority to act in response to continued low performance of selected schools and districts. Rhode Island is not one of those states. There are three reasons for this. First, RIDE already

has significant legal, statutory, and regulatory authority to intervene directly both in schools and LEAs that have failed to meet performance targets established by the Board of Regents (BOR) for three consecutive years. Second, Rhode Island has a history of exercising that authority through Commissioner’s Orders designed to remove barriers to improving student learning in our lowest performing districts. In fact, RIDE is currently engaged in litigation in the State’s trial courts, at the Rhode Island Supreme Court, and in federal district court in response to legal actions filed by affected teachers’ unions challenging the Commissioner’s prescriptive requirements. Third, the Rhode Island Board of Regents (BOR) for Elementary and Secondary Education and RIDE have developed and promulgated a series of regulations that implement and further clarify the statutory authority granted them to improve learning and teaching.

Reconstitution authorities are granted to the Rhode Island Department of Elementary and Secondary Education(RIDE) and the Board of Regents pursuant to RIGL § 16-7.1-5. Section 16-7.1-5 reads, in pertinent part: “If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school’s governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school.” (RIGL § 16-7.1-5).

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

Further, the state has developed a *Protocol for Interventions: Persistently Lowest-Achieving Schools*. (See Appendix E1: Protocol for Intervention, p. 496.) This protocol includes:

- The method for Identification of Persistently Lowest-Achieving Schools (see E (2) (i));
- LEA duties and responsibilities (management of school transformation, community outreach requirements, LEA selection of school reform option, LEA development and effective implementation of School Reform Plan(s), development of an effective internal accountability framework that generates and focuses attention on data-based information; and allocates resources where they are most needed);

- Role of the state education agency (establish the standards and expectations for school performance and categorize schools based on that performance, approve School Reform Plan(s) only when they are sufficient, provide assistance to those LEAs with identified schools in order to ensure that conditions at the school allow for meaningful reform, and enforcement action if the state determines that the LEA is not meeting its goals or is not fulfilling other applicable requirements and ultimately reconstitution pursuant to RIGL § 16-7.1-5); and
- Allowable school reform models adopted directly from the following documents published by the U.S. Department of Education: GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, December 18, 2009; and OVERVIEW INFORMATION: RACE TO THE TOP FUND: NOTICE INVITING APPLICATIONS FOR NEW AWARDS FOR FISCAL YEAR (FY) 2010 (Fed. Register, 11/18/09).

This protocol became operational with the first round of identification of lowest- achieving schools in January 2010.

Reform Plan Criteria

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

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

- (i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)
- (ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

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

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

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

Recommended maximum response length: Eight pages

(Enter text here.)

The Rhode Island Department of Elementary and Secondary Education’s method for identifying persistently lowest-achieving schools is defined in “*Protocol for Interventions: Persistently Lowest-Achieving Schools.*” (See Appendix E2: Low-Performing Schools Model, p. 511). The methodology includes analysis of the following criteria to identify the state’s persistently lowest-achieving schools:

- (1) School-wide student performance in mathematics and reading against the state-wide average performance in these subject areas;
- (2) No Child Left Behind classification with respect to number of years in need of improvement;
- (3) Subgroup performance in reading and mathematics against the state-wide average performance;
- (4) Student growth percentile at elementary and middle school levels in reading and mathematics and graduation rates at high school levels against the state-wide average growth; and,
- (5) School-wide improvement in reading and mathematics between 2005-2006 and the 2008-2009 schools years against the statewide average improvement.

Five percent (5%) of Rhode Island’s Title I schools in improvement, corrective action, or restructuring is 2.8 schools, so the state must target five (5) schools as persistently lowest-achieving schools. Because our ranking methodology yielded a tie, we will focus on six (6) schools rather than five (5). These schools are classified as Tier I and require the highest and most urgent interventions. One of these schools is the high school in Central Falls, a district enrolling approximately 3,000 students. The other 5 schools are all in Providence – the largest district in the state – enrolling approximately 24,000 students. If RTTT funds are

secured, we will deepen our work in districts with the lowest-achieving schools to build district capacity, and we will add an additional six (6) schools to our list for turnaround. With a total of twelve (12) schools taking on one of the intervention models, ***Rhode Island will be working with 21% of its schools in improvement, corrective action, or restructuring.*** (See Appendix E3: List of Lowest-Achieving Schools, p. 514).

Five of our persistently lowest-achieving schools are high schools, three are middle schools and four are elementary schools.

As RIDE considered expanding its work with persistently low-achieving schools beyond the required 5 schools, RIDE determined that it is critical to identify and treat schools at the elementary and middle school levels. Elementary and middle schools are a fundamental part of the challenge in Rhode Island; many students enter high school with 4th and 5th grade reading and math skills, unprepared to complete rigorous high school work within four years. Our elementary and middle schools must make dramatic changes to accelerate student learning in high-quality and sustainable ways. It is critical that we attack the problem closer to its root and better prepare students for entering high school at the same time that we are working to improve our high schools. In expanding our work to 12 schools, we will not only reach more students, but we also will increase the odds of success by addressing challenges to learning earlier.

The 12 schools on our list have been failing to meet the needs of their students for far too long. For the past five years, these schools have implemented a number of specific strategies for continuous improvement (e.g., coaching support for principals, school improvement teams focused on using data, literacy intervention supports), but have not accelerated student learning.

Analysis of our past efforts makes clear that dramatic change requires strong leadership and policy direction at both the state and local level. The new Commissioner of Education, fully supported by the BoR and the Governor and Legislative assembly, has worked in concert with LEA leaders to make dramatic changes in our most struggling schools. These dramatic changes will require thoughtful investment and capacity-building at RIDE, and in the leadership teams in key LEAs. Leaders in both Central Falls and

Providence are prepared to work closely with the state to improve their persistently lowest-achieving schools. The RIDE capacity building plan can be found in section A2 (i)(a).

In addition to deep work with these 12 schools, RIDE will use RTTT funds to actively recruit high-performing charter schools and expand existing high-performing charter schools within the state to create a more vibrant and robust charter sector in Rhode Island. We will recruit organizations that are the best in the nation at serving low-income students and closing the achievement gap.

E2-ii) Supporting LEAs in turning around lowest-achieving schools.

The Rhode Island plan for struggling schools is based on several factors and beliefs, informed by our own lessons learned and the national research on school turnaround. Throughout this section, “turnaround” means the dramatic improvement of student outcomes generated by a school over a short period of time – it does NOT refer to the Turnaround option within the school reform options.

We believe that dramatic improvement in student achievement in these schools will require a high level of support that is sustained over a four year period, the use of specific practices that have been proven to close achievement gaps, clear and high expectations for the results of the work, and an unwavering commitment to students. Our plan for improving our lowest-achieving schools has **five elements**:

- Plan Element #1: School turnaround efforts are led by LEAs within the context of a clear protocol for intervention by the state in cases where schools fail to improve or where initial plans submitted by the LEA are not sufficient to address the schools’ challenges;
- Plan Element #2: Investment by the state to increase the pipeline of effective educators (teachers and school leaders);
- Plan Element #3: Investment in extra resources (people, training, and programs) for identified schools and districts that are

aligned to proven best practices during the critical design and launch of the turnaround effort;

- Plan Element #4: Evaluation of school improvement progress that leads to feedback that can be used to further improve the turnaround plan; and
- Plan Element #5: Investment by the state in recruiting high-performing charter management organizations (CMOs) and education management organizations (EMOs) to RI to offer immediate options for high-quality schools to our students.

The five plan elements for turning around lowest-achieving schools are elaborated below:

Plan Element #1: In support of the Rhode Island BEP regulations, RIDE developed a clear protocol for intervention in the state’s lowest-achieving schools. Our lowest-achieving schools were identified using the methodology described above. LEAs have been notified of their schools that appear on this list, and will choose a reform option based on the needs of the students, and will develop a detailed School Reform Plan (SRP) for each identified persistently lowest-achieving schools. The Commissioner may approve, modify, or reject these Plans. Only plans that are sufficient to result in dramatic improvements in student academic outcomes will be approved.

Research shows that active community involvement is essential for successful turnarounds. Therefore, as it develops its SRP, the LEA must engage in extensive community outreach to affected students, families, educators, community leaders, and organizations. The plan must include “ongoing mechanisms for meaningful and periodic family and community engagement.” When approved, the plans will be in effect for three years. If the LEA is unable or unwilling to implement one of the four reform models, or if annual progress goals are not met in the approved SRP, the State has the authority and the obligation to reconstitute the school. Unless otherwise stated by RIDE, reconstitution will mean that governance and management authority for the school is taken from the LEA, and the school must be considered to be under the direct control of RIDE, which may then hire a Charter Management Organization or an Education Management Organization to operate the school. This protocol provides clarity around the intervention process, the expectations of the LEAs, the state’s role, and the state’s authority. This clarity of roles will enhance the ability of all parties to move forward with improving our persistently lowest-achieving schools.

Through this protocol, it has been made clear to all LEAs that the state has, and will use, its authority to intervene directly in schools if sufficient progress is not made.

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

1. The state will work with the New Teacher Project (TNTP) and Teach for America (TFA) to increase the number of high-quality educators prepared to work effectively in all identified schools (previously described in D(4)). Both organizations are nationally-acclaimed for their success in recruiting and preparing highly-qualified individuals to succeed in urban schools. These organizations will first make placements in the schools identified as persistently lowest-achieving, and then make placements in other schools in RI depending upon capacity and LEA demand for their services.
2. The state will partner with LEAs with struggling schools to recruit and train the RI Turnaround Principal Corps, to be launched immediately, which will train principals during 2010-11 to lead turnaround efforts beginning in 2011-12. Training will be done by the Academy for School Leadership (described in detail in Section D(5)) to ensure that this training is tightly aligned with all of the other leadership training conducted throughout this plan. Principals will be selected specifically for redesigned leadership roles that include the increased autonomy and authority that is required by each of the school intervention models. This effort will begin with a state-wide and national search for accomplished educators who are able to lead these critical efforts. The recruitment and selection process for the RI Turnaround Principal Corps will be conducted by the Academy for School Leadership in partnership with RIDE and the LEAs, and will be based upon objective criteria and evidence-based factors. New Leaders for New Schools and the Rainwater Leadership Alliance have agreed to advise RI in its development of a recruiting and selection process specifically designed to select participants based on the dispositions and skills known to be critical in turnaround leaders. Principals trained through this effort will be selected and placed by the LEAs in schools identified in this grant for intervention, and if not placed in one of these schools, these principals will be eligible for hire by other high-need LEAs.

During the preparation year, principals in the Turnaround Principals Corps will be trained, build the turnaround plan, and consider the staffing needs of the school. The training will focus on instructional leadership, change management, operational leadership, and school culture. (More detail on the Academy of School Leadership can be found in section D5.)

The Turnaround Principals' most substantial time commitment will be to work on-site at the school he or she will lead the following year, and to get to know the students, staff and community deeply. This important work will build the foundation for a successful school turnaround program. Based on extensive observation of the current staff, participation in the staff evaluation process, and the plan for the new academic program in the school, the Principal will be in a strong position to make hiring decisions for his or her staff.

Finally, the Turnaround Principal will have time to work on his or her school design plan, which will be the detailed roadmap for the school in the first year of turnaround, and which will set the vision for the turnaround effort.

Plan Element #3: It is clear from both the national research on school turnaround and our experience that significant extra resources will be required if these schools are to meet our aggressive goals. An initial infusion of the following five resources will be available to each of the persistently lowest-achieving schools (and are described in detail following the list):

- 1) School Achievement Specialists
 - 2) One full-time staff person per school to support full implementation of teacher evaluation process
 - 3) Transformation structures and supports
 - 4) A four-week training on building a high-performance culture
 - 5) Temporary additional staff for each turnaround school
- i. Turnaround Principals (and those in training) will be assigned a dedicated School Achievement Specialist (SAS) who will advise on school design and effective start-up during the planning year and will provide on-going assistance during the first

two years of the turnaround effort. SASs will be individuals with deep expertise in urban education and instructional leadership. SASs will provide additional support to the LEA leadership in effectively supporting their schools. SASs will be consultants who are identified, hired, and trained by RIDE in partnership with the LEAs with struggling schools. RIDE will engage a consulting firm with a national network in urban education reform to identify SASs and structure the program. Each SAS will meet with the Turnaround Principal bi-weekly in person and will conduct interim phone consultations. Additionally, SASs will regularly communicate with the LEA leadership to ensure coordinated efforts in supporting Turnaround Principals. Topics of focus will be tailored to the individual Principal and turnaround situation, but will typically focus on issues of leadership, establishment of a high performing culture, instruction, operations, and effectively utilizing a school leadership team with teacher leaders to catalyze the turnaround effort. Central management of this effort by RIDE in collaboration with the LEAs will ensure that information sharing happens quickly and effectively. (See Appendix E4: SAS Job Description, p. 519.)

- ii. Each school will receive an additional full-time staff person who will support full implementation of the teacher evaluation process. This process is new and time intensive, and will result in much more specific, useful information regarding teacher professional development needs than we have had in the past. This temporary full-time resource will be trained on the evaluation system and will partner with the Principal and LEA leadership to ensure that teacher evaluations are robust and actionable in every school identified. This vital feedback will be used to begin to tailor professional development resources toward specific teacher needs even before the turnaround efforts commence on some campuses. In Providence, this resource will be structured as a pool of evaluation support experts and will be coordinated by the Superintendent and the Chief Academic Officer to ensure optimal deployment and coordination across the schools. RIDE will manage this program and coordinate it with the implementation support that is planned for the evaluation effort that is described in D(2).
- iii. Transformation structures and supports must be established in LEAs with the persistently lowest-achieving schools. One of our critical lessons learned in prior turnaround efforts is how important it will be to enhance LEA capacity to support the

ongoing work of turnaround. RIDE will support LEAs in the design of appropriate turnaround staffing plans. For Central Falls, we envision that 1 or 1.5 full time staff members will be sufficient to support the turnaround effort. In Providence, at least 3-4 full time staff people will be required. RIDE will work with each LEA to determine the appropriate level of support needed. RIDE also will add a full-time staff member to its own Transformation Office who will be responsible for working closely with the LEAs in this program to support their school turnaround work. RIDE has also included in its budget some funds to hire consultants who bring very specific expertise to support capacity-building within each LEA based on the needs identified by state staff in partnership with the LEA. In particular, additional expertise will be needed to address effective strategies for improving instruction with English Language Learners and students with special needs.

- iv. The summer prior to the launch of each school’s turnaround plan, a core leadership team (newly-selected by the Principal specifically for the new school design) will undergo a four week training that is designed by the Academy for School Leadership in partnership with an organization that can deliver staff training around building a high-performance culture. Two weeks of the training will be for the leadership team only, and will focus on instructional leadership and teaching the leadership team to support the staff in using data to drive instruction. The other two weeks of the training will be for the entire educator staff, including teachers. The content for the whole staff training will be based upon the work that high-performing schools do to establish the cultures that these organizations insist are so critical to their success. This training will help the staff build a culture of high support and high expectations for all students. The whole-staff training will focus on specific classroom management strategies that teachers will implement to reduce lost class time due to misbehavior and will provide a detailed system for building relationships with students and families. The relationship-building training is based upon the insight that schools must build positive relationship capital with students and families through proactive, positive communications so that if/when there is a need to deliver a tough message, there is an existing relationship that can support that message. Both of these modules – classroom management and relationship building – are based upon a cohesive system of high-expectations discipline and support that the team will implement together. A critical element of this

training is the onsite support over the course of the first year to ensure that the implementation of the culture, and the systems required to support the culture, is done with fidelity and is effective. RIDE will work with the Academy for School Leadership and outside consultants to ensure that the design of this program is aligned with the vision outlined in this proposal, and will ensure that the content is high quality, research-based, and informed by feedback from each cohort of participants.

- v. LEAs will be required to temporarily add extra staff to each turnaround school. The number will depend on the size of the school, and the Principal will have discretion to use these positions to best fit the needs of the school. Typically these incremental positions are used to enhance the literacy or numeracy efforts, to invest in teacher professional development or coaching that is embedded, to support community engagement and partnerships with families, or to ensure orderly operation of the school (by someone other than the Principal). Principals and their LEAs will determine the use of these positions, and will hire and manage the staff. RIDE will approve the plans.

Plan Element #4: Evaluation of school improvement progress will be critical to the effort. RIDE must ensure that this difficult work is on track, and provide timely feedback and support to improve efforts. An important additional element of our role will be to ensure that best practices are being captured and shared as they emerge.

RIDE will engage an external partner to conduct a non-evaluative, diagnostic assessment of every school to measure its performance against a set of research-based criteria existent in excellent schools. The external partner will collect student achievement data, review school documents about systems and structures, interview staff and students, and observe classrooms and team meetings over 2-3 days. The comprehensive review will analyze the structures, systems, culture, staff quality, coherence, alignment and capacity of the principal and leadership team based on the actions and activities the field research shows to lead to high-performing schools. The result will help every school plan strategically. The output will be an evidence-based report on school quality, tailored priority levers for student achievement improvement, and action plans to execute on the priorities. As it is critical that this review is objective, best practices of school assessment are used, and the capacity of RIDE and LEA staff is

strengthened, we will bring in an external partner (to be identified) to support this work.

It is broadly understood that school turnaround efforts do not always translate into immediate gains in student outcomes in year one, so it will be important that RI design its performance indicators carefully, informed by past successful efforts. New Leaders for New Schools (NLNS) has authorized RI to use its School Improvement Evaluation Rubric. NLNS has spent many years developing its rubric and studying the Principal actions and the school progress that need to happen at each stage of school improvement. This rubric is calibrated to actual school improvement outputs and outcomes, so it can be realistically used to assess whether the conditions for success are being built – before the results in student achievement can be seen.

Due to RI's small, RIDE, working with its LEAs, will be able to track and support each turnaround effort individually. The Transformation Office will design an information collection process that will include the collection of data, the school evaluation report and other artifacts. The Transformation Office will remain in close contact with the transformation staff in each LEA and to the progress of each individual effort, including a bi-weekly convening of all schools undergoing intervention to study their outcome data and progress. It will be one of the roles of the RIDE Transformation Office to analyze incoming information, synthesize the information, and share out promising practices to LEAs with schools in need of improvement (both schools identified in this plan for improvement and additional schools that are under-performing).

Plan Element #5: Rhode Island has long been committed to closing inequitable gaps in performance and achievement, especially those gaps correlated with poverty, gender, and language background among different groups of students. The BEP places a heavy responsibility upon the LEA to hold its schools accountable for continuous improvement of instructional and support systems that advance equity and access to opportunities for students' high achievement. While we are confident that we have crafted a high-impact plan to dramatically improve our persistently lowest-achieving schools, we acknowledge that school turnaround can take a long time and, from an empirical standpoint, does not have high odds of success. Our students cannot wait for our efforts to yield success.

RI will use part of the RTTT funds to provide start-up operating grants to recruit and expand high-performing charter schools (current expansions and those new to RI), CMOs, and EMOs to open or manage schools in RI, provided that they have a proven track record of outstanding student academic outcomes. We expect to broaden the use of external providers in two ways. First, the state intends to rely on its authority to approve new charter schools to bring in new charter providers with proven track records in other states. Second, as set forth in *Rhode Island's Protocol for Interventions: Lowest Achieving Schools*, both the LEAs and the state have the authority to use the “restart” model of school reform to turn control of a low performing school over to CMO or EMO.

A restart model in RI is one in which an LEA converts a school or closes and reopens a school under one of the following mechanisms: (1) a regional collaborative organized pursuant to RIGL Chapter 16-3.1; (2) a charter school operator, or a CMO; (3) an EMO that has been selected through a rigorous review process; or (4) the creation of a joint Labor/Management Compact detailing reciprocal obligations that create a new management structure with shared decision-making designed to fully address the needs of all students in the impacted school.

Rhode Island is committed to expanding our options in terms of CMO and EMO providers, and we are well-poised to do so. As described in more detail in section (F)(2), below, Rhode Island’s “Mayoral Academies” legislation has made possible the growth of high-quality, autonomous new schools across the state via mayor-led nonprofit organizations. One such organization has already been formed under this recent legislation – the Rhode Island Mayoral Academies (RIMA). RIMA is recruiting the highest-performing charter operators in the country to open new schools in RI. RIDE will work with RIMA to identify locations in the state with high concentrations of children attending failing schools, and will then approve bold expansion plans for high-quality operators in those places. RIMA and other CMOs can then open new, stand-alone schools in nearby neighborhoods or, in willing LEAs, new schools that share space with under-enrolled district schools. These new schools will provide high-performing options for students now trapped in persistently low-achieving schools. Please see Section F for several letters of interest from organizations that are nationally-regarded for their excellence in closing the achievement gap in high poverty settings.

RIDE will move rapidly to recruit and select organizations to open high-performing charter schools: by 2011 we will have at least one of these schools opened. RTTT funding will support the start-up of four new charter schools. Our intent is that these organizations will become RI flagship schools for high-performing CMOs.

Our strategy pairs significant investment in the support of improvement efforts ‘inside’ the traditional public school system (articulated in plan elements #1 through #4) with an investment ‘outside’ the traditional public school system (plan element #5). RI is committed to aggressively pursuing ALL avenues to building excellent education options for our students as rapidly as possible.

INITIATIVE: SUPPORTING LEAS IN TURNING AROUND PERSISTENTLY LOWEST-ACHIEVING SCHOOLS IDENTIFIED BY THE STATE

<u>Expected Outcomes</u>	<u>Activities</u>	<u>Timeline (month/yr)</u>	<u>Responsible Party</u>
1) Approval, modification or rejection of School Reform Plans (SRPs)	Review of preliminary SRP options	Feb 2010	Commissioner Gist
	Submission of detailed SRPs	July 2010	LEAs
	Approval, modification or rejection	Aug 2010	Commissioner Gist
2) Turnaround leadership program launched	Launch national search for turnaround principals	Feb 2010	LEAs
	Identify training provider through RFP	June 2010	RIDE – Educator Quality,
	First cohort begins training	Sept 2010	Principals; training provider
3) Commitments for the recruitment of a specified number of teachers for 2010	Finalize agreements with TNTP and TFA	June 2010	RIDE - Educator Quality

4) SASs prepared to support 1 st turnaround cohort	RFP to identify provider to support program	June 2010	RIDE Transformation
	Identify and train SASs	Aug 2010	Consultant, LEA, RIDE
	SASs begin support	Sept 2010	SASs
5) 2-4 high performing charter schools open	Charter school grant competition	Aug 2010	RIDE and Board of Regents
6) Schools benefit from educator evaluation implementation support	See D2 for activities	See D2	RIDE – Educator Quality
7) Schools benefit from research-based, diagnostic assessment	RFP for school assessment provider	Oct 2010	RIDE - Transformation office
	Diagnostic assessments begin	Jan 2011	
8) Staff is trained for launch on turnaround effort	RFP for culture training provider	Feb 2011	RIDE - Transformation
	Training content developed (culture and leadership)	July 2011	Identified provider
	Summer teacher leadership institutes conducted	Aug 2011, 2012, 2013	Identified provider and schools' staff
9) School interventions launch	6 schools implement plan	Sept 2011	LEAs
	3 schools implement plan	Sept 2012	LEAs
	3 schools implement plan	Sept 2013	LEAs

Evidence:

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Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned
<p>RIDE-led HS reconstitution:</p> <ul style="list-style-type: none"> • Split up large HS into 3 autonomous themed schools; • Re-hired staff; • Facilitated union buy-in; • Implemented student advisory; • Invested state resources to develop instructional leadership on campus; • Implemented block scheduling and weekly professional development; • Supported developing connections to post-secondary institutions; • Large financial investment of \$2.5M per year. 	1	<p>Results:</p> <ul style="list-style-type: none"> • Dramatically improved school climate; • Scores in English/Language Arts showed incremental improvement until 2008 (the year prior to district take-over), when they dramatically improved; • 2008 math scores also improved in 2008; • Post-secondary career paths enhanced students’ appreciation of school; <p>Lessons learned:</p> <ul style="list-style-type: none"> • Transition of school back to LEA district was not accompanied by building LEA capacity to sustain the work; • The work was not done collaboratively--especially as leadership at the district level changed, RIDE required more intensive coordination with LEA to build strong buy-in; • Specific measures of performance and success were not clearly established so that everyone knew the gains that were expected given the investments; • The reconstitution model was expensive due to the block schedule, staffing, and the intensive in-school professional development and common planning time; • The design was not financially sustainable – financial sustainability must be assured up front
<p>RIDE-led secondary level re-structuring:</p> <ul style="list-style-type: none"> • Created common improvement plans for 2 	2	<p>Results:</p> <ul style="list-style-type: none"> • At the middle school level, math and English/Language Arts scores increased in all NCLB disaggregated categories, including students with IEPs, ELLs, and students eligible for free or reduced lunch;

<p>high schools in same city;</p> <ul style="list-style-type: none"> • Implemented common schedule, curricula, courses, and graduation requirements in 2 high schools in same city; • Supported LEA worked at secondary level to implement proficiency assessment, curriculum alignment and develop instructional leadership. 		<ul style="list-style-type: none"> • At the high school level, English/Language Arts scores increased in all NCLB disaggregated categories, including students with IEPs, ELLs, and students eligible for free or reduced lunch. In math, scores for students with IEPs and ELLs increased. <p>Lessons learned:</p> <ul style="list-style-type: none"> • Supporting competent district leadership benefits schools improvement; and central offices resist state interventions they have not helped plan or buy into.
<p>LEA-led HS re-structuring:</p> <ul style="list-style-type: none"> • split HS into 9th and 10th grade academies and 3 career-themed academies in grades 11 and 12; • Helped negotiate block schedule and weekly professional development time; • Supported restructuring administrative team and invested a small amount of resources available; • Brokered partnership with postsecondary institution 	<p>1</p>	<p>Results:</p> <ul style="list-style-type: none"> • Increase in English/Language Arts scores in 2008 but math scores flat; • Instruction incorporates literacy strategies across disciplines and in inclusion, self-contained and ESL classrooms; • Teachers generally positive towards new literacy practices; • Administration engages in regular classroom monitoring practices; <p>Lessons learned:</p> <ul style="list-style-type: none"> • Difficult to establish effective administrative leadership; • Underestimated resources required to develop central office and school leadership capacity; • Additional planning and implementation support is needed by the school;

<p>RIDE-hired school improvement facilitators/coaches:</p> <ul style="list-style-type: none"> • Outside facilitators worked weekly with principals and school improvement team and supported district office capacity building; • RIDE monitored and discussed facilitators' work 	<p>8</p>	<p>Results:</p> <ul style="list-style-type: none"> • Five of the schools have made their AYP targets for the past two years (but are still some of our lowest performing schools, • Three schools have not made AYP two consecutive years; <p>Lessons learned:</p> <ul style="list-style-type: none"> • Too much variability in the quality of the facilitators on the one hand and in the quality of the school principals on the other – screening and training of facilitators must be done more carefully and weak principals must be either removed or receive significant additional support; • Weak ties to the central office undermined the effort; • Level of support was not intensive enough to accomplish turnaround – a broader and deeper effort would be necessary to accelerate student improvement; <p>Specific performance benchmarks needed to be set and then evaluated to know what strategies made a difference.</p>
<p>School-focused RIDE-led intervention:</p> <ul style="list-style-type: none"> • RIDE specifies new school leadership model; • RIDE participates in the selection of key school and central office personnel; • RIDE works with school leadership to develop, communicate, and implement school 	<p>1</p>	<p>Results:</p> <ul style="list-style-type: none"> • Continual improvement of math and English/Language Arts scores— school makes AYP last year for first time; • New leadership structure improves discipline and focuses school-led professional development on reading and writing; • Reading intervention programs put into place; • Drastic reduction of self-contained classrooms and increase in inclusionary classrooms; • Teacher evaluation process in place that can terminate tenured teachers; <p>Lessons learned:</p> <ul style="list-style-type: none"> • School and central office leadership capacity key to moving schools; • Leadership needs to include teacher leaders;

<p>improvement plan;</p> <ul style="list-style-type: none"> • RIDE monitors work, sustains relation with school and central office leadership 		<ul style="list-style-type: none"> • School improvement plan effectively focuses school efforts and creates general coherence; • Engaging instruction lessens disciplinary issues; • Level, and effective use, of resources also key to creating change; <p>Requires large RIDE commitment.</p>
<p>Central Office Support:</p> <ul style="list-style-type: none"> • RIDE works with central office to implement professional development for tiered literacy and for implementing system-wide inclusionary classrooms; • RIDE supports central office as it negotiates financial crises with school committee and teachers union; • RIDE works with central office to implant system-wide evaluation of schools, including visitations. 	<p>6</p>	<p>Results:</p> <ul style="list-style-type: none"> • System-wide reform of special education so many fewer students are in self-contained classrooms and teachers receive adequate professional development for implementing inclusionary classrooms; • Rise in scores for students with IEPs in middle and high school math and English/Language Arts; • Teachers contract restructured with substantial concessions by union due to better communications between administration, union and school committee; • Implementation of exemplary summer program as training in instructional models for middle and high school faculty; • Strengthening of literacy intervention and support programming; • Rise in math and English/Language Arts scores at elementary, middle, and high school levels, except for math at high school; • Rise in math and English/Language arts scores for students eligible for free or reduced lunch at all levels, except for high school math. <p>Lessons Learned:</p> <ul style="list-style-type: none"> • RIDE can exercise considerable leverage with school committees and teacher unions in some situations; • Supporting central office capacity creates leverage when the central office is aligned with RIDE; • Continuous RIDE presence, even and moderate levels, maintains productive relationships.

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

- Leverage anticipated funding from RTTT and through *No Child Left Inside* legislation through the **RI Environmental Literacy**

Plan to strengthen the education community within struggling schools via **environmental science programs** through partnerships with informal education providers, field trips, and community groups.

- Identify and train **STEM distinguished educators** from the established networks to support efforts in the development of Master Teachers and reform-based efforts such as Turnaround Teacher Corps.
- Leverage TNTP history of strong focus on recruitment of teachers in math and science.
- Recruit organizations that can support the creation of a **STEM** focused, high-performing charter or in-district school as modeled by existing schools such as the New Tech Foundation, Denver School of Science and Technology, Hawaii Technology Academy, and High Tech High.

(Enter text here.)

Performance Measures	Actual Data: Baseline	End of SY	End of SY	End of SY	End of SY
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	0	0*	6	3	3

[Optional: Enter text here to clarify or explain any of the data]

While the 6 lowest-achieving schools initiate one of the intervention models in 2011-2012, all principals for these schools will be instated in 2010-2011 to give ample time for them to evaluate staff fairly, learn the community, design an effective improvement

plan, and prepare for its implementation.

(F) General (55 total points)

State Reform Conditions Criteria

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

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State’s policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

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

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

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

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

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

Recommended maximum response length: Three pages

(Enter text here.)

The state of Rhode Island's education system is the 6th highest-funded system in the United States with a per pupil average of \$13,634. (See Appendix F1: Per Pupil Expenditure, p. 521.) The state's policies provide equitable funding between high-need LEAs and other LEAs. The landmark education reform act passed by the legislature in 1997, *The Rhode Island Student Investment Initiative*, set the state on a course towards building an education system based on high standards and accountability for all students, and also put in place a state school funding structure designed to support these efforts. (See Appendix F2: RI Student Investment Initiative, p. 522.) This new funding structure was designed specifically to close inequitable gaps in both funding and achievement that previously existed among school districts and schools in Rhode Island. Under this funding system, comprehensive state education aid is distributed to districts according to four fundamental principles that place a strong emphasis on equity:

- Closing inequitable resource gaps among school districts and schools;
- Closing inequitable gaps in performance and achievement among different groups of students, especially those correlated with poverty, gender, and language background;
- Targeting investments to improve student and school performance; and
- Establishing a predictable method of distributing state education aid in a manner that addresses the over-reliance on the property tax to finance education.

Currently, the RI Department of Elementary and Secondary Education (RIDE) distributes approximately \$629.6 million in education aid to the state's LEAs (FY 2010 enacted) through 11 different categories of funding. The largest of these categories, General Aid (funded at \$467 in FY2010), allocates state aid to all locally controlled school districts and charter schools in Rhode Island. Two additional funds specifically seek to advance equity and provide additional resources to school districts that serve concentrations of low-income students. The Student Equity Investment Fund, funded at \$71.6 million in FY2010, allocates funding to districts based on their enrollment of low-income students. The Targeted Aid formula, funded at \$20 million in

FY2010 provides additional funding to districts where tax effort exceeds capacity AND that serve at least 40 percent low-income students in grades K-3. These two equity-focused formulas account for 15% of total state school aid in FY2010. (See Appendix F3: Funding Categories, p. 535 and F4: Summary of Education Aid Funding Distribution, p. 538.)

On March 2, 2009, the Board of Regents passed *Guiding Principles for an Education Aid Foundation Formula* to allow funding to follow the student. (See Appendix F5: Board of Regents Guiding Principles, 539.) The Board of Regents determined that a base of funding essential for the high-quality education specified in the Basic Education Plan should be assigned to all students equally. Then, students will have funds added to this base determined by their need. The student need allocation will be calculated using a poverty concentration index, reflecting research showing a high correlation between concentration of poverty and high need student populations that require additional resources and intensive academic supports to achieve high standards. A funding formula consistent with these principles will provide equitable funding for high-need and other LEAs in Rhode Island.

On November 19, 2009, the Board of Regents authorized RIDE to develop language and specific calculations so that legislation can be introduced this spring to create a new education funding formula consistent with these *Guiding Principles*. RIDE has partnered with Brown University to research, develop and complete draft legislation by February, 2010. The Regents will consider approval of this work at their February 2010 meeting and it will then be submitted for legislative consideration.

The Board of Regents has no direct authority to control the allocation of funds among schools within LEAs. However, a number of policies create a context that requires LEAs to allocate funds equitably to high-poverty schools. LEAs need to allocate resources equitably between high- and low-poverty schools to meet the BEP requirements to “Ensure Equity and Adequacy of Fiscal and Human Resources,” [emphasis in original]. Given the high percentage of school funding that goes to educator salaries and benefits, the steps the state is taking to ensure an equitable distribution of highly effective teachers between high- and low-poverty schools, as described in D(3), will result in a more equitable allocation of funding across high- and low-poverty schools

within districts.

Further, to support these policies, the new *Uniform Chart of Accounts* that the state has adopted will make district investments more transparent, enabling state officials, district leaders, parents, and the public to better see patterns of funding across different schools, monitor whether or not districts are actually satisfying BEP requirements for an equitable distribution of fiscal and human resources, and correct any policies and practices that systematically lead to disparities between high- and low-poverty schools.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools (40 points)

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than

those applied to traditional public schools; and

(v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

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

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

(Enter text here.)

As part of transforming education in Rhode Island, the Commissioner and Board of Regents have a deliberate strategy to grow the number of high-performing charters and other innovative schools. Charters and other innovative schools provide an important role in RI's overall strategic plan by :

- modeling and incubating innovative practices (especially for teacher and leader recruitment, selection, compensation and evaluation) that can be adopted by schools and districts across the state,
- attracting and developing highly-effective teachers and leaders to serve charters and traditional schools,
- providing options for low-income students,
- playing an important role in the state's strategy to turn-around low-performing schools (see E2).

Rhode Island once lagged behind most other states in charter policy. But with strong support from the Commissioner of Education, the Board of Regents, the Governor, and state legislative leaders, Rhode Island has developed innovative, model legislation (see "Mayoral Academies" discussion below). In the process, leaders have shown considerable courage in the face of political opposition. These changes and the steadfast support of leaders will enable RI to attract some of the nation's best charter school operators and help strong state-based charters grow.

With one of the nation's fairest charter funding formulas; strong and improving policies for authorization, oversight and

closure of charter schools; and strong state and local leadership, the future of charter schools in Rhode Island is very promising.

F2i) Rhode Island's current charter law and policies do not prohibit or effectively inhibit the growth of high-performing charter schools.

There are currently 13 charter schools operating across Rhode Island, located in seven communities. The concentration of these charters is in the urban, high-need communities of Providence, Pawtucket, Woonsocket and Central Falls. These public charter schools consist of five K-8 schools, four high schools, one middle school and three K-12.

State law and policy allow significant growth in the charter sector by imposing minimal limitations on expansion; allowing schools to open anywhere and serve any student; and empowering mayors to be an engine for expansion of high-quality chartering. Between 2005 and 2009, Rhode Island did not open any new charter schools due to a legislative moratorium. In 2009-10, however, the legislature allowed the moratorium to expire and began appropriating funds for charter school expansion. Two new schools opened in 2009-10; two others have attained preliminary approval from the Regents; and two more applications are under review. Looking to the future, the prospects for substantial increases in the charter sector are strong, due to the following factors:

Minimal legal and regulatory limits on expansion.

While the state's charter school law does include constraints on the number of charters issued, these restrictions do not effectively inhibit the growth of high-quality charter schools in Rhode Island (RIGL 16-77-8 c). In practice, however, because the state allows for a single charter-holder to operate multiple campuses, the twenty charter limit is not in any way a constraint on the number of charter schools that may operate in Rhode Island. Thus, a Charter Management Organization (CMO) could use a single charter to operate multiple campuses. For example, in 2009, a single charter was granted to operate a K-12 *network* of mayor-sponsored charter schools, beginning with a single elementary campus. Twenty charters would represent approximately 7% of the total number of public schools in the state; if 2-3 campuses operated under each charter, the schools could represent 14-21% of all

schools under current state law.

Rhode Island's law limits charter enrollment to four percent of the state's school age population, approximately 6,000 students. While this policy may eventually limit the expansion of high-performing charter schools, there is ample room for growth for the foreseeable future. In 2008, charter schools enrolled 2,995 students statewide. The state could more than double the number of students enrolled in charter schools before reaching the four percent limit. In addition, both the Commissioner and key state legislative leaders are committed to lifting the enrollment and school-number caps in the upcoming legislative session to allow for future growth of high-performing charter schools in Rhode Island by July 2010.

Complete freedom to choose location and serve all students. While some states limit where charter schools can open and what students they can serve, Rhode Island imposes no limits on the location of charter schools, or the areas from which new schools may draw their students. In 2009, there were 13 startup charter schools operating in the state. These schools were located in seven different towns and served students from 32 of the 36 school districts in the state.⁷

Empowering mayors to be an engine of growth. Since 2008, Rhode Island's charter law has also included a nationally unique charter type known as "mayoral academies" – independent public charter schools with boards chaired by a mayor or group of mayors and made up of representatives from each town served. Mayoral academies operate under a different legal structure from other charter schools in Rhode Island. Unlike other public charter schools, mayoral academies are automatically granted freedom to establish their own policies regarding teacher retirement, compensation, and tenure.⁸ All public charter schools, including mayoral academies, may request the Board of Regents to grant waivers to almost any statute in the state's Education Code (RIGL, Title 16).

⁷ Data on number of districts of residences is based on 2008 enrollment figures.

⁸ R.I.G.L. 16-77-11 (7)-(8)

Mayoral academies are a likely engine of growth for charter schools in Rhode Island because of these favorable legal conditions, but also because of the formation of a new nonprofit, Rhode Island Mayoral Academies (RIMA), chaired by Cumberland Mayor Dan McKee and funded by several national and local philanthropies. RIMA is in the process of building a statewide network of high-performing charter schools operated by the most highly successful charter operators from inside and outside the state. RIMA has raised \$5 million in philanthropic funding for charter expansion in Rhode Island, with a goal of \$20 million over the next two years. RIMA received its first charter in 2009 for a set of schools overseen by a board that includes the mayors of Cumberland, Central Falls, Pawtucket, and Lincoln. Operated by Democracy Prep, the highly successful New York City-based charter school organization, the schools will ultimately serve 1,175 students in grades K-12. RIMA has already petitioned the Board of Regents to double that number to 2,350 in response to high demand for the first campus, which opened in fall 2009. The Commissioner of Education and Board of Regents are committed to working with RIMA to open a network of high-performing charter schools in underserved communities across the state, giving Rhode Island a mechanism for the growth of excellent charter schools.

Under the Commissioner's leadership, RIDE will continue to build the momentum for charter schools in the state by building the capacity of its best in-state schools to grow and attracting the highest performing charter management organizations (CMOs) to Rhode Island.

Building In-State Capacity to Expand and Support Quality Charters. RTTT funds, in combination with the federal Charter School Program grant will help strengthen the presence of several strong charter schools in the state. RIDE will continue to partner with the League of Charter Schools to build the capacity of quality charters, especially those succeeding with high-need students. Designing a central office to support multiple schools requires both operational and program expansion management expertise. The Learning Community, a charter located in Central Falls but serving students from multiple districts (the highest need LEAs), has created an innovation model of migrating strong instructional practices into the Central Falls district by providing

professional development to the district's K-2 grade teachers Central Falls has a significant ELL population and Learning Community has served these students well. The Learning Community currently has a waiting list of over 400 students, signaling significant unmet demand. With support, Learning Community will have greater success in its expansion process. The International Charter School also has served ELL and immigrant students well and might also benefit from operational and programmatic support to grow. Together, these schools are poised to support students and work as partners with LEAs that serve students in high need/low income communities.

Attracting High-Performing National Charter Operators. Rhode Island will use its RTTT and Charter School Program funds to bring the highest performing charter operators to the state. The state already has secured commitments from several of the nation's top performing CMOs – Achievement First, MATCH, and School Revolution (formerly Excel) – to apply for charter approval and potentially open in the next two years. (See Appendix F6-8: Letters of Interest, p. 541.) RIDE will continue to seek out CMOs with track records of producing outstanding academic results for high-need students, especially those who serve special education and ELL students well.

F2ii) *Rhode Island has strong policies regarding charter authorizing, serving high-need students, and closing ineffective charter schools.*

Legal Description of Charter Laws: An application to establish a charter school may be submitted by existing public schools, groups of public school personnel, public school districts, established RI nonprofits, or mayor-led nonprofits in the case of mayoral academy. (RIGL 16-77-3 (b)). Before an application may be submitted to the Board of Regents, it must be approved by either the Commissioner or the school committee of a district, which may request that the applicant make revisions to his or her charter application prior to final submission. (RIGL 16-77-4(b)). In May 2009, the Board of Regents, the only group with the ability to authorize charters, adopted a new Framework for RIDE and Board of Regents Charter School Authorization Criteria and Application Review Process. This framework ensures that the Board of Regents will charter, “only when an application

demonstrate strong capacity and commitment to the operation of a high quality charter school.” And further favors chart application designed to increase the educational opportunities of educationally disadvantaged and at-risk pupils, in keeping with statutory guidelines. RIGL 16-77-9 (c). Approved charter school operators must further meet stringent oversight requirements established by the Commissioner (ROGL 16-77-8), as well as fiscal oversight by the Auditor General. RIGL 16-77-12. See Appendix 9, Rhode Island State Charter Statute, p. 547.

Strong Authorizing Policies: The Board of Regents has developed strong policies regarding charter authorizing. The Board of Regents thoroughly vets all charter applicants and allows only those with a high likelihood of success to proceed. The Board’s authorizing process also enforces strong policies in the state’s charter school law designed to ensure that charter schools serve high-need students. The Framework for RIDE and Board of Regents Charter School Authorization Criteria and Application Review Process adopted by the Board of Regents in 2009, ensures charters are authorized “only when an application demonstrates strong capacity and commitment to the operation of a high-quality charter school.” The policy sets forth rigorous criteria for the school concept, application content, the applicant’s capacity and long-term commitment, and the extent of community support. The policy also describes a multi-step process for approval of charter applications, which includes review by a Charter Review Committee, a period of public comment, and a recommendation by the Commissioner for preliminary approval. Applicants gaining this preliminary approval must then meet a series of robust tests for “readiness,” including a review of their financial plans by the state auditor, the hiring of a competent school leader, the identification of a suitable facility, and the enrollment of a substantial portion of the school’s planned student body. Schools must also negotiate a performance contract with RIDE that “articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.” (See Appendix F10: BOR Approval Process, p. 567 and F11: RIDE Charter Review Policy, p.572.)

Rhode Island’s authorization process has proven rigorous in practice, with approximately a third of applications receiving

approval. Since passage of the *Charter Public School Act of Rhode Island* in 1995, the state has received 37 applications. Of these 37 applications, thirteen have been approved, two have received preliminary approval, and three more are currently under review. Four applications (11 percent) were withdrawn and 17 (46 percent) were rejected. (See Appendix F2ii-2.) The Board of Regents rejected applicants because it considered their plans unsustainable financially or programmatically.

Serving high-need students. To ensure that charter schools serve a student population similar to that of the community in which they are located, and especially to ensure that charters serve high-need students, the state’s charter law stipulates that no charter may be authorized that does not include “students eligible for free or reduced cost lunch, students with limited English proficiency, and special education students in a combined percentage equal to those of the student populations enrolled in the school district as a whole.”⁹ Furthermore, half of the state’s twenty charters are reserved for schools designed to serve at-risk pupils.¹⁰ The Board of Regents’ *Charter School Authorization Criteria and Application Review Process* amplifies this statute by stating that “the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.” About 49% of charter school students are eligible for free and reduced price lunch, compared with 38% of students statewide.

Charter school accountability. For applications that are accepted, the state has implemented an ongoing review system to ensure that schools are achieving high levels of performance. In addition to oversight that applies to all public schools, RIDE’s accountability process for charter schools requires: annual reports filed by charter schools covering mission, program performance, governance, and financial accountability; submission of annual audited financial statements; reports to the Auditor General Office

9 R.I.G.L. 16-77-4 (b)(10)

10 R.I.G.L. 16-77-8 (d)

and the Office of Municipal Affairs; school visits conducted by the Board of Regents; a process for enrollment lottery monitoring; ongoing communication and consultation between RIDE's Charter Schools Coordinator and charter school directors including multiple on-site visits; and a process for investigating public complaints and inquiries regarding charter schools.

Reauthorization process. As schools approach the end of their 5-year terms, RIDE conducts an extensive reauthorization process led by an internal review team made up of representatives of the assessment, finance, school improvement and staff from the Commissioner's office. The Review Team conducts a wide-ranging data collection and analysis process that encompasses state assessment results, survey data, school visit reports, financial statements, annual reports, and the school's own self-analysis, all in reference to the original charter application. The State and Charter Schools Committee of the Board of Regents visits the school to observe it in operation, The Review Committee then meets face-to-face with the head of school, the board chair, the academic officer, and the finance office to discuss the findings. Finally, the Board of Regents decides whether to reauthorize the school's charter.

Nonrenewal, revocation or closure. In accordance with R.I.G.L. (16-77-8(b)), the Board of Regents may revoke a charter at any time if the school fails to meet or pursue the educational objectives contained in its charter. Since passage of the Charter Public School Act of Rhode Island in 1995, the state has not needed to close a charter school through nonrenewal or charter revocation. The Commissioner and Board of Regents, however, are committed to raising the bar for charter school performance in Rhode Island. This entails both increased support to build the capacity of existing charters to deliver even greater student achievement gains, as well as a new process to identify charters that consistently fail to meet high expectations and either closing those schools or "re-chartering" them under new governance and management.

As part of this process, the state is strengthening the performance contract between the Board of Regents and charter-holders, and is increasing the charter office's capacity to carry out high-quality oversight. To implement this work, the Commissioner has created the Division of Accountability and Quality Assurance and has added additional support by providing a

new, full-time staff positioned focused on charter schools within RIDE. These actions have elevated the role of charter schools within RIDE and have dramatically built RIDE's capacity to monitor comprehensively the performance of charter schools, identify those that consistently fall short of high-quality standards, hold them accountable including closing schools that consistently fall short. To ensure public accountability for the state's charter authorizing activities, the Commissioner will publish an annual report which will describe the student performance results achieved by existing schools; detail the numbers of applications received for new charters and disclose whether they were approved, rejected, or withdrawn; and detail any school closures or re-charterings and the student achievement results upon which these decisions were based.

The Commissioner recently adopted a new, rigorous protocol for recommending revocation of a school's charter. (See Appendix F12: Protocol for Revocation Recommendation, p. 579.) This protocol ensures a fair, transparent, and merit-based process that bases charter closure decisions on a thorough and rigorous review of the school's performance, especially its success or failure in improving student academic achievement.

In addition, this process places paramount importance on the well-being of the school's students, including an option to "re-charter" the school--by identifying new governance and management to take over its operations--so that its pupils can continue in the existing facility. In the case of school closure, students and their families will be assisted in transitioning to new schools, including charters and other schools of choice.

F2iii) *Rhode Island provides one of the most equitable funding policies for charter schools in the nation.*

Under Rhode Island's charter law, each charter school is guaranteed to receive 95 percent of the state and local funding a traditional public school district would receive for each student enrolled (the remaining five percent is distributed to each charter

student's district of residence to pay for administrative costs. (See Appendix F13: Flowchart Charter Funding, p. 582 and Appendix F14: Narrative on Charter Funding, 583.)¹¹ The state sends all federal funding for which a school is eligible directly to the school as if it were a district.¹² According to the Center for Education Reform, only five of the 40 states (plus DC) with charter schools provide more equitable funding for charter schools than Rhode Island (Idaho, Minnesota, Missouri, North Carolina, and Tennessee).¹³

Authorized by the Board of Regents, RIDE is developing a statewide student based funding formula proposal for the state and has begun meeting with Staff and Members of the General Assembly. The proposed formula would increase funding equity for charter schools by ensuring that schools which enroll a higher concentration of at-risk students receive higher levels of state funding. Even without that change, charter school funding in Rhode Island ranks among the nation's most equitable states.

F2 iv) Rhode Island provides substantial facilities grant funds to charter schools, while imposing no significant restrictions.

The state provides financial support for charter school facilities through a reimbursement program, outlined in 16-77.1-5. Both startup charter schools and mayoral academies may apply for a 30 percent reimbursement of school housing costs directly from the state. The reimbursement program provides generous support for school facilities, allowing schools to receive reimbursement for facility purchasing, renovation, and maintenance. For charter schools within districts, the sponsoring school district may access state aid for facilities in the same manner as it would for a traditional public school. Between 2005 and 2007, the state provided well over \$22 million in facilities reimbursements to six charter schools. In addition, charter schools in Rhode Island

¹¹ R.I.G.L. 16-77-1-2 (a)

¹² R.I.G.L. 16-77-6(e) "Federal aid received by the state shall be used to benefit students in the charter public school, if the school qualifies for the aid, as though it were a school district."

¹³ http://www.edreform.com/charter_schools/funding/chart.htm

can obtain tax-exempt bond financing via the Rhode Island Health and Educational Building Corporation. Between 2002 and 2007, RIHEBC completed five charter school bond offerings amounting to \$27 million.¹⁴ These policies for funding charter school facilities – which are far more generous than those in many other states – combined with a large number of vacant or under-utilized former parochial schools facilities in the state make it much easier for charter school operators to access and fund appropriate school facilities in Rhode Island than in many other states – another factor that will help the state attract the highest performing national charter school operators.

The existence of mayoral academies further reduces the burden of locating and acquiring charter school facilities. RIMA provides ready-to-use facilities with rents based on enrollment, aiming to limit rent to 5% of schools' per-pupil funding. The unique partnership created between the community and the charter sector in mayoral academies encourages mayors to use their influence over municipal resources to increase the number of high-performing charter schools. In many municipalities the town or city may own school facilities. In this case, mayors could facilitate a charter school's acquisition of an unused property. In other instances, mayors could help increase the number of high-performing charter schools less directly, by galvanizing the local community and local philanthropy to secure additional funding for a new charter school facility.

F2 v) Rhode Island law does not restrict the ability of an LEA to operate an innovative or autonomous public school.

Although the state does not have a formal mechanism to grant individual schools within an LEA enhanced autonomy, other than by creating a charter school within the district, the state does not prohibit LEAs from using their own authority to create innovative, autonomous public schools. LEAs have used this authority in many instances, such as Providence's conversion of Hope High School into three small, autonomous high schools.

¹⁴ Local Initiatives Support Corporation, *2007 Charter School Facility Finance Landscape* (New York: LISC: 2007), p. 33.

Rhode Island's high schools have implemented several innovative e-learning opportunities that enable students to access web-based content and differentiated instructional delivery systems for credit recovery and advancement. Of the high schools that use e-learning, over 70% of high schools use it for credit recovery; almost 40% use e-learning for credit advancement; and 25% provide opportunities for students to gain college credit through e-learning. Rhode Island high schools are currently working with a variety of providers--including Virtual High School, Virtual Learning Academy, NovaNet, Brigham Young University, Keystone University, Plato, Vista, Skills Tutor, and Anywhere Learning--to provide these virtual learning opportunities to their students.

Rhode Island is committed to offering high-quality e-learning experiences that allow both youth and adults to prepare for and access meaningful learning for college and careers and become members of a worldwide learning community. RIDE is coordinating with LEAs, workforce cabinet partners, business partners, institutions of higher education, and experts from the field to create a statewide plan to build a dynamic integrated virtual learning network that will advance e-learning opportunities and promote educational innovation.

With RTTT funds, Rhode Island will advance its comprehensive and cohesive statewide development plan by:

- Launching a virtual learning network (a consortium of invested stakeholders who commit to improving access to rigorous, high-quality e-learning in Rhode Island) that includes coursework, training, and college e-learning and creates state-wide guidance around access and opportunity for secondary students
- Approving the design and implementation of a state-sponsored virtual learning high school that attends to both credit recovery and credit advancement by building access to expanded high-quality curriculum in a synchronous and asynchronous offering structure.

Rhode Island will issue an RFP seeking a provider with expertise in the design and implementation of high-quality e-learning offerings that will work closely with the emerging e-learning community and RIDE to achieve the implementation of a state-sponsored virtual learning high school. This virtual learning high school will advance on-line interactive learning and addresses individual student educational needs and interest.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

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

Evidence for (F)(3):

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

Recommended maximum response length: Two pages

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Robert Kennedy could not have more succinctly articulated the challenges facing public education today, when he said more than 40 year ago: "*Few are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence. Yet it is the one essential, vital quality for those who seek to change a world that yields most painfully to change.*" Rhode Island is prepared drive forward education reform to transform the state and serve as a model for the nation. Recent polices, regulations and executive orders are testament to our resolve and lay the groundwork for dramatic impact. Our RTTT proposal details a coherent and comprehensive set of policies and

regulations designed to enable high-quality education reform in our schools and districts.

High School Redesign: After considering feedback obtained from state-wide middle and high school summits, the Board of Regents promulgated high school regulations pursuant to their authority under R.I.G.L. 16-60-4 on behalf of students in Rhode Island schools. This regulation insists that each Rhode Island secondary school offer every one of its students a meaningful opportunity to achieve proficiency in six (6) core academic areas, and that sufficient student supports and personalization of instruction be offered to ensure that opportunity to achieve proficiency is meaningful and realizable. Should a school or local educational agency fail to fully implement these regulations, the Commissioner shall use the full extent of authorities available to that office as set forth in Title 16 of the General Laws to ensure that students in Rhode Island schools realize the full benefits of these regulations. In an era of high stakes testing, Rhode Island is proving by example that students can demonstrate proficiency in myriad ways and deserve the chance to do so.

Research Collaborative: In January 2008 Rhode Island Governor Donald Carcieri created the Urban Education Task Force a committee of 28 community, education, business and civic leaders whose charge over an 18 month period was to formulate policy recommendations that seek to improve teaching and learning opportunities in our urban core districts. The Task Force formed the Rhode Island Research Collaborative, a statewide partnership of research and policy analysis organizations to support state policy and research efforts. This Collaborative is strongly positioned to offer the type of research and technical support necessary to advance RIDE's already promising developments in data systems capacity. In particular, the Collaborative is prepared to provide training and capacity building for teachers, district leaders, and community stakeholders to take full advantage of the statewide longitudinal data system outlined in this proposal. Often times, turf battles across agencies serve as barriers to genuine collaboration, but the Research Collaborative is showing, by example, that in Rhode Island the whole is greater than the sum of its parts.

PK-16 Council: In 2005, Governor Carcieri established the PK-16 Council through executive order because he saw a dearth of

communication between universities, schools, the state and the business community. This executive order emphasized the state's commitment to develop a meaningful link between our K-20 system and work is well underway. We believe that our ability to partnership closely with our colleagues across the educational spectrum will break down the silos that have prevented state education agencies from determining the effectiveness of programs and reforms.

New England Secondary Schools Consortium (NESSC): In 2007 four New England states began meeting regularly to discuss high school redesign in an attempt to troubleshoot issues and learn what was working in each individual state. In 2008, the New England Secondary Schools Consortium (NESSC) was funded by the Gates and Nellie Mae Foundations. With foundational support the consortium was able to capture the attention of the governors, state commissioners, state legislators and higher education leadership. The NESSC is committed to five overarching objectives: Increasing four-year, on-time graduation rates across the regional states; Decreasing annual drop-out rates; Increasing the percentage of students enrolling in two or four year college degree programs; Reducing the number of students required to take remedial courses during their first year of college; and Partnering with colleagues from higher education to ensure that more students enroll in and complete a secondary degree. Cross-state collaboration is a challenge but the benefits for our students far outweigh the barriers and we look forward to learning from and learning with one another.

School Accountability for Learning and Teaching (SALT) Survey: For over 10 years, Rhode Island has administered a perception survey to every student (Gr.4-12), parent, teacher and school administrator in the state. The survey has been nationally recognized as a valuable school improvement tool. In 2008, RIDE awarded a revised SALT survey bid to WestEd. The new survey will align with the BEP, LEA functions, the HS diploma system and RIDE's new strategic plan. In an effort to work horizontally across state agencies and vertically into higher education and the workforce; the revised survey will include multi-stakeholder input. Moreover, the survey will be updated to reflect the 21st century stresses (cyber bullying) and opportunities (virtual learning) facing our students.

The DataHub: RIDE is working to link student data across all state agencies. With non-profit Providence Plan as the state data hub, RIDE has already linked its data with the Department of Health. This DataHub will help the public, governmental agencies and the front-line, direct-service agencies understand what is working towards improving the social, emotional and academic health of the state's children. The true test of success of the DataHub will be improved services and supports for all Rhode Island students based on an integrated data system that not only helps state agencies look across indicators, but encourages them to work in partnership to find solutions to the stubborn problems that the data expose.

Open Indicators Consortium: RIDE has joined a national consortium dedicated to improving access to important data about communities and regions. The Open Indicators Consortium (OIC) members include organizations from Greater Atlanta, Georgia; Metro Boston, Massachusetts; Columbus, Ohio; Phoenix, Arizona; Chicago, Illinois and New Haven, Connecticut. Rhode Island is the first state education agency to join as a consortium member. In its second year, the mission of the Consortium is to develop a new open source software system for the analysis and visualization of economic, social, and environmental indicators at the neighborhood, municipal, county and regional levels. As 21st century technologies demand that states look beyond traditional proprietary solutions and beyond state boundaries; RIDE is proving it is up to the challenge.

Expanded Learning: There has been a significant increase in the scope of expanded learning initiatives in Rhode Island, such as afterschool and summer learning programs, in the past ten years. These initiatives include RIDE's 21st Century Community Learning Centers Initiative and Child Opportunity Zones, the Providence After-School Alliance, the Full Service Community School in Providence, and the Woonsocket Afterschool Coalition, and the Rhode Island Afterschool Plus Alliance. The Wallace Foundation selected Rhode Island as a model state for its programs and has invested to help bring them to scale.

Pre-K Demonstration Program: Rhode Island launched a high quality Pre-K Demonstration Program in 2009. Now up and running in four urban communities, the Pre-K Demonstration Program is being evaluated by the National Institute for Early Education Research. Work is underway to expand this program so that it can be offered to more children, especially high-need

students.

thrive: The fundamental principle of the RI Coordinated School Health Program (CSHP), **thrive**, is that school success and academic achievement are built on a strong foundation of healthy students who learn in safe and caring school environments. **thrive** has been successful in effecting legislative and regulatory changes; in developing and implementing policy as well as standards-based curriculum, instruction, and assessment; and in designing and providing professional development opportunities for school administrators, policy-makers, teachers, parents, students, and community organizations.

The initiatives, consortia and regulations set forth above provide a representative picture of the breadth and scope of the foundation for Rhode Island's reform agenda. The work mentioned in Section B, provides evidence of Rhode Island's leadership in bringing together states to work in partnership and to model innovative practices for others to adopt. With this track record, Rhode Island is poised to share what we learn through RTTT with our partners in the New England states as well as states across the country and demonstrate how a strong regulatory environment supports reform.

Rhode Island is a microcosm of the nation, and we can be the country's laboratory for education reform. Our state has done the hard work of building the legal and policy frameworks for meaningful and sustainable improvements to our education systems. As set forth in our RTTT application, we have a bold, coherent plan of action that focuses on improving the quality of instruction for every student in every school. Rhode Island stands poised to make dramatic increases in student achievement. RTTT funding will accelerate the improvement of the education we are able to provide each and every child in our state.

F) GENERAL, STATE REFORM CONDITIONS CRITERIA: STEM FOCUS

- The **Inner Space Center (ISC)** at the University Of Rhode Island Graduate School Of Oceanography supports real-time ship-to-shore scientific data streaming and communication through telepresence. Through a partnership with RIDE and the RI Network of Educational Technology **The Inner Space Center at Smithfield High School** has been established to allow students to participate in primary research with oceanographers around the world.

- Recruit organizations that can support the creation of a **STEM** focused, high-performing charter as modeled by existing schools such as Denver School of Science and Technology, Hawaii Technology Academy, and High Tech High.

IV. COMPETITION PRIORITIES

Priority 1: Absolute Priority -- Comprehensive Approach to Education Reform

To meet this priority, the State's application must comprehensively and coherently address all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application sufficient LEA participation and commitment to successfully implement and achieve the goals in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

Priority 2: Competitive Preference Priority -- Emphasis on Science, Technology, Engineering, and Mathematics (STEM). (15 points, all or nothing)

To meet this priority, the State's application must have a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

The competitive preference priority will be evaluated in the context of the State's entire application. Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority in the text box below. The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.

Recommended maximum response length, if any: One page

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Rhode Island's approach to STEM supports and enhances our reform agenda, in that it is based on the same theory of change: All students will achieve at high levels when we have an effective teacher in every classroom and an effective leader in every school *and*, for teachers and school leaders to be effective, they need consistent and

effective support and they need to work within a system (of policies and resources) that is based on student needs. Our focus on STEM is educator quality, and the establishment of effective systems and support.

Systems and support: Rhode Island is poised to adopt of Engineering and Technology standards benchmarked to the International Technology Educators Association's (ISTE) *Standards for Technology Literacy*. This will create the framework to drive the "T" and "E" into every math and science classroom across the state. By 2011/12, all students in Rhode Island will benefit from a rigorous course of study in science, technology, engineering and math.

In addition to adopting the standards, RIDE will direct significant resources to ensure that all educators have a strong foundation of training and resources to effectively deliver rigorous STEM education.

- We are expanding our partnership with the Dana Center of UT Austin to implement a series of *Study the Standards* workshops in the summer of 2010 to ensure Rhode Island teachers understand the purpose, intent, rigor, and complexity of the mathematics and science standards and the technology and engineering standards.
- The Dana Center will also work with 1/3 of RI LEAs to create rigorous, aligned curriculum resources. This work focused primarily on math and science units of study, and with the adoption of the Engineering and Technology standards, LEAs will work begin to build units STEM units of study through this high quality process.
- Our project-based learning pilot is an opportunity for 3 LEAs to intensify the application of STEM content that is project-based, authentic, and high-interest to students of all backgrounds. The outcome of the project-based learning pilot will be captured and shared across all LEAs.
- All educators will be trained in the creation and implementation of formative assessment that is authentic, embedded, and that tests true understanding. A deep understanding of how to use this type of assessment on a daily basis will be a critical tool to teachers as they learn to move out from the front of the room and a lecture style to more of a facilitative, guiding role necessary to lead effective, relevant instruction that is applied and engaging.
- RI will also invest intensively to support teachers' comfort with technology and use of data. Our professional development approach for the instructional management system is ongoing and embedded into the life of the school and will result in greater comfort with using technology and deeper understanding of the most effective ways to use data.
- We have dedicated discretionary funds for LEAs to invest tailored to the specific professional development activities that are needed. Using these funds (the use of which RIDE must approve), LEAs will be able to invest in building the skills of their STEM educators through programs with strong track records, such as the

RI Teacher Externship program.

While we invest to build the capacity of our current educators, we will also invest to ensure that the incoming teachers and principals in RI are even better prepared to teach in the STEM fields. We have aggressively recruited TNTP and TFA to RI – two organizations well known for attracting high caliber applicants in math and science. With the recent increase in entrance requirements for RI public graduate schools of education to some of the most rigorous standards in the country, we will also ensure that our main sources for new teachers are only admitting candidates with the skills to succeed in the demanding career of STEM education.

In addition to its primary focus on building capacity through educator training and high quality resources, RIDE is committed to exploring opportunities to bring proven STEM school models to RI, to be adapted to our unique context. We will explore school management organizations to support a school re-start and charter school operators with a track record in STEM.

**RI Race to the Top
Summary Budget Table and Narrative**

BUDGET SUMMARY TABLE

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$1,868,000	\$2,014,152	\$2,074,577	\$1,945,054	\$7,901,783
2. Fringe Benefits	\$1,082,513	\$1,165,678	\$1,200,648	\$1,127,166	\$4,576,005
3. Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
4. Equipment	\$56,250	\$3,750	\$0	\$0	\$60,000
5. Supplies	\$33,750	\$35,700	\$35,700	\$35,400	\$140,550
6. Contractual	\$11,910,493	\$12,924,622	\$9,923,546	\$5,885,922	\$40,644,583
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$700,000	\$2,350,000	\$1,500,000	\$0	\$4,550,000
9. Total Direct Costs (lines 1-8)	\$15,407,005	\$18,475,510	\$14,740,471	\$8,999,542	\$57,896,920
10. Indirect Costs*	\$648,180	\$693,317	\$595,036	\$374,522	\$2,311,056
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$3,281,252	\$0	\$0	\$0	\$3,281,252
13. Total Costs (lines 9-12)	\$19,336,437	\$19,168,828	\$15,335,507	\$9,374,064	\$63,489,228
14. Funding Subgranted to Participating LEAs	\$12,000,000	\$15,000,000	\$18,000,000	\$18,489,228	\$63,489,228
15. Total Budget (lines 13-14)	\$31,336,437	\$34,168,828	\$33,335,507	\$27,863,292	\$126,978,456

RIDE RTTT BUDGET NARRATIVE

This budget is the summary of the following 30 budgets:

1. A2 RIDE Capacity and Innovation
2. B3 Curriculum Resources
3. B3 Project Based Learning
4. B3 Formative Assessment
5. B3 Interim Assessment
6. C2Online Toolkits
7. C2 Integration/Expansion of Ed Certification and Ed Prep Program System
8. C2 Dashboards
9. C2 Data Governance and Integration
10. C2 Early Indicators
11. C2 Instructional Management Systems
12. C2 Evaluation Data System
13. C3 PD on Using Data
14. D2 Student Growth
15. D2 Statewide Evaluation
16. D2 Certification
17. D2 Compensation Reform
18. D3 Turnaround Teacher Corps
19. D4 TNTP Cohort
20. D4 Teach For America
21. D5 Induction
22. D5 Quality Teacher PD Options
23. D5 RI Academy of School Leadership
24. D5 Turnaround Leadership Program
25. E2 School Achievement Specialists
26. E2 Evaluation Team
27. E2 School Assessment
28. E2 Summer Teacher Leader Institute
29. E2 Charter Start-up
30. F2 Virtual School

**RI Race to the Top
Summary Budget Table and Narrative**

1) Personnel

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 1,868,000	\$ 2,014,152	\$ 2,074,577	\$ 1,945,054	\$ 7,901,783

To successfully manage this project RIDE will require 24 additional FTEs of staff. These positions will supplement the capacity of the existing staff, which is comprised of 134.4 FTEs. Our plan is to increase RIDE staff to build its capacity primarily in project management, coordination, and evaluation of progress toward goals. The design and delivery of intensive support to teachers, principals, and LEAs will primarily be done through contractors.

The newly formed Transformation Office will be staffed with 6.0 FTEs. 3.0 of these positions are detailed in the budgets in E2, reflecting the focus of these staff members on supporting our persistently lowest achieving schools and their LEAs. The other 3.0 positions are detailed in the A2 RIDE Capacity budget narrative. This team will provide coordination across all of the projects described in this program, and will drive the collection and review of performance metrics and progress toward milestones and goals. This office has few staff members because we have chosen to embed the additional staff into the teams at RIDE who are already leading the work in each assurance area. Of these 6.0 new positions, we anticipate that we will need to sustain all 6.0 after RTTT funds are gone. These staff will support ongoing school turnaround efforts. The RIDE Office of Finance has already identified 4.0 existing positions that can be eliminated over the next four years, freeing up state budget dollars to sustain 4.0 of these positions after RTTT funding is gone.

The Office of Instruction, Assessment & Curriculum will add 7.0 additional FTEs. Positions are detailed in the budgets for B3. These staff members will supplement the existing staff capacity in support of a very significant increase in workload associated with the adoption of the Common Core standards, development of the student growth metric, support for LEAs in transitioning to the new standards, the creation of optional statewide interim assessments, and the training of majority of teachers in formative assessment. Of these 7.0 new positions, we anticipate that we will need to sustain 3.0 of them after RTTT funding is gone. These 3.0 staff members will be needed to support the increased administration of interim assessments and pre and post tests for grades and subjects that are not tested by the state summative assessment.

**RI Race to the Top
Summary Budget Table and Narrative**

The Knowledge Officer will oversee 3.0 additional FTEs through RTTT funding. This office will be responsible for overseeing the design and build of new data systems capabilities described in section C. This staff is also small because we have embedded the data analysts who will ensure robust functionality and user-friendly data systems into the teams at RIDE who are already leading the work in curriculum, assessment, and educator quality. Of these 3.0 new positions, we anticipate that we will need to sustain 2.0 of them after RTTT funding is gone. The staff sustained will be required to ensure that the significant increase in volume of information is handled well beyond the life of this project. The RIDE Office of Finance has already identified 1.0 existing position that can be eliminated over the next four years in this area, freeing up state budget dollars to sustain 1.0 of these 2.0 positions after RTTT funding is gone.

The Educator Quality team will add 8.0 new FTEs to support the substantial body of work described in section D. Positions are detailed in the project budgets that are part of the Effective Educator section of this proposal (D). These new staff members will, together with the existing staff, oversee major new initiatives to accelerate the educator evaluation initiative, teacher induction, principal training and others. Of these 8.0 new positions, we anticipate that we will need to sustain 3.0 of them after RTTT funding is gone. The staff sustained will be required to continue to support the educator evaluation system, teacher induction program and principal training efforts. The RIDE Office of Finance has already identified 1.0 existing position that can be eliminated over the next four years in this area, freeing up state budget dollars to sustain 1.0 of these 3.0 positions after RTTT funding is gone.

Of the 14.0 FTEs that we intend to sustain after RTTT funding is gone, the RIDE Office of Finance has already identified 6.0 FTEs that can be eliminated over the course of the next four years to free up state funding to cover the positions. For the other 8.0 positions RIDE will use employee attrition over the four year grant period to free up the positions within RIDE that have funding, and will re-allocate these positions to align with the priorities outlined in this proposal.

2) Fringe Benefits

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 1,082,513	\$ 1,165,678	\$ 1,200,648	\$ 1,127,166	\$ 4,576,005

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total

**RI Race to the Top
Summary Budget Table and Narrative**

3) Travel	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000
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Staff travel expenses. Primarily in-state travel, and primarily driving. Due to our small size, we rarely incur overnight travel expenses or flights.

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
4) Equipment	\$ 56,250	\$ 3,750	\$ -	\$ -	\$ 60,000

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner.

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
5) Supplies	\$ 33,750	\$ 35,700	\$ 35,700	\$ 35,400	\$ 140,550

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, software printing, etc.).

**RI Race to the Top
Summary Budget Table and Narrative**

6) Contractual

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 11,910,493	\$ 12,924,622	\$ 9,923,546	\$ 5,885,922	\$ 40,644,583

RIDE will hire outside consultants and organizations with content area expertise and national track records of success to design and deliver the large majority of the work described in this plan. We want to utilize proven models where they are available, and replicate rather than re-inventing the wheel. The use of consultants will also dramatically accelerate our ability to design and launch these initiatives.

RIDE will conduct several competitive Request for Proposal processes upon receipt of RTTT funding to identify and contract with the vendors who both have proven track records of success and who best fit our specific program needs.

7) Training Stipends

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ -	\$ -	\$ -	\$ -	\$ -

No Request.

**RI Race to the Top
Summary Budget Table and Narrative**

8) Other

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 700,000	\$ 2,350,000	\$ 1,500,000	\$ -	\$ 4,550,000

RIDE's request in this category is comprised entirely of competitive sub-grant awards meant to support innovation and high potential initiatives that are aligned with the goals of this program. This request includes funds for high performing charter school replication, innovation grants to LEAs, compensation reform pilot, capturing student voice, and projects deepening investments in educator effectiveness in highly tailored ways based on needs assessment.

9) Total Direct Costs

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 15,407,005	\$ 18,475,510	\$ 14,740,471	\$ 8,999,542	\$ 57,896,920

10) Indirect Costs

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 648,180	\$ 693,317	\$ 595,036	\$ 374,522	\$ 2,311,056

Rhode Island provisional negotiated cost rate of 12.92% approved by USDOE.

**RI Race to the Top
Summary Budget Table and Narrative**

11) Funding For Involved LEAS

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ -	\$ -	\$ -	\$ -	\$ -

No Request.

12) Supplemental Funding for Participating LEAs

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 3,281,252	\$ -	\$ -	\$ -	\$ 3,281,252

Additional funds have been requested to ensure that participating LEAs can fully participate in the programs in this proposal.

13) Total Costs

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
\$ 19,336,437	\$ 19,168,828	\$ 15,335,507	\$ 9,374,064	\$ 63,489,228

A2: RIDE Capacity and Innovation

RIDE CAPACITY AND INNOVATION BUDGET NARRATIVE

RIDE will need additional staff and resources in its transformation office to coordinate and manage the grant program, ensuring that all of the initiatives are integrated and well executed.

RIDE will also need one specialist staff for its EdStat office, to support the agency performance management program.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 237,000	\$ 244,110	\$ 251,433	\$ 258,976	\$ 991,520
2. Fringe Benefits	\$ 137,342	\$ 141,462	\$ 145,706	\$ 150,077	\$ 574,586
3. Travel	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
4. Equipment	\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
5. Supplies	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 18,000
6. Contractual	\$ 775,000	\$ 200,000	\$ 125,000	\$ 125,000	\$ 1,225,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 200,000	\$ 1,350,000	\$ -	\$ -	\$ 1,550,000
9. Total Direct Costs (lines 1-8)	\$ 1,362,342	\$ 1,941,072	\$ 527,639	\$ 539,553	\$ 4,370,605
10. Indirect Costs*	\$ 74,916	\$ 224,946	\$ 52,021	\$ 53,560	\$ 405,443
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,437,257	\$ 2,166,018	\$ 579,660	\$ 593,113	\$ 4,776,048

A2: RIDE Capacity and Innovation

5) Supplies \$ 18,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, software, printing, etc.).

6) Contractual \$ 1,225,000

RIDE will contract with an organization that provides support for the implementation of complex projects. A team of consultants will work closely with the RIDE Transformation Office to ensure a rapid and high quality launch to the RTTT initiatives and strong project implementation planning. The consultant will assist with the development of numerous RFPs for new initiatives, and any necessary planning to carry out this work. This team will work closely with RIDE staff to ensure that the planning is high quality and the resulting programs have high fidelity to the proposal.

RIDE will also hire a consultant to launch its EdStat program. The consultant will be responsible for working with RIDE to design its EdStat program, identify data and work with staff to develop short-cycle performance metrics, train executive management and support staff on the 'stat' process, basic performance analysis, and the processes for leading effective 'stat' sessions. The consultant will also work side-by-side with RIDE through the first several months of actual implementation, provide direct coaching and program adjustment support.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

7) Training Stipends \$ -

No request

A2: RIDE Capacity and Innovation

8) Other \$ 1,550,000

RIDE will award grants through a competitive process totalling \$1.35 million in year two to all LEAs to support innovation, educator quality, or other infrastructure supports. Participating LEAs will be required to match their innovation grant with a one to one match of their share of RTTT funds. RIDE will select proposals for innovative activities that its staff consider to have a high likelihood of student impact and that could have significant potential for sharing insights and best practices back with other RI LEAs.

In Project Year 1, RIDE will also award through a competitive process a \$200,000 Innovation Grant for the Capturing of Student Voices to non-profit organizations.

9) Total Direct Costs \$ 4,370,605

10) Indirect Costs \$ 405,443

Based on RI indirect cost agreement for 12.92%

11) Funding For Involved LEAS \$ -

No request.

12) Supplemental Funding for Participating LEAs \$ -

No request.

13) Total Costs \$ 4,776,048

13. Total Costs (lines 9-12)	\$1,437,257	\$2,166,018	\$579,660	\$593,113	\$4,776,048
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CURRICULUM RESOURCES BUDGET NARRATIVE

With the adoption of the common core standards and the new Engineering and Technology standards, RIDE will train all core subject area educators on the new standards using the Dana Center Study of the Standards program. In addition, we will expand our current relationship with the Dana Center to provide intensive curriculum alignment support to 12 additional LEAs.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 113,000	\$ 116,390	\$ 119,882	\$ 123,478	\$ 472,750
2. Fringe Benefits	\$ 65,484	\$ 67,448	\$ 69,471	\$ 71,556	\$ 273,959
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 3,750	\$ -	\$ -	\$ -	\$ 3,750
5. Supplies	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 9,000
6. Contractual	\$ 1,076,827	\$ 1,363,343	\$ 440,129	\$ 222,634	\$ 3,102,933
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,261,310	\$ 1,549,431	\$ 631,732	\$ 419,917	\$ 3,862,391
10. Indirect Costs*	\$ 23,351	\$ 24,043	\$ 24,755	\$ 25,489	\$ 97,638
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 2,234,756	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 3,519,417	\$ 1,573,474	\$ 656,488	\$ 445,406	\$ 6,194,785

B2 Curriculum Resources

In our contractual budget build up below, please see the full cost of the Dana Center contract and the offsetting payments from LEAs (the \$100/educator fee).

The final part of the contractual line item includes funds to cover the time of the Intermediary Service Providers (ISPs), who are participating in a certification process designed by the Dana Center. We have included funds to cover the cost of their time as they are trained to deliver this service. This is a significant part of the sustainability strategy for this work - the certification of local providers through a rigorous process to ensure that there is an ongoing, local, low cost provider who is high quality. The cost of the ISP time is \$77,000 per year and we have included the full cost in year one, 75% in year two, 50% in year three and 25% in year four.

DANA CENTER BUDGET

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	595,286	705,801	154,271	79,450	1534807.771
2. Fringe Benefits	130,963	155,276	33,940	17,479	337,658
3. Travel	75,068	109,912	69,688	34,844	289,512
4. Equipment	0	0	0	0	0
5. Supplies	21,875	24,675	4,350	2,238	53,138
6. Contractual	13,321	28,672	14,336	6,660	62,989
7. Training Stipends					0
8. Other	502,100	597,394	95,294	47,647	1,242,435
9. Total Direct Costs (lines 1-8)	1,338,613	1,621,730	371,879	188,318	3,520,540
10. Indirect Costs*	107,089	129,738	29,750	15,065	281,643
11. Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	1,445,702	1,751,468	401,629	203,384	3,802,183

B3 Project Based Learning

PROJECT BASED LEARNING BUDGET NARRATIVE

Through this work a small number of schools will receive high quality, intensive training in the implementation of project-based learning. They will be responsible for sharing the projects that are created through this effort and for participating in a feedback session with RIDE to debrief on the process and the learnings with regard to this work. We are hoping to get specific feedback from teachers around the benefits and the challenges of implementing this type of curriculum.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ 72,000	\$ -	\$ -	\$ 72,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ 72,000	\$ -	\$ -	\$ 72,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ -	\$ 72,000	\$ -	\$ -	\$ 72,000

1) Personnel \$ -

B3 Project Based Learning

A brief review of nationally recognized training programs in Project-Based Learning is the basis for our budget estimates. We have budgeted for a 3 day staff-wide training that includes multiple trainers and that costs \$12,000 to deliver to each of the three participating schools. There is an additional \$12,000 in the budget for experts from the training organization to provide embedded support to each of the three schools in the year following the training.

7) Training stipends \$ -

No Request.

8) Other \$ -

No Request.

9) Total Direct Costs \$ 72,000

10) Indirect Costs \$ -

Rhode Island provisional negotiated cost rate of 12.92% approved by USDOE.

11) Funding For Involved LEAS \$ -

No Request.

12) Supplemental Funding for Participating LEAs \$ -

No Request.

13) Total Costs \$ 72,000

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs (lines 9-12)	\$ -	\$ 72,000	\$ -	\$ -	\$ 72,000

B3 Formative Assessment

FORMATIVE ASSESSMENT BUDGET NARRATIVE

All LEAs will have the option for teams of teachers to receive intensive training in the development and use of high quality formative assessments as part of their daily instructional cycle. This project will train 2,330 teachers each year for three years, touching all core subject area teachers in grades 3-12 from across the state.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 88,000	\$ 90,640	\$ 93,359	\$ 96,160	\$ 368,159
2. Fringe Benefits	\$ 50,996	\$ 52,526	\$ 54,102	\$ 55,725	\$ 213,348
3. Travel	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
4. Equipment	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5. Supplies	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
6. Contractual	\$ 100,000	\$ 294,663	\$ 294,663	\$ 294,663	\$ 983,989
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 243,496	\$ 439,829	\$ 444,124	\$ 448,548	\$ 1,575,996
10. Indirect Costs*	\$ 18,217	\$ 18,755	\$ 19,310	\$ 19,882	\$ 76,164
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 900,176	\$ -	\$ -	\$ -	\$ 900,176
13. Total Costs (lines 9-12)	\$ 1,161,888	\$ 458,584	\$ 463,434	\$ 468,430	\$ 2,552,336

B3 Formative Assessment

5) Supplies \$ 6,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). This budget reflects the four year cost of \$6,000 for an FTE.

6) Contractual \$ 983,989

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP to identify and contract with an assessment expert/organization to design the training program. The organization or individual must have significant expertise in standards-aligned formative assessment and in the training of teachers.

Our design parameters include six days of on-site training for teams of teachers who participate in the program to learn how to construct and implement high quality, standards-aligned formative assessment in their classrooms. The six one-day sessions will be spread out over the course of one year and will allow for teachers to use their new knowledge after each training, and come back with new questions and insight for the next training.

\$100,000 has been budgeted for upfront design, recruitment and training of the trainers. The contractor will deliver the trainings to 2,330 teachers each year in years 2-4. Each teacher will receive 6 days of training. We have budgeted using the assumption that a trainer can work with 16-17 groups of 20 teachers each year, meeting with each group 6 times a year. Using these assumptions we project that the contractor will need 4-5 full time trainers, and we have budgeted \$527,625 as the delivery and support cost for this program in years 2-4.

Participating LEAs will be asked to use \$100/teacher from their RTTT funds to participate in this program.

While the training is led by the contractor, the RIDE staff member will be participating and learning to deliver the training too, which will enhance the sustainability of the effort.

B3 Formative Assessment

Supplemental Subgrants		
LEA	Estimated # of Participating Educators	Subgrant Total
Barrington	146	\$102,029
East Greenwich	133	\$92,988
East Providence	259	\$181,241
Exeter-West Greenwich	112	\$78,351
Jamestown	31	\$21,956
New Shoreham	34	\$24,108
Newport	119	\$83,087
North Providence	189	\$132,594
Portsmouth	132	\$92,127
Smithfield	122	\$85,670
The Compass School	9	\$6,027
TOTAL	1286	\$900,176

13) Total Costs \$ 2,552,336

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs (lines 9-12)	\$ 1,161,888	\$ 458,584	\$ 463,434	\$ 468,430	\$ 2,552,336

B3 Interim Assessment

5) Supplies \$ 15,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, software printing, etc.). This budget reflects the four year cost of \$6,000 for an FTE multiplied by 2.5 FTEs.

6) Contractual \$ 6,900,000

RIDE will conduct a competitive RFP process to identify and contract with an assessment vendor for the design and creation of the interim assessments funded by this project. The vendor must have a proven track record of creating statistically valid and reliable standards-aligned assessments. Our Standards and Assessment team estimated that to create 3 interim assessments in math or English Language Arts would cost \$100,000 per grade level. To cover grades 3-10 in both subjects will cost \$800,000 for math and \$800,000 for English Language Arts. We will fund the vendor to do this for three years, at which time we will have enough existing items and released items from the new NECAP that we will not need to pay for the creation of new interim assessment items.

RIDE will also contract with an assessment vendor for the design and creation of interim assessments in Science and Social Studies. Our team has estimated that the cost to design 3 interim assessments in these areas would be \$50,000 per grade level. We have budgeted to create these assessments in four grade levels each year, for a total of \$200,000 per year in cost to create interim assessments in Science and Social Studies. We will fund the vendor to do this for three years, at which time we will have enough existing items and released items from the new NECAP that we will not need to pay for the creation of new interim assessment items.

Because these assessments will have significant constructed response sections, we will also fund a periodic audit of local scoring practices to ensure consistent scoring across localities. This is budgeted at \$500,000 per year for years 2 - 4. After three years of this type of audit, LEAs will have sufficient local capacity to ensure consistent scoring.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

C2 Online Toolkits

ONLINE TOOLKITS BUDGET NARRATIVE

RIDE will hire consultants to develop training materials - online user manuals, recorded webinars/video clips to provide different users support and information about the new data tools that RIDE is making available. RIDE will develop tools that are customized for specific consumers of state data - educators, administrators, and parents. This project will require part-time support from RIDE staff overseeing the other data projects (dashboards, IMS system) to review and provide guidance around content and manage the consultant contract.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 22,600	\$ 23,278	\$ 23,976	\$ 24,696	\$ 94,550
2. Fringe Benefits	\$ 13,097	\$ 13,490	\$ 13,894	\$ 14,311	\$ 54,792
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ 750	\$ -	\$ -	\$ 750
5. Supplies	\$ -	\$ 450	\$ 450	\$ 450	\$ 1,350
6. Contractual	\$ 208,436	\$ 439,636	\$ 179,536	\$ -	\$ 827,608
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 244,133	\$ 477,604	\$ 217,857	\$ 39,457	\$ 979,050
10. Indirect Costs*	\$ 4,612	\$ 4,809	\$ 4,951	\$ 5,098	\$ 19,469
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 248,745	\$ 482,412	\$ 222,808	\$ 44,555	\$ 998,519

C2 Online Toolkits

1) Personnel \$ 94,550

Personnel: The following position(s) will be created to support this project.	% FTE	Base Salary	Total
Data Analyst (1): RIDE will hire a total of 2 full-time Data Analyst to support all R2TT data related projects. The Online Toolkits project will require 20% of 1 FTE Data Analyst, who will be responsible for guiding, reviewing, and approving content for the items that are to be a part of the toolkit. The Data Analyst will act as a liaison between the consultants and the units at RIDE who are developing the Data Dashboards and Instructional Management Systems, to ensure that the consultants have clear guidance around the business requirements of each system for which the training tools are being designed, the specific learning objectives and needs of the target audiences who will be accessing the tools. The Data Analyst will also be responsible for coordinating the focus/user groups to test the online tools as they get developed to ensure the products are user-friendly. The Data Analysts will report to the Chief Knowledge Officer under the Deputy Commissioner for Accountability and Quality Assurance.	20%	\$ 88,000	\$17,600
Administrative Assistant (2): RIDE will hire 1 full-time Executive Assistant ("EA") to support all R2TT data related projects. The Online Toolkits project will require 10% of the EA's time, who will be responsible for overseeing the administrative processes related to managing the vendor contract, as well as other support functions (i.e. scheduling, document production, etc.)	10%	\$ 50,000	\$5,000

2) Fringe Benefits \$ 54,792

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$ -

No Request.

C2 Online Toolkits

4) Equipment \$ 750

Includes upfront flat rate of \$2500 to cover equipment purchase and set -up (computer, phone, software, printer, fax, internet). Total is pro-rated against the percentage of time devoted to this specific project (20% Data Analyst, 10% EA)

5) Supplies \$ 1,350

Includes upfront flat rate of \$1500 to cover basic office supplies. Total is pro-rated against the percentage of time devoted to this specific project.

6) Contractual \$ 827,608

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process for a consultant to develop the tools to be made available online. Consultants will work under the supervision of the Data Analyst and Chief Knowledge Officer, and be responsible for the development, production, and deliveray of a comprehensive online toolkit that encompasses recorded webinars, short-segment e-learning videos, and online training manuals that are to provide educators, administrators and parents with easy to understand information about how to access and use the data tools that have been made available to them. The data tools to be supported by the online toolkit are:

- a. Data Dashboards for educators, administrators, parents and students
- b. Instructional Management System for educators and administrators
- c. Data portal for general public and researchers

The consultant(s) will provide expertise in the following areas:

1. Curriculum/Content development specialized for e-learning
2. Writing/Editing scripts, manuals
3. Production of technology-enhanced educational products (webinars, online videos, online manuals)
4. Website development

C2 Online Toolkits

The rollout of the Online Toolkit will correspond with the deployment of the actual data tools from RIDE beginning at the end of Project Year 1 (Spring/Summer 2011).

In Project Year 1, the consultant for the Online Toolkits project will focus primarily on assessing the needs of target audiences for each data tool that is to be built/deployed, and initial content development /delivery of modules (estimated 25% of work) for the first set of tools to be available (Dashboards Phase I, public portal).

In Project Year 2, the consultants will work in coordination with the Data Dashboard and Instructional Management project teams to develop, produce, and release modules (estimated 60%) for the toolkit.

In Project Year 3, the consultants will conclude this work, refine existing tools in coordination with the Data Dashboard and Instructional Management project teams to develop, produce, and release modules (estimated 20%) for the toolkit.

Online Toolkits Contractual Costs Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
Needs Assessment	\$24,250	\$25,220			\$49,470
Content Research and Development	\$24,250	\$100,880	\$38,800		\$163,930
Treatment and Script/Manual Writing	\$43,200	\$112,320	\$34,560		\$190,080
Prototype Development	\$52,800	\$137,280	\$42,240		\$232,320
Product Delivery and Dissemination	\$63,936	\$63,936	\$63,936		\$191,808
TOTAL	\$208,436	\$439,636	\$179,536	\$0	\$827,608

7) Training Stipends \$ -

No Request.

C2 Online Toolkits

8) Other \$ -

No Request.

9) Total Direct Costs \$ 979,050

10) Indirect Costs \$ 19,469

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs \$ -

No Request.

12) Supplemental Funding for Participating LEAs \$ -

No Request.

13) Total Costs \$ 998,519

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Total Costs (lines 9-12)	\$ 248,745	\$ 482,412	\$ 222,808	\$ 44,555	\$ 998,519

C2 Integration/Expansion of Certification, Ed Prep Systems

INTEGRATION/EXPANSION OF ED CERTIFICATION AND ED PREP PROGRAM SYSTEM BUDGET NARRATIVE

RIDE will hire a consultant perform the following:

1. Integrate the RICERT database with the state longitudinal data warehouse
2. Expand on data collection/reporting capabilities of teacher certification data through the data warehouse
3. Build a portal for collecting data on individuals enrolling in and completing education preparation programs in the state.

The technical components of this work will be managed by the Educator Quality Programmer already budgeted under the Office of Information services, with partial support from a Data Analyst from the office of Educator Quality to provide support developing business requirements and reporting analytics. The Educator Quality Programmer will also be responsible for developing additional reports.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$22,000	\$22,660	\$23,340	\$24,040	\$92,040
2. Fringe Benefits	\$12,756	\$13,138	\$13,532	\$13,938	\$53,365
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$625	\$0	\$0	\$0	\$625
5. Supplies	\$375	\$375	\$375	\$375	\$1,500
6. Contractual	\$165,360	\$104,900	\$0	\$0	\$270,260
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$201,116	\$141,073	\$37,247	\$38,353	\$417,789
10. Indirect Costs*	\$4,539	\$4,674	\$4,812	\$4,955	\$18,980
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$205,654	\$145,747	\$42,060	\$43,309	\$436,770

C2 Integration/Expansion of Certification, Ed Prep Systems

1) Personnel \$ 92,040

Personnel: The following position(s) will be created to support this project.	% FTE	Base Salary	Total
Data Analyst (1): RIDE will hire one Data Analyst to report to the Director of Education Quality to support the expanding data and analysis needs of the department. The Data Analyst will devote 25% of time to this project, to work with the Certification and Educator Preparation units to identify data collection, reporting and analysis needs of the unit, and translate them into business requirements for the technical team to follow.	25%	\$ 88,000	\$22,000

2) Fringe Benefits \$ 53,365

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$ -

No Request.

4) Equipment \$ 625

Includes upfront flat rate of \$2500 to cover equipment purchase and set -up (computer, phone, software, printer, fax, internet) which includes ongoing expense. Total is pro-rated against the percentage of time devoted to this specific project (25% Data Analyst)

5) Supplies \$ 1,500

Includes annual flat rate of \$1500 to cover basic office supplies. Total is pro-rated against the percentage of time devoted to this specific project (25% Data Analyst).

C2: Data Dashboards

DATA DASHBOARDS BUDGET NARRATIVE

RIDE will hire consultants to design and develop user-friendly data dashboards customized for specific consumers of state data - educators, administrators, and parents. The dashboards will incorporate point-and-click reports that pull data from the state longitudinal data warehouse and produce complex analytics into a digestible format for the user community. This project will require part-time support from RIDE staff overseeing the other data projects (dashboards, IMS system) to work closely with the vendor in coordinating focus/design groups involving the LEAs and broader user community representatives and collecting/developing business requirements for the user interface and reporting analytics.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$70,400	\$72,512	\$74,687	\$76,928	\$294,527
2. Fringe Benefits	\$40,797	\$42,021	\$43,281	\$44,580	\$170,679
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$2,000	\$0	\$0	\$0	\$2,000
5. Supplies	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800
6. Contractual	\$491,480	\$910,720	\$81,100	\$50,000	\$1,533,300
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$605,877	\$1,026,453	\$200,269	\$172,708	\$2,005,306
10. Indirect Costs*	\$14,522	\$14,953	\$15,397	\$15,854	\$60,725
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$700	\$0	\$0	\$0	\$700
13. Total Costs (lines 9-12)	\$621,098	\$1,041,405	\$215,665	\$188,562	\$2,066,731

C2: Data Dashboards

2) Fringe Benefits \$ 170,679

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$ -

No Request.

4) Equipment \$ 2,000

Includes upfront flat rate of \$2500 to cover equipment purchase and set -up (computer, phone, software, printer, fax, internet) which includes ongoing expense. Total is pro-rated against the percentage of time devoted to this specific project (80% Data Analyst, 20% EA)

5) Supplies \$ 4,800

Includes annual flat rate of \$1500 to cover basic office supplies. Total is pro-rated against the percentage of time devoted to this specific project (80% Data Analyst, 20% EA).

6) Contractual \$ 1,533,300

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP for a consultant to develop the Data Dashboards for educators, administrators, parents and students. Consultants will work under the supervision of the Data Analyst and Chief Knowledge Officer, and be responsible for the design, build, delivery, and direct training of core subject area educators and administrators district-wide.

The consultant(s) will provide expertise in the following areas:

1. Project Management - to oversee /manage development of business and functional requirements and ensure technical product aligns with project goals.
2. Development/Programming - to develop the dashboards and reporting analytics drawing from data collected in the state data warehouse.

C2: Data Dashboards

3. Training - to develop training materials and provide 1/2 day classroom training to all educators and administrators statewide to learn how to access the dashboard and run reports.

The rollout of the Data Dashboard will correspond with the availability of actual data from the data warehouse beginning in Project Year 1 (Fall/Winter 2010/2011). Teachers will be trained in Spring/Summer 2011.

In Project Year 1, the consultants will develop/design dashboard interfaces and basic reports around existing data and metrics available through the state data warehouse (student achievement and growth based on the state summative assessment).

In Project Year 2, the consultants will work to develop/design a next set of reports and analytic tools to be placed onto the dashboards, based on the availability of additional data/metrics (value added/teacher effectiveness, interim assessment data). During this year, the consultants will also deploy a statewide training for all educators/administrators, as well as work with RIDE in developing training/marketing materials for the tools to be made available to parents/students.

In Project Year 3, the consultants will conclude this work, refine existing tools and reports.

Throughout each of the 4 project years, the consultant will also provide helpdesk services to support users of the system.

Data Dashboards Contractual Costs Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
Collect business requirements	\$216,000	\$216,000			\$432,000
Design/Build	\$192,000	\$192,000			\$384,000
Training		\$319,600			\$319,600
Maintenance/Support		\$25,000	\$50,000	\$50,000	\$125,000
Expenses	\$83,480	\$158,120	\$31,100		\$272,700
TOTAL	\$491,480	\$910,720	\$81,100	\$50,000	\$1,533,300

7) Training Stipends \$ -

No Request.

C2: Data Dashboards

- 8) Other** \$ -
- No Request.
- 9) Total Direct Costs** \$ 2,005,306
- 10) Indirect Costs** \$ 60,725
- Rhode Island unofficial negotiated cost rate of 12.92%.
- 11) Funding for Involved LEAs** \$ -
- No Request.

12) Supplemental Funding for Participating LEAs \$ 700

The Compass School will receive a supplemental subgrant for this program to allow them to participate fully in Rhode Island's RTTT plans. This \$700 grant will be used to cover the \$50/teacher replacement fees for approximately 9 of Compass's participating teachers.

13) Total Costs \$ 2,066,731

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
13. Total Costs (lines 9-12)	\$621,098	\$1,041,405	\$215,665	\$188,562	\$2,066,731

C2 Data Governance and Integration

DATA GOVERNANCE/INTEGRATION BUDGET NARRATIVE

RIDE will hire consultants to set up both the infrastructure and processes for data standards and interoperability for the purposes of improving the efficiency, accuracy, and flow of data between districts and the state longitudinal data warehouse. The consultants will be responsible developing a comprehensive data dictionary that sets data standards for each element collected and exchanged through the state data warehouse. The consultants will, on behalf of RIDE, set up and launch the state data governance board, and charter district workgroups to develop data practices, establish clear business rules for exchanging data and resolving data integrity issues collaboratively. On the technical end, the consultant will build a zone integration server and set up a Standard Operability Framework (SIF) for each student information system (SIS) in the state so that data can be mapped to standard data structures and automatically transferred via the SIF structures.

The consultants will be managed by the Chief Knowledge Officer and work supported by 1 full-time Data Analyst, as well as administrative support by the EA. Once the data dictionary is developed, data standards and business rules created for data interoperability, and the data governance board fully implemented, the Chief Knowledge Officer supported by two full-time Data Analysts will be able to sustain this structure and continue this work.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$123,000	\$126,690	\$130,491	\$134,405	\$514,586
2. Fringe Benefits	\$71,279	\$73,417	\$75,619	\$77,888	\$298,203
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$4,250	\$0	\$0	\$0	\$4,250
5. Supplies	\$2,550	\$2,550	\$2,550	\$2,550	\$10,200
6. Contractual	\$891,440	\$220,500	\$0	\$0	\$1,111,940
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$1,092,519	\$423,157	\$208,660	\$214,843	\$1,939,179
10. Indirect Costs*	\$196,829	\$0	\$0	\$0	\$196,829
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$1,289,347	\$423,157	\$208,660	\$214,843	\$2,136,007

C2 Data Governance and Integration

1) Personnel \$514,586

Personnel: The following position(s) will be created to support this project.	% FTE	Base Salary	Total
Data Analyst (1): RIDE will hire a total of 2 full-time Data Analyst to support all R2TT data related projects. The Data Governance/Integration project will require 100% of 1 FTE Data Analyst, who will be responsible for working with the consultant team to develop the data dictionary and business rules for data interoperability/exchange. The Data Analyst will be responsible for working with district data stewards as well as users to document the processes, business functionality inventory, and data systems organization in a district. The Analyst will also be responsible for extracting and analyzing data from individual source systems to determine its consistency and alignment to district standards as well as its potential for inter-operability with other district data systems. In Years 3 and 4 of the project, the Analyst will assume responsibility of maintaining the data dictionary and supporting the Chief Knowledge Officer in implementing the data standards, continuing the data governance board work. The Data Analysts will report to the Chief Knowledge Officer under the Deputy Commissioner for Accountability and Quality Assurance.	100%	\$ 88,000	\$88,000
Administrative Assistant (2): RIDE will hire 1 full-time Administrative Assistant to support all R2TT data related projects. The Data Dashboards project will require 70% of the EA's time, who will be responsible for overseeing the administrative processes related to managing the vendor contract, as well as other support functions (i.e. scheduling, document production, etc.)	70%	\$ 50,000	\$35,000

2) Fringe Benefits \$298,203

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$0

No Request

C2 Data Governance and Integration

4) Equipment \$4,250

Includes upfront flat rate of \$2500 to cover equipment purchase and set -up (computer, phone, software, printer, fax, internet) which includes ongoing expense. Total is pro-rated against the percentage of time devoted to this specific project.

5) Supplies \$10,200

Includes annual flat rate of \$1500 to cover basic office supplies. Total is pro-rated against the percentage of time devoted to this specific project .

6) Contractual \$1,111,940

RIDE will hire consultants to set up both the infrastructure and processes for data standards and interoperability for the purposes of improving the efficiency, accuracy, and flow of data between districts and the state longitudinal data warehouse. The consultants will provide 2 years of professional services to support /lead work in the following areas:

1. Developing a comprehensive data dictionary that sets data standards for each element collected and exchanged through the state data warehouse.
2. Set up and launch the state data governance board, and charter district workgroups to develop data practices, establish clear business rules for exchanging data and resolving data integrity issues collaboratively.
3. Build a zone integration server and set up a Standard Operability Framework (SIF) for each student information system (SIS) in the state so that data can be mapped to standard data structures and automatically transferred via the SIF structures.

In Project Year 1, the consultants will develop the data dictionary and business rules to drive the SIF structures. SIF structures for each SIS system in the state will be built along with a zone integration server. Lastly, the consultants will support the Chief Knowledge Officer to develop and launch the state data governance board.

In Project Year 2, the consultants will continue to provide both technical and process support to the Chief Knowledge Officer.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

C2 Data Governance and Integration

Data Governance/Integration Contractual Costs Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
Collect business requirements	\$144,000				\$144,000
Develop data standards and draft data dictionary	\$60,000				\$60,000
Build SIF structures	\$420,000	\$103,200			\$523,200
Design/implement data governance board and process	\$168,000	\$84,000			\$252,000
Expenses	\$99,440	\$33,300			\$132,740
TOTAL	\$891,440	\$220,500	\$0	\$0	\$1,111,940

7) Training Stipends \$0

No Request

8) Other \$0

No Request

9) Total Direct Costs \$1,939,179

10) Indirect Costs \$196,829

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved

LEAs \$0

No Request

**12) Supplemental Funding
for Participating LEAs**

\$0

No Request

13) Total Costs \$2,136,007

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
13. Total Costs (lines 9-12)	\$1,289,347	\$423,157	\$208,660	\$214,843	\$2,136,007

C2 Educator Evaluation Data System

Educator Evaluation Data System

RIDE will hire a consultant to develop a system that will provide districts with data from the state longitudinal data warehouse on educator impact on student academic growth (value added data) that will constitute at least 51 percent of each educator's evaluation, and will implement standardized data input requirements to collect data from district-assigned educator evaluations.

This project will be overseen by the Chief of Educator Excellence and Instructional Effectiveness, and supported by a Data Analyst in the Division of Educator Quality.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$66,000	\$67,980	\$70,019	\$72,120	\$276,119
2. Fringe Benefits	\$38,247	\$39,394	\$40,576	\$41,794	\$160,011
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$1,875	\$0	\$0	\$0	\$1,875
5. Supplies	\$1,125	\$1,125	\$1,125	\$1,125	\$4,500
6. Contractual	\$1,512,000	\$1,416,000	\$984,000	\$0	\$3,912,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$1,619,247	\$1,524,499	\$1,095,721	\$115,039	\$4,354,506
10. Indirect Costs*	\$13,614	\$14,018	\$14,434	\$14,863	\$56,929
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$1,632,861	\$1,538,518	\$1,110,155	\$129,901	\$4,411,435

C2 Educator Evaluation Data System

1) Personnel \$276,119

Personnel: The following position(s) will be created to support this project.	% FTE	Base Salary	Total
Data Analyst: RIDE will hire one Data Analyst to report to the Director of Education Quality to support the expanding data and analysis needs of the department. The Data Analyst will devote 75% of time to this project, to work with the Educator Evaluation unit to identify data collection, reporting and analysis needs of the state, and translate them into business requirements and act as a liaison with the vendor.	75%	\$ 88,000	\$66,000

2) Fringe Benefits \$160,011

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$0

No Request

4) Equipment \$1,875

Includes upfront flat rate of \$2500 to cover equipment purchase and set -up (computer, phone, software, printer, fax, internet) which includes ongoing expense. Total is pro-rated against the percentage of time devoted to this specific project (75% Data Analyst)

5) Supplies \$4,500

Includes annual flat rate of \$1500 to cover basic office supplies. Total is pro-rated against the percentage of time devoted to this specific project (75% Data Analyst).

6) Contractual \$3,912,000

RIDE will hire consultants to develop a comprehensive data collection and reporting system that will provide districts with data from the state longitudinal data warehouse on educator impact on student academic growth (value added data) that will constitute at least 51 percent of each educator’s evaluation, and will implement standardized data input requirements to collect data from district-assigned educator evaluations.

C2 Educator Evaluation Data System

The contract milestones will coincide with the development of key educator effectiveness metrics that tie growth in student achievement to individual teacher effectiveness.

In Project Year 1, the consultants will design/build the system, as the growth model and data requirements for the statewide evaluation are developed by the Office of Educator Quality.

In Project Year 2, the consultants will load the system with teacher IDs and the system will be available for training and use by district/principal leadership conducting evaluations. During this year, the consultants will also be developing reports and other analytical tools to be made available to users.

In Project Year 3, the consultants will be retained for further upgrade/maintenance.

The vendor will be responsible for providing training and technical support to all districts in using the tool.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

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Educator Effectiveness Evaluation Data System Contractual Costs Summary					
	(2010-2011)	(2011-2012)	(2012-2013)	(2012-2013)	Total Cost
Business Process/Workflow	\$444,000	\$444,000	\$348,000		\$1,236,000
Design/Build Phase I data	\$1,068,000				\$1,068,000
Design/Build Phase II data		\$972,000			\$972,000
Design/Build Phase III data			\$636,000		\$636,000
TOTAL	\$1,512,000	\$1,416,000	\$984,000	\$0	\$3,912,000

7) Training Stipends \$0

No Request

8) Other \$0

No Request

9) Total Direct Costs \$4,354,506

C2 Educator Evaluation Data System

10) Indirect Costs \$56,929

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved

LEAs \$0

No Request

**12) Supplemental Funding
for Participating LEAs**

\$0

No Request

13) Total Costs \$4,411,435

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
13. Total Costs (lines 9-12)	\$1,632,861	\$1,538,518	\$1,110,155	\$129,901	\$4,411,435

C3 Early Warning Indicators System

EARLY WARNING INDICATORS RESEARCH PROJECT

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits	\$0	\$0	\$0	\$0	\$0
3. Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0
6. Contractual	\$60,000	\$120,000	\$90,000	\$30,000	\$300,000
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$62,000	\$122,000	\$92,000	\$32,000	\$308,000
10. Indirect Costs*	\$258	\$258	\$258	\$258	\$1,034
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$0	\$0	\$0	\$0	\$0
13. Total Costs (lines 9-12)	\$62,258	\$122,258	\$92,258	\$32,258	\$309,034

1) Personnel \$0

No Request

2) Fringe Benefits \$0

No Request

3) Travel \$8,000

Attendance for up to 2 conferences/year, \$1000/trip.

4) Equipment \$0

No Request

C3 Early Warning Indicators System

5) Supplies \$0

No Request

6) Contractual \$300,000

RIDE will partner with the Rhode Island Research Collaborative to develop an Early Warning System for predicting college readiness and post-high school success. The RI Research Collaborative has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations. RIDE will enter into a data-sharing agreement with the Collaborative, and develop a set of priorities and goals for the Early Warning system model.

This project will be completed over a four-year period, and the contract will cover the expenses incurred by the Collaborative, which may involve bringing on additional resources to be dedicated to this project.

The project will have four primary components of work, phased in over the four-year period:
Data Analysis, Research, Indicators Development, and Model development.

Early Warning Indicators Research Collaborative Contractual Costs Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
Data Analysis	\$30,000	\$30,000	\$9,000		\$69,000
Research	\$30,000				\$30,000
Indicators development		\$90,000			\$90,000
Model development			\$81,000	\$30,000	\$111,000
TOTAL	\$60,000	\$120,000	\$90,000	\$30,000	\$300,000

7) Training Stipends \$0

No Request

8) Other \$0

No Request

9) Total Direct Costs \$308,000

C3 Early Warning Indicators System

10) Indirect Costs \$1,034

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs \$0

No Request

12) Supplemental Funding for Participa \$0

No Request

13) Total Costs \$309,034

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
13. Total Costs (lines 9-12)	\$62,258	\$122,258	\$92,258	\$32,258	\$309,034

C3 Instructional Management System

State Instructional Management Data Platform

RIDE will issue an RFP for a vendor to build a statewide data platform that collects/integrates and provides standard and custom analytics for all local and interim assessment data, tied to the state longitudinal data warehouse. This project will be managed by the Director of Accountability and Assessments, with the support of one full-time Data Analyst who will work directly with participating districts to collect and understand functional needs of educators to use this system, and work with the vendor to translate into technical requirements for the system.

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$88,000	\$90,640	\$93,359	\$96,160	\$368,159
2. Fringe Benefits	\$50,996	\$50,996	\$52,526	\$55,725	\$210,243
3. Travel	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$2,500	\$0	\$0	\$0	\$2,500
5. Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
6. Contractual	\$200,000	\$336,107	\$499,277	\$662,937	\$1,698,322
7. Training Stipends	\$0	\$0	\$0	\$0	\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$342,996	\$479,243	\$646,663	\$816,322	\$2,285,224
10. Indirect Costs*	\$18,152	\$18,152	\$18,691	\$19,817	\$74,812
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
12. Supplemental Funding for Participating LEAs	\$1,320	\$0	\$0	\$0	\$1,320
13. Total Costs (lines 9-12)	\$362,468	\$497,396	\$665,353	\$836,139	\$2,361,356

1) Personnel \$368,159

C3 Instructional Management System

Personnel: The following position(s) will be created to support this project.	% FTE	Base Salary	Total
Data Analyst (1): RIDE will hire one Data Analyst to report to the Director of Accountability and Assessments to support the development, implementation, and ongoing support of the instructional management system project. The Data Analyst will devote 100% of time to this project, to work with the districts to identify data collection, reporting and analysis needs, and translate them into business requirements and act as a liaison with the vendor.	100%	\$ 88,000	\$88,000

Substitute costs for teachers attending training are not reflected in this budget. The state assumes that LEAs will pay these costs out of their share of RTT funds. The training is one full day, so the LEA will incur \$100 in substitute costs per staff member trained.

2) Fringe Benefits \$210,243

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$0

No Request

4) Equipment \$2,500

Includes upfront flat rate of \$2500 to cover equipment purchase and set -up (computer, phone, software, printer, fax, internet) which includes ongoing expense.

5) Supplies \$6,000

Includes annual flat rate of \$1500 to cover basic office supplies.

6) Contractual \$1,698,322

C3 Instructional Management System

RIDE will hire a vendor to build a statewide data platform that collects/integrates and provides standard/custom analytics for all local and interim assessment data, tied to the state longitudinal data warehouse.

In Project Year 1, RIDE will issue an RFP, select the vendor, and begin work around design and data integration. This process will take place in parallel to the development of the state interim assessment, so that the system can be launched in parallel with the interim assessment.

In Project Year 2, the vendor will launch the system and provide training to approximately 1/3 of educators in participating LEAs.

In Project Year 3, the vendor will launch the system and provide training to a second 1/3 of educators in participating LEAs.

In Project Year 4, the vendor will launch the system and provide training to the remaining 1/3 of educators in participating LEAs.

Initial development/configuration costs are estimated at \$200,000. Annual licensing fee is estimated at \$7/student based on research on existing companies providing these products/services. Total licensing fee costs over the life of the grant are \$980,000 for an estimated 140,000 students in participating LEAs. The state will pay half of this amount; participating LEAs are expected to pay the rest with their share of RTT funds.

The vendor will be responsible for initial system training. RIDE will further supplement this training via its Data Driven Instruction Model to support Principals/School Leadership teams outlined in C3.

Contractual services will be procured through an appropriate competitive bid process in accordance with state and federal rules and regulations.

C3 Instructional Management System

Instructional Management Data System Contractual Costs Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2012-2013)	Total Cost
Design/Build	\$200,000				\$200,000
Cohort I implementation		\$336,107			\$336,107
Cohort II implementation			\$499,277		\$499,277
Cohort III implementation				\$662,937	\$662,937
TOTAL	\$200,000	\$336,107	\$499,277	\$662,937	\$1,698,322

7) Training Stipends \$0

No Request

8) Other \$0

No Request

9) Total Direct Costs \$2,285,224

10) Indirect Costs \$74,812

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding for Involved LEAs \$0

No Request

12) Supplemental Funding for Participating LEAs \$1,320

The Compass School will receive supplemental subgrants for this program to allow them to participate fully in Rhode Island's RTTT plans. The Compass School will receive a \$459 grant to cover liscensing fees for an

C3 Instructional Management System

13) Total Costs

\$2,361,356

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
13. Total Costs (lines 9-12)	\$362,468	\$497,396	\$665,353	\$836,139	\$2,361,356

C3 Instructional Management System

C3 Instructional Management System

C3 Instructional Management System

C3 Instructional Management System

C3 Instructional Management System

C3 - Data Driven Instruction PD to Principals and School Leadership Teams

DATA PD BUDGET NARRATIVE

This program will be one of the initial training modules offered through the Academy of School Leadership. It will provide intensive training for a projected 225 school leadership teams (one principal and no more than three staff members) on holding teachers accountable for effectively using interim assessment data to improve instruction. Cohorts of 10 school leadership teams from participating LEAs will complete 3 continuous summer days of training and 3 single day workshops throughout the school year. Trainers will also provide on-site coaching and ongoing support for leadership teams throughout the year. The program will be delivered by nationally recognized professional development providers. A RIDE staff member will work closely with the Academy of School Leadership to ensure the training content and format align to the proposed program design, and are aligned to research-based best practices.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 250,000	\$ 300,000	\$ 463,500	\$ 636,540	\$ 1,650,040
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 250,000	\$ 300,000	\$ 463,500	\$ 636,540	\$ 1,650,040
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ 144,300	\$ -	\$ -	\$ -	\$ 144,300
13. Total Costs (lines 9-12)	\$ 394,300	\$ 300,000	\$ 463,500	\$ 636,540	\$ 1,794,340

C3 - Data Driven Instruction PD to Principals and School Leadership Teams

1) Personnel \$ -

The RIDE staff capacity to coordinate with the Academy of School Leadership is captured in the budget for the Principal Leadership Academy D5.

Replacement and training stipend costs for participating leadership teams are also not reflected in this budget. The state assumes that LEAs will pay these costs out of their share of RTTT funds. The training will require 5 days in the summer and 3 days during the year for each leadership team (1 principal and no more than 3 staff members). Substitute costs for teachers during the year are \$100/sub; there are no replacement costs for principals during the school year. Training stipends for teachers and principals during the year. Thus estimated replacement and training stipend costs are \$3900 per leadership team trained.

2) Fringe Benefits \$ -

No Request.

3) Travel \$ -

No Request.

4) Equipment \$ -

No Request.

5) Supplies \$ -

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). The total four year cost is \$6,000 per FTE.

6) Contractual \$ 1,650,040

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a nationally recognized partner with a strong record of improving student achievement outcomes to design and deliver this program.

Project Year 1 will be devoted to co-developing the program with the chosen provider. \$250,000 has been budgeted for this purpose.

C3 - Data Driven Instruction PD to Principals and School Leadership Teams

In Year 2, 2 trainers employed by the vendor will deliver the program to 50 leadership teams (one principal and no more than 3 staff members). \$240,000 has been budgeted for paying trainer salaries and fringe benefits (\$100,000 + \$20,000 fringe benefits). An additional 25% of personnel costs (recruitment, training, and support for the trainers and administrative costs for the organization) has been budgeted to cover additional costs associated with delivering the program. Total costs in Year 2 are \$300,000.

An additional trainer will be added in years 3 & 4, increasing capacity for the program to serve an additional 25 leadership teams per year. The additional staff member, cost-of-living adjustments (3%), and higher ongoing consulting fee increase total costs to \$463,500 in Year 3; \$636,540 in Year 4.

Data PD Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 3 (2012-2013)	Total Cost
Design	\$250,000.00				\$250,000.00
Personnel: Staff Salaries @ 100K + 20% fringe		\$240,000.00	\$370,800.00	\$509,232.00	\$1,120,032.00
Ongoing Consulting @ 25% of Personnel		\$60,000.00	\$92,700.00	\$127,308.00	\$280,008.00
TOTAL	\$250,000.00	\$300,000.00	\$463,500.00	\$636,540.00	\$1,650,040.00

7) Training Stipends \$ -
No Request.

8) Other \$ -
No Request.

9) Total Direct Costs \$ 1,650,040

10) Indirect Costs \$ -

Rhode Island provisional negotiated cost rate of 12.92% approved by USDOE.

D2 Student Growth

STUDENT GROWTH MEASURE DESIGN + TEST DEVELOPMENT BUDGET NARRATIVE

RIDE is partnering with the National Center for Improving of Educational Assessment (NCEIA) to develop student growth measures that will become the primary component in measuring the effect of Rhode Island's teachers, principals and schools on student achievement. The state will also co-develop a set of standardized tests for grades 2-8 in reading and mathematics to complement data provided by the NECAP, and standardized tests that will generate the necessary data for educator performance evaluations in grades not currently tested by the NECAP. A new RIDE FTE will be created in RIDE's Office of Assessment and Accountability to oversee these initiatives.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 88,000	\$ 90,640	\$ 93,359	\$ 96,160	\$ 368,159
2. Fringe Benefits	\$ 50,996	\$ 52,526	\$ 54,102	\$ 55,725	\$ 213,348
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5. Supplies	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
6. Contractual	\$ 1,400,000	\$ 1,700,000	\$ 1,500,000	\$ 1,600,000	\$ 6,200,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,542,996	\$ 1,844,666	\$ 1,648,961	\$ 1,753,385	\$ 6,790,007
10. Indirect Costs*	\$ 18,152	\$ 18,691	\$ 19,246	\$ 19,817	\$ 75,906
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,561,148	\$ 1,863,357	\$ 1,668,207	\$ 1,773,202	\$ 6,865,913

D2 Student Growth

Pearson Education for its highly lauded Developmental Reading Assessment (DRA). Pearson Education has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations. \$500,000 has been budgeted in each year of the grant to cover the estimated costs for liscensing fees, hardware, data hosting and processing, technical support, and all necessary on-line and on-site training for teachers to administer the test effectively.

(4): Development of Multiple Measures of Student Achievement - \$2,000,000

To supplement student achievement data provided by the NECAP, RIDE will conduct a competitive RFP process in accordance federal and state procurment rules and regulations to develop tests for students in grades 2-8 in reading and mathematics. Based on reasearch from leading providers, estimated development costs will be \$500,000/year over the life of the grant. Specific costs include item bank development, alignment of items to the NECAP, pre-post form development, administration material development, test form construction, and data processing.

Student Growth Measure Design + Testing Data Budget Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
(1) Student Growth Measure Design	\$400,000.00	\$200,000.00			\$600,000.00
(2) Non-Testing Grades Test Development @ \$100,000/Test	\$0.00	\$500,000.00	\$500,000.00	\$600,000.00	\$1,600,000.00
(3) DRA Costs	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$2,000,000.00
(4) Multiple Measures	\$500,000.00	\$500,000.00	\$500,000.00	\$500,000.00	\$2,000,000.00
TOTAL	\$1,400,000.00	\$1,700,000.00	\$1,500,000.00	\$1,600,000.00	\$6,200,000.00

7) Training Stipends \$ -

No Request.

8) Other \$ -

No Request.

9) Total Direct Costs \$ 6,790,007

D2 Statewide Evaluation

MODEL STATE EDUCATOR EVALUATION SYSTEM BUDGET NARRATIVE

RIDE will partner with participating LEAs and nationally recognized partners to design a model version of the qualitative portion or "other 49%" of Rhode Island's Educator Performance Evaluation System. In Project Years 2 & 3, RIDE will also deploy a team of external evaluators to assist and train principals to reliably implement this system. By Project Year 4, principals will be able to perform evaluations without additional capacity. Over the first three years of the grant, 3.5 FTEs will also be created at RIDE to boost state capacity to oversee and manage this work. In the final year of year of the grant, staffing level will decrease to 1.5 FTEs.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 196,000	\$ 274,392	\$ 282,624	\$ 118,015	\$ 871,030
2. Fringe Benefits	\$ 113,582	\$ 159,010	\$ 163,780	\$ 68,389	\$ 504,762
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 6,250	\$ 2,500	\$ -	\$ -	\$ 8,750
5. Supplies	\$ 3,750	\$ 4,950	\$ 4,950	\$ 4,950	\$ 18,600
6. Contractual	\$ 500,000	\$ 1,375,000	\$ 1,175,000	\$ -	\$ 3,050,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 819,582	\$ 1,541,460	\$ 1,626,354	\$ 191,354	\$ 4,178,750
10. Indirect Costs*	\$ 40,482	\$ 56,635	\$ 58,315	\$ 24,723	\$ 180,155
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 860,064	\$ 1,598,095	\$ 1,684,669	\$ 216,077	\$ 4,358,906

D2 Statewide Evaluation

(1) System Design Contract

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a nationally recognized vendor with deep expertise in educator performance evaluation to complete this project.

\$400,000 is budgeted in Project Year 1 for designing the tools and protocols necessary for principals and external evaluators to reliably measure the performance of Rhode Island's teachers. The system will be implemented in the following year. \$250,000 is budgeted in Project Year 2 to cover the cost of trainings and necessary ongoing design fixes. \$50,000 is budgeted in Project Year 3 to cover any remaining iterative design work.

(2) Evaluation Team Contract

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a nationally recognized vendor with deep expertise in educator performance evaluation to recruit, train, and co-manage a corps of external evaluators.

Project Year 1 will be devoted to recruiting and training 33.33 full-time evaluators. \$500,000 has been budgeted for design; \$100,000 for recruiting and training. In Project Years 2 & 3, evaluators will begin working with principals. \$50,000/year is estimated for ongoing program management. \$3,333,333(\$100,000/evaluator; \$80,000, base + \$20,000, fringe) is the estimated cost of evaluator salaries. The state will pay half of this amount; participating LEAs will be expected to pay the other half with their share of RTT funds.

Effective Education Evaluation Team Contract Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4- (2013-2014)	Total Cost
System Design + Implementation (1)	\$400,000	\$250,000	\$50,000		\$700,000.00
Recruiting and Training (2)	\$100,000.00				\$100,000.00
Evaluator Salary (2) @ 100K/evaluator * 50%, State Share		\$1,075,000.00	\$1,075,000.00		\$2,150,000.00
Program Management (2) @ 50K/year		\$50,000.00	\$50,000.00		\$100,000.00
TOTAL	\$500,000.00	\$1,375,000.00	\$1,175,000.00	\$0.00	\$3,050,000.00

7) Training Stipends \$ -

No Request.

D2 Statewide Evaluation

8) Other	\$	-
No Request.		
9) Total Direct Costs	\$	4,178,750
10) Indirect Costs	\$	180,155
Rhode Island provisional negotiated cost rate of 12.92% approved by USDOE.		
11) Funding For Involved LEAS	\$	-
No request.		
12) Supplemental Funding for Participating LEAs	\$	-
No request.		
13) Total Costs	\$	4,358,906

D2 Certification

EDUCATOR CERTIFICATION REDESIGN BUDGET NARRATIVE

RIDE will hire a nationally recognized consultant to assist with the design of a teacher certification system that incorporates performance measures of teacher effectiveness. Design will take place in Project Year 1 and will be rolled out in the following year.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 250,000	\$ -	\$ -	\$ -	\$ 250,000

D2 Certification

1) Personnel \$ -

No request. Existing RIDE personnel.

2) Fringe Benefits \$ -

No Request.

3) Travel \$ -

No Request.

4) Equipment \$ -

No Request.

5) Supplies \$ -

No Request.

6) Contractual \$ 250,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a nationally recognized consultant with deep expertise in educator performance evaluation and extensive background in state policy to assist with the

D2 Certification

redesign of Rhode Island's Certification System. Design will take place in Project Year 1. Based on estimates provide by leaders in the field, \$250,000 has been budgeted for this purpose. The system will be rolled out the following year.

7) Training Stipends	\$	-
No Request.		
8) Other	\$	-
No Request.		
9) Total Direct Costs	\$	250,000
10) Indirect Costs	\$	-
No Request.		
11) Funding For Involved LEAS	\$	-
No Request.		
12) Supplemental Funding for Participating LEAs	\$	-
No Request.		
13) Total Costs	\$	250,000

D2 Compensation

COMPENSATION REFORM PILOT PROGRAM BUDGET NARRATIVE

This program will award \$250,000 discretionary grants for 4 districts or collaboratives of districts to adopt compensation systems that determine teacher salaries based on evidence of effectiveness. RIDE will also provide consulting support to develop such systems with winning applicants. Only those districts that commit to renegotiate collective bargaining agreements that allow for performance-based compensation will be eligible to participate in the competition.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ 17,600	\$ 18,128	\$ -	\$ 35,728
2. Fringe Benefits	\$ -	\$ 10,199	\$ 10,505	\$ -	\$ 20,704
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ 500	\$ -	\$ -	\$ 500
5. Supplies	\$ -	\$ 300	\$ 300	\$ -	\$ 600
6. Contractual	\$ -	\$ 250,000	\$ -	\$ -	\$ 250,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ 1,000,000	\$ -	\$ 1,000,000
9. Total Direct Costs (lines 1-8)	\$ -	\$ 278,599	\$ 1,028,933	\$ -	\$ 1,307,532
10. Indirect Costs*	\$ -	\$ 3,630	\$ 132,938	\$ -	\$ 136,569
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ -	\$ 282,230	\$ 1,161,871	\$ -	\$ 1,444,101

D2 Compensation

6) Contractual \$ 250,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process for a nationally recognized partner to work with winning applicants to design compensation systems based primarily on evidence of educator effectiveness. \$250,000 has been budgeted for this purpose in Project Year 2.

7) Training Stipends \$ -

No Request.

8) Other \$ 1,000,000

\$250,000 discretionary grants will be disbursed in Project Year 3 to winning applicants to support the costs of adopting the newly designed compensation systems.

9) Total Direct Costs \$ 1,307,532

10) Indirect Costs \$ 136,569

Rhode Island provisional negotiated cost rate of 12.92% approved by USDOE.

11) Funding For Involved LEAS \$ -

No Request.

12) Supplemental Funding for Participating LEAs \$ -

No Request.

13) Total Costs \$ 1,444,101

D3 Turnaround Teacher Corps

TURNAROUND TEACHER CORPS

RIDE is partnering with The New Teacher Project (TNTP) to recruit statewide and nationally for teachers well suited for turnaround work. The 12 schools designated for turnaround will have first choice for this pool of teachers. Helpful for this work, RIDE has also recently signed a contract with a vendor for a statewide educator recruiting platform. This budget details the costs for both contracts.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ 75,000	\$ 75,000	\$ 75,000	\$ 225,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ 75,000	\$ 75,000	\$ 75,000	\$ 225,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ -	\$ 75,000	\$ 75,000	\$ 75,000	\$ 225,000

D3 Turnaround Teacher Corps

1) Personnel \$ -

No Request. These projects will be managed by existing RIDE staff in the Office of Educator Quality and Certification.

2) Fringe Benefits \$ -

No Request.

3) Travel \$ -

No Request.

4) Equipment \$ -

No Request.

5) Supplies \$ -

No Request.

6) Contractual \$ 225,000

(1) Recruitment Platform Contract

RIDE has selected a vendor to develop a statewide teacher recruiting platform for Rhode Island's 49 LEAs. The contract will go into effect in Project Year 1. \$75,000 has been budgeted to cover the ongoing costs of this partnership in Project Years 2-4.

Total costs are \$225,000. This vendor has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

D3 Turnaround Teacher Corps

(2) TNTP Contract

Total costs for this contract are \$396,000. TNTP will begin recruiting teachers for the 4 designated turnaround schools in Project Year 2. \$198,000 or \$33,000/school for six schools has been budgeted to cover branding, marketing, and operating costs. In project Years 3&4, teachers for 3 schools/year will be recruited for a total cost of \$198,000. TNTP has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

These costs are not reflected in the Contractual Line Totals because LEAs with schools identified for turnaround are expected to assume all costs with their share of RTT funds.

7) Training Stipends	\$	-	
No Request.			
8) Other	\$	-	
No Request.			
9) Total Direct Costs	\$	225,000	
10) Indirect Costs	\$	-	
No Request.			
11) Funding For Involved LEAS		\$	-
No Request.			
12) Supplemental Funding for Participating LEAs		\$	-
No Request.			
13) Total Costs	\$	225,000	

D4 Teach For America

TFA BUDGET NARRATIVE

Teach for America is launching in Rhode Island this winter and will place an initial cohort of 30 teachers for the 2010-11 school year. By 2013-2014, TFA hopes to increase its yearly presence to 72 members serving in Rhode Island's high need schools.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 31,250	\$ 31,250	\$ 31,250	\$ 31,250	\$ 125,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 31,250	\$ 31,250	\$ 31,250	\$ 31,250	\$ 125,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 31,250	\$ 31,250	\$ 31,250	\$ 31,250	\$ 125,000

D4 Teach For America

1) Personnel \$ -

No Request. This project will be managed by existing RIDE staff in the Office of Educator Quality and Certification.

2) Fringe Benefits \$ -

No Request.

3) Travel \$ -

No Request.

4) Equipment \$ -

No Request.

5) Supplies \$ -

No Request.

6) Contractual \$ 125,000

To support TFA's growth and sustainability, the organization has requested a \$1.25 million share of Rhode Island's RTTT funds.

Because Providence Public School District will draw almost all of TFA's initial RI corps to teach in high-need, hard-to-staff subject areas, the state has assumed that PPSD will pay for 90% of the total costs of the program with its share of RTTT funds. The state will assume 10% (\$125,000) to fund TFA teachers that could be potentially placed in other LEAs around the state.

TFA has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

D4 Teach For America

7) Training Stipends	\$	-
No Request.		
8) Other	\$	-
No Request.		
9) Total Direct Costs	\$	125,000
10) Indirect Costs	\$	-
No Request.		
11) Funding For Involved LEAS	\$	-
No Request.		
12) Supplemental Funding for Participating LEAs	\$	-
No Request.		
13) Total Costs	\$	125,000

D4 TNTP Cohort

RHODE ISLAND TEACHING FELLOWS/THE NEW TEACHER PROJECT BUDGET NARRATIVE

Beginning in the 2010-2011 school year, the existing Rhode Island Teaching fellows program will expand to train and certify 25 new teachers per year. This budget describes the costs of continuing RIDE's contract with The New Teacher Project.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ 144,752	\$ 141,152	\$ 137,952	\$ 423,857
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ -	\$ 144,752	\$ 141,152	\$ 137,952	\$ 423,857
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ -	\$ 144,752	\$ 141,152	\$ 137,952	\$ 423,857

1) Personnel \$ -

No Request. This project will be managed by existing RIDE staff in the Office of Educator Quality and Certification.

D4 TNTP Cohort

2) Fringe Benefits	\$	-
No Request.		
3) Travel	\$	-
No Request.		
4) Equipment	\$	-
No Request.		
5) Supplies	\$	-
No Request.		

D4 TNTP Cohort

6) Contractual \$ 423,857

Over the life of the grant, the program will certify and place 100 new teachers. Costs include funding for Personnel, Recruitment and Selection, Program Expenses, Technology, and Professional Fees & Project Management.

Project Year One costs to certify the 2nd cohort of Rhode Island Teaching Fellows have already been funded from other sources. Estimates for Project Years 2,3, and 4 are based on the projected renewal costs for Cohort 2 provided by TNTP. (See **Budget Note 2 - TNTP Contract** for a detailed budget summary.) Operating costs are budgeted identically in these years; however, as more new teachers complete the program and pay tuition back to TNTP, operating costs decrease slightly.

Because Providence Public School District is currently drawing 90% of TNTPs teachers to teach in high-need, hard-to-staff subject areas, the state has assumed that PPSD will pay for 80% of the total costs of the program with its share of RTT funds. The state will assume 20% (\$423,857) to fund TNTP teachers that could be potentially placed in other LEAs around the state.

TNTP has been identified as the most qualified vendor to carry out this contract in accordance with state and federal procurement rules and regulations.

D4 TNTP Cohort

Rhode Island Teaching Fellows Budget Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 4 (2013-2014)	Total Cost
State Share - 20%					
Personnel	\$0	\$59,119	\$59,119	\$59,119	\$177,358
Recruitment and Selection	\$0	\$6,344	\$6,344	\$6,344	\$19,032
Program Expenses	\$0	\$26,855	\$26,855	\$26,855	\$80,566
Technology	\$0	\$3,654	\$3,654	\$3,654	\$10,961
Professional Fees & Project Management	\$0	\$90,780	\$90,780	\$90,780	\$272,341
PPSD Share - 80%					
Personnel	\$0	\$236,478	\$236,478	\$236,478	\$709,433
Recruitment and Selection	\$0	\$25,376	\$25,376	\$25,376	\$76,128
Program Expenses	\$0	\$107,421	\$107,421	\$107,421	\$322,262
Technology	\$0	\$14,614	\$14,614	\$14,614	\$43,843
Professional Fees & Project Management	\$0	\$363,121	\$363,121	\$363,121	\$1,089,362

Tuition Offsets	\$0	(\$210,000)	(\$228,000)	(\$244,000)	(\$682,000)
TOTAL	\$0	\$723,762	\$705,762	\$689,762	\$2,119,286

- 7) **Training Stipends** \$ -
- No Request.

- 8) **Other** \$ -
- No Request.

- 9) **Total Direct Costs** \$ 423,857

- 10) **Indirect Costs** \$ -

D5 Induction

NEW TEACHER INDUCTION BUDGET NARRATIVE

Over the life of the grant, the New Teacher Induction Program will train 50 New Teacher Mentors to provide one-on-one coaching/mentoring to an anticipated 450 core-subject-area teachers in Rhode Island’s 11 high-need LEAs. Program participants will receive mentoring/coaching in their first and second years of service. The program will be designed and executed with a nationally recognized partner. A full-time RIDE staff member will be hired to manage the program alongside contractor staff, and, by the end of Project Year 4, will assume full responsibility for execution of the program.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 113,000	\$ 116,390	\$ 119,882	\$ 123,478	\$ 472,750
2. Fringe Benefits	\$ 65,484	\$ 67,448	\$ 69,471	\$ 71,556	\$ 273,959
3. Travel	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
4. Equipment	\$ 3,750	\$ -	\$ -	\$ -	\$ 3,750
5. Supplies	\$ 2,250	\$ 2,250	\$ 2,250	\$ 2,250	\$ 9,000
6. Contractual	\$ 79,325	\$ 184,500	\$ 234,500	\$ 234,500	\$ 732,825
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 266,309	\$ 373,088	\$ 428,603	\$ 434,284	\$ 1,502,283
10. Indirect Costs*	\$ 23,674	\$ 24,366	\$ 25,078	\$ 25,812	\$ 98,930
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 289,982	\$ 397,454	\$ 453,681	\$ 460,096	\$ 1,601,213

D5 Induction

1) Personnel \$ 472,750

Personnel: The following position(s) will be created for this project.	% FTE	Base Salary	Total
Director of Induction (1): Responsible for the overall administration and management of the New Teacher Induction Program. In Project Year 1, will be highly trained by the nationally recognized partner selected to design and deliver the program. As the program progresses, will gradually assume more responsibility for overseeing and training mentors, coordinating the logistics of the program, and further tailoring program curriculum for Rhode Island. By the end of Project Year 4, will be fully responsible for leadership of the program. Position will be filled by a teacher with a demonstrated record of improving student achievement and strong adult leadership and project management skills. Will report to the Director of RIDE's Office of Educator Quality and Certification.	100%	\$88,000	\$88,000
Administrative Assistant (2): Will provide general administrative support for New Teacher Induction and Statewide Educator Evaluation Programs. This budget reflects 50% of this position.	50%	\$50,000	\$25,000

Because mentor teachers will be existing senior teachers in Rhode Island schools, the state is assuming that the new cost of employing a mentor teacher will be the cost of employing a teacher to replace a mentor teacher. New teachers are expected to be less experienced than teachers selected to be mentor teacher, so replacement salaries are estimated at \$118,463/teacher (\$75,000, base salary; 57.95% of salary, fringe). These costs are not reflected in this budget; the state assumes that LEAs will pay these salaries with their share of RTTT funds.

2) Fringe Benefits \$ 273,959

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

D5 Induction

3) Travel \$ 10,000

Funding for 2 out-of state trips to national trainings (\$2000), and in-state travel for overseeing mentors - 50 miles/week for 20 weeks @ \$0.50/mile (\$500).

4) Equipment \$ 3,750

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner.

5) Supplies \$ 9,000

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.). The total four year cost is \$9,000 for 1.5 FTEs.

6) Contractual \$ 732,825

Nationally recognized providers with demonstrated records of improving student achievement were contacted to design and create budget estimates for the following contract. These providers will not necessarily be contracted for this project. If the grant is awarded, RIDE will conduct a competitive RFP process in accordance with federal and state rules and regulations to select a provider.

Project Year 1 will be primarily devoted to co-developing the mentoring protocols and formative assessment tools, program standards, and a rigorous recruitment and selection process for mentor teachers with the chosen provider. Trainings will also be held for the Director of Induction (Summer 2010) and relevant district personnel (Spring 2010). The first class of 10 mentor teachers will also be recruited and selected (Spring/Summer 2011).

D5 Induction

Project Year 1 (2010-2011)	
Mentoring Protocol Development & Formative Assessment Tools	\$4,725.00
Program Standards Design	\$3,150.00
General Program Design	\$9,450.00
Mentoring Recruitment & Selection Design	\$20,000.00
10 days of training for Program Director @ 1000/day	\$10,000.00
2 days of Training for District Leaders @ 4500/day	\$9,900.00
3 days of Principal Professional Development @ 4200/day	\$14,100.00
Mentor Recruitment and Selection	\$8,000.00
TOTAL	\$79,325.00

D5 Induction

In Project Year 2, the program will train (Summer/Fall 2011) the first cohort of 10 mentor teachers who will work with a projected 150 new teachers in Rhode Island's high-need LEAs.

Project Year 2 (2011-2012)	
12 Days of Mentor Training @ 4200/day	\$51,000.00
Ongoing Support for Program Director	\$7,000.00
Program Materials	\$10,000.00
Program Customization	\$13,000.00
General Consulting	\$40,000.00
Contractor Travel	\$33,000.00
2 days of Training for District Leaders @ 4500/day	\$9,900.00
3 days of Principal Professional Development @ 4200/day	\$12,600.00
Mentor Recruitment and Selection	\$8,000.00
TOTAL	\$184,500.00

D5 Induction

Years 3&4 are budgeted identically. In these years, the program will double capacity to train 20 new mentor teachers/year who will serve 150 new teachers and 150 second year teachers per year.

Project Year 3 & 4 (2012-2013 & 2013-2014)	
12 Days of Mentor Training	\$102,000.00
Program Materials	\$14,000.00
General Consulting	\$40,000.00
Contractor Travel	\$48,000.00
2 days of Training for District Leaders @ 4500/day	\$9,900.00
3 days of Principal Professional Development @ 4200/day	\$12,600.00
Mentor Recruitment and Selection	\$8,000.00
TOTAL	\$234,500.00

D5 Induction

New Teacher Induction Contract Summary					
	Project Year 1 (2010-2011)	Project Year 2 (2011-2012)	Project Year 3 (2012-2013)	Project Year 3 (2012-2013)	Total Cost
Mentoring Protocol Development & Formative Assessment Tools	\$4,725.00				\$4,725.00
Program Standards Design	\$3,150.00				\$3,150.00
General Program Design	\$9,450.00				\$9,450.00
Mentoring Recruitment & Selection Design	\$20,000.00				\$20,000.00
12 Days of Mentor Training		\$51,000.00	\$102,000.00	\$102,000.00	\$255,000.00
10 days of training for Program Director	\$10,000.00				\$10,000.00
Ongoing Support for Program Director		\$7,000.00			\$7,000.00
Program Materials		\$10,000.00	\$14,000.00	\$14,000.00	\$38,000.00
Program Customization		\$13,000.00			\$13,000.00
General Consulting		\$40,000.00	\$40,000.00	\$40,000.00	\$120,000.00
Contractor Travel		\$33,000.00	\$48,000.00	\$48,000.00	\$129,000.00
2 days of Training for District Leaders	\$9,900.00	\$9,900.00	\$9,900.00	\$9,900.00	\$39,600.00
3 days of Statewide Principal Professional Development	\$14,100.00	\$12,600.00	\$12,600.00	\$12,600.00	\$51,900.00
Mentor Recruitment and Selection	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$32,000.00
TOTAL	\$79,325.00	\$184,500.00	\$234,500.00	\$234,500.00	\$732,825.00

7) Training Stipends \$ -

No Request.

8) Other \$ -

No Request.

D5 Induction

9) Total Direct Costs \$ 1,502,283

10) Indirect Costs \$ 98,930

Rhode Island unofficial negotiated cost rate of 12.92%.

11) Funding For Involved LEAS \$ -

No Request.

12) Supplemental Funding for Participating LEAs \$ -

No Request.

13) Total Costs \$ 1,601,213

D5 Quality Teacher PD Options

QUALITY TEACHER PROFESSIONAL DEVELOPMENT OPTIONS BUDGET NARRATIVE

To ensure coherence in the state's RTT professional development strategy and improve the state's general PD efforts, RIDE will create a new full-time position to coordinate RTT PD initiatives, identify new providers with strong track records of improving student achievement, and analyze trends in teacher performance data to assist LEAs with purchasing decisions.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 88,000	\$ 90,640	\$ 93,359	\$ 96,160	\$ 368,159
2. Fringe Benefits	\$ 50,996	\$ 52,526	\$ 54,102	\$ 55,725	\$ 213,348
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5. Supplies	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 142,996	\$ 144,666	\$ 148,961	\$ 153,385	\$ 590,007
10. Indirect Costs*	\$ 18,152	\$ 18,691	\$ 19,246	\$ 19,817	\$ 75,906
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs		\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 161,148	\$ 163,357	\$ 168,207	\$ 173,202	\$ 665,913

D5 Quality Teacher PD Options

6) Contractual	\$	-	
No Request.			
7) Training Stipends	\$	-	
No Request.			
8) Other	\$	-	
No Request.			
9) Total Direct Costs	\$	590,007	
10) Indirect Costs	\$	75,906	
Rhode Island unofficial negotiated cost rate of 12.92%.			
11) Funding For Involved LEAS	\$	-	
No Request.			
12) Supplemental Funding for Participating LEAs	\$	-	
No Request.			
13) Total Costs	\$	665,913	

D5 Academy of School Leadership

ACADEMY OF SCHOOL LEADERSHIP BUDGET NARRATIVE

The Academy of School Leadership will provide a new pipeline of strong leaders for the state's high-need LEAs, particularly those with schools in need of turnaround. It will also grow to offer several high-quality professional development modules tailored to the needs of Rhode Island's principals and school leadership teams.

With RTTT funds, RIDE will provide the funding for a nationally recognized provider to co-design and operate the Academy. If no provider comes forward, RIDE will incubate and launch the academy as a 501(c)3 organization in partnership with national philanthropic organizations. At the end of the grant, the academy must be independently sustainable. RIDE will fund the start-up costs of the Academy and create a full-time position to oversee the state's work with the organization.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 88,000	\$ 90,640	\$ 93,359	\$ 96,160	\$ 368,159
2. Fringe Benefits	\$ 50,996	\$ 52,526	\$ 54,102	\$ 55,725	\$ 213,348
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
5. Supplies	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000
6. Contractual	\$ 324,375	\$ 356,250	\$ 366,938	\$ 377,946	\$ 1,425,508
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 467,371	\$ 500,916	\$ 515,898	\$ 531,330	\$ 2,015,516
10. Indirect Costs*	\$ 18,152	\$ 18,691	\$ 19,246	\$ 19,817	\$ 75,906
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 485,523	\$ 519,607	\$ 535,144	\$ 551,148	\$ 2,091,422

D5 Turnaround Principal Program

TURNAROUND PRINCIPAL PROGRAM BUDGET NARRATIVE

Over the life of the grant, this program will prepare 46 new and existing principals to lead in Rhode Island's lowest performing schools. All participants will develop the skill set necessary for successful turnaround. Rhode Island's 12 identified struggling schools will have priority hiring of these trained turnaround principals. After LEAs with struggling schools have an opportunity to hire these Turnaround Principals, other high-need LEAs will be able to hire any remaining principals.

The Turnaround Principal Program will be overseen and managed through the Academy of School Leadership. With RTTT funds, RIDE will provide the funds to hire consultants to design the program and will split the costs of operating the academy with Providence Public School District. After the grant period, LEAs will purchase the program's services directly and philanthropic support will be leveraged.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 445,000	\$ 530,000	\$ 717,500	\$ 682,500	\$ 2,375,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 445,000	\$ 530,000	\$ 717,500	\$ 682,500	\$ 2,375,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 445,000	\$ -	\$ -	\$ -	\$ -

D5 Turnaround Principal Program

1) Personnel \$ -

Aspiring and existing principals' salaries during the training year are not reflected in this budget. The state assumes that LEAs will fund these salaries with their share of RTTT funds. Salaries are estimated at \$157,590 (\$100,000, base salary + 57.95%, fringe benefits) per principal being trained.

2) Fringe Benefits \$ -

No Request.

3) Travel \$ -

No Request.

4) Equipment \$ -

No Request.

5) Supplies \$ -

No Request.

D5 Turnaround Principal Program

6) Contractual \$ 2,375,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a vendor to design and operate the Turnaround Principal Program.

The Turnaround Principal Program will recruit, select, train, and support 46 principals over the life of the grant. The program will require \$4,600,000 over the life of the grant for design and operating costs. Because the majority of principals will be placed in Providence Public School District, the state assumes that PPSD will provide 50% of the Turnaround Principal Program's total operating costs (\$2,225,000). The state will fund all design costs (\$150,000) and the remaining operating costs (\$2,225,000) for recruiting, selecting, and training. These cost estimates are based on information collected from national, high-performing principal preparation programs.

In Project Year 1, funds are budgeted for nationally recognized consultants to co-design, deliver the program to an initial cohort of 6 principals, and recruit and select the second cohort of 10 principals.

In Project Year 2, the academy's operators will deliver the program to the 2nd cohort, recruit and select the 3rd cohort of 15 principals, and begin supporting the 1st cohort.

Project Year 3 costs are identical to Project Year 2's, except for additional program delivery costs to train 5 additional principals.

Project Year 4 costs are almost identical to Project Year 3's; recruitment and selection costs decrease slightly. Cohort 5 will be 10 principals.

E2 School Achievement Specialists

SCHOOL ACHIEVEMENT SPECIALIST BUDGET NARRATIVE

Each school identified by RIDE for intervention will receive the support of a School Achievement Specialist (SAS) during the planning year and the first two years of implementation of the intervention program. With RTTT funds, RI will increase the number of persistently low achieving schools in which we intervene to 12 schools, and will intensify the support RIDE provides to the schools and to the LEAs that oversee the schools. This budget reflects intervention in 11 schools because the LEA of one of the identified schools has indicated that it will be closed.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 460,199
2. Fringe Benefits	\$ 63,745	\$ 65,657	\$ 67,627	\$ 69,656	\$ 266,685
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 3,125	\$ -	\$ -	\$ -	\$ 3,125
5. Supplies	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 7,500
6. Contractual	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 228,745	\$ 180,832	\$ 186,201	\$ 191,731	\$ 787,509
10. Indirect Costs*	\$ 22,690	\$ 23,364	\$ 24,057	\$ 24,772	\$ 94,882
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 251,435	\$ 204,196	\$ 210,258	\$ 216,502	\$ 882,392

E2 School Achievement Specialists

1) Personnel \$ 460,199

Personnel: The following position(s) will be created for this	% FTE	Base Salary	Total
LEA Transformation Coordinator (1.0 FTE) and Program	125%	\$88,000	\$110,000

2) Fringe Benefits \$ 266,685

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$ -

No Request.

4) Equipment \$ 3,125

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner.

5) Supplies \$ 7,500

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.).

6) Contractual \$ 50,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select an organization that has experience with recruitment and selection of experienced teachers and instructional leaders to recruit and select School Achievement Specialists on a contract basis. This organization will also design and deliver training for the SASs together with the RIDE staff member. This organization will be selected through an RFP process. The contract amount is budgeted at \$50,000 for the recruitment, design and training.

The cost of the SAS contracts will be passed through to the LEAs who receive these services. Each school will receive 20 days of support in their planning year (the year before the school implements the

E2 School Achievement Specialists

12) Supplemental Funding for Participating LEAs \$ -

No request

13) Total Costs \$ 882,392

E2 Evaluation Support

EVALUATION SUPPORT BUDGET NARRATIVE

Each school identified by RIDE for intervention benefit from a full time person to support the robust implementation of the evaluation system in the years leading up to, and including, the first year of implementation of the intervention program. With RTTT funds, RI will increase the number of persistently low achieving schools in which we intervene to 12 schools, and will intensify the support RIDE provides to the schools and to the LEAs that oversee the schools. This support is completely aligned with the evaluation support program described in section D (2) of this proposal, and is - in fact - managed by the same RIDE staff member. This level of support is more intense than other schools will receive.

RIDE staff will also support the collection, analysis and use of accountability and reporting data generated by interventions in persistently low achieving schools to inform emerging best practices and as inputs to our community of practice.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 460,199
2. Fringe Benefits	\$ 63,745	\$ 65,657	\$ 67,627	\$ 69,656	\$ 266,685
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 3,125	\$ -	\$ -	\$ -	\$ 3,125
5. Supplies	\$ 1,875	\$ 1,875	\$ 1,875	\$ 1,875	\$ 7,500
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 178,745	\$ 180,832	\$ 186,201	\$ 191,731	\$ 737,509
10. Indirect Costs*	\$ 22,690	\$ 23,364	\$ 24,057	\$ 24,772	\$ 94,882
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 201,435	\$ 204,196	\$ 210,258	\$ 216,502	\$ 832,392

E2 Evaluation Support

1) Personnel \$ 460,199

Personnel: The following position(s) will be created for this project.	% FTE	Base Salary	Total
Accountability and Reporting Specialist (1.0 FTE) and Program	125%	\$88,000	\$110,000

2) Fringe Benefits \$ 266,685

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$ -

No request

4) Equipment \$ 3,125

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner.

5) Supplies \$ 7,500

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.).

6) Contractual \$ -

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select an organization that has experience with recruitment and selection of experienced teachers to recruit and Evaluation Support Specialists.

The full cost for this contractual support will be covered by the LEAs receiving this support.

E2 Evaluation Support

7) Training stipends	\$	-	
No request			
8) Other	\$	-	
No request			
9) Total Direct Costs	\$	737,509	
10) Indirect Costs	\$	94,882	
Based on RI indirect cost agreement for 12.92%			
11) Funding For Involved LEAS	\$	-	
No request			
12) Supplemental Funding for Participating LEAs	\$	-	
No request			
13) Total Costs	\$	832,392	

E2 School Assessments

6) Contractual \$ -

All contractual costs will be covered by LEAs who receive this service. In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to identify the provider and will engage in one central contract to ensure consistency and quality of this service.

RIDE used past experience with nationally recognized organizations who conduct school assessments and provide detailed feedback and recommendations based on the assessment outcomes as a basis for cost estimates for this scope of work. RIDE will conduct an RFP to select the most appropriate vendor. We have budgeted \$25,000 per school per year for this project.

7) Training stipends \$ -

No request

8) Other \$ -

No request

9) Total Direct Costs \$ 147,502

10) Indirect Costs \$ 18,976

Based on RI indirect cost agreement for 12.92%

11) Funding For Involved LEAS \$ -

No request

12) Supplemental Funding for Participating LEAs \$ -

No request

13) Total Costs \$ 166,478

E2 Charter Start-up

HIGH PERFORMING CHARTER START-UP GRANTS BUDGET NARRATIVE

RIDE will sub-grant 4 \$0.5 million start-up grants to charter management organizations with a track record of success in serving low income students and closing the achievement gap.

Grants will be made through a competitive process whose main criteria will be documented and consistent success in raising student academic outcomes in low income populations and closing the achievement gap.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ -	\$ -	\$ -	\$ -	\$ -
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ 500,000	\$ 1,000,000	\$ 500,000	\$ -	\$ 2,000,000
9. Total Direct Costs (lines 1-8)	\$ 500,000	\$ 1,000,000	\$ 500,000	\$ -	\$ 2,000,000
10. Indirect Costs*	\$ 64,600	\$ 129,200	\$ 64,600	\$ -	\$ 258,400
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 564,600	\$ 1,129,200	\$ 564,600	\$ -	\$ 2,258,400

E2 Charter Start-up

1) Personnel	\$	-
This process will be managed by existing RIDE staff		
2) Fringe Benefits	\$	-
No Request.		
3) Travel	\$	-
No Request.		
4) Equipment	\$	-
No Request.		
5) Supplies	\$	-
No Request.		
6) Contractual	\$	-
No Request.		
7) Training stipends	\$	-
No request		

E2 Charter Start-up

8) Other \$ 2,000,000

Based on conversations with nationally recognized charter management organizations, start-up operating costs would be approximately \$0.5 - \$1.0 million given our per pupil funding rate. That excludes the cost of facilities, which would not be covered by this grant. RIDE will re-grant \$2 million to fund 4 charter schools to start operations, with a specific focus on high performing CMOs in order to recruit them to RI. This will be done through a competitive process to identify the organization(s) and to agree on the timing and location of the schools.

9) Total Direct Costs \$ 2,000,000

10) Indirect Costs \$ 258,400

Based on RI indirect cost agreement for 12.92%

11) Funding For Involved LEAS \$ -

No request

12) Supplemental Funding for Participating LEAs \$ -

No request

13) Total Costs \$ 2,258,400

E2 Summer Teacher Leader

SUMMER TEACHER LEADER BUDGET NARRATIVE

Each school identified by RIDE for intervention will participate in a summer training for the leadership team and the entire teaching staff in the summer prior to the first year of implementation of the intervention program. With RTTT funds, RI will increase the number of persistently low achieving schools in which we intervene to 12 schools, and will intensify the support RIDE provides to the schools and to the LEAs that oversee the schools. This summer training is an intense training that is integrated with the training programs described in section D of this proposal.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 22,000	\$ 22,660	\$ 23,340	\$ 24,040	\$ 92,040
2. Fringe Benefits	\$ 12,749	\$ 13,131	\$ 13,525	\$ 13,931	\$ 53,337
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 625	\$ -	\$ -	\$ -	\$ 625
5. Supplies	\$ 375	\$ 375	\$ 375	\$ 375	\$ 1,500
6. Contractual	\$ 50,000	\$ 450,000	\$ 225,000	\$ 225,000	\$ 950,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 85,749	\$ 486,166	\$ 262,240	\$ 263,346	\$ 1,097,502
10. Indirect Costs*	\$ 4,538	\$ 4,673	\$ 4,811	\$ 4,954	\$ 18,976
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 90,287	\$ 490,839	\$ 267,052	\$ 268,300	\$ 1,116,478

1) Personnel \$ 92,040

E2 Summer Teacher Leader

Personnel: The following position(s) will be created for this project.	% FTE	Base Salary	Total
Program Specialist (0.25) FTE: This new position will be added to the RIDE Transformation office staff reporting to the Transformation Officer. The Program Specialist will oversee the SAS program, the school assessment program and the summer teacher leader program. He or she will be responsible for identifying a training provider with the appropriate expertise, and ensuring that the training design and outcome meets the goals of this proposal and the needs of the LEAs. This budget covers 25% of this position.	25%	\$88,000	\$22,000

Replacement costs for participating teachers are not reflected in this budget. The state assumes that LEAs will pay these costs out of their share of RTT funds.

2) Fringe Benefits \$ 53,337

Includes health, vision, dental, social security, assessed fringe benefits costs, retirement, and retirement health. Calculated at 57.95% of salary for each program staff. See **Budget Note 1 - Fringe Benefit Methodology** for detailed explanation.

3) Travel \$ -

No Request.

4) Equipment \$ 625

Standard equipment cost for a RIDE employee is \$2,500 in year one of employment to cover a computer, phone and a share of printer/fax/scanner.

5) Supplies \$ 1,500

E2 Summer Teacher Leader

Standard supplies cost for a RIDE employee is \$1,500 per year to cover office supplies (paper, toner, postage, printing, etc.).

6) Contractual \$ 950,000

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select an organization that has experience with building a culture of high expectations in urban schools, and with the Leadership Academy that is created in D (5) to design and deliver this program.

The program is a four week program serving principals and their leadership teams for two weeks of training on using data to inform instruction and instructional leadership, and two weeks for the whole staff on building a culture of high expectations.

Vendor(s) will be selected through an RFP process. If multiple vendors are selected they will be required to work together to deliver a program that is tightly integrated.

\$50,000 has been budgeted for program design. These funds will enable vendors to modify existing content and create a program that is tailored to the needs of our schools that are undergoing intervention. This will cover staff or consultant fees from the vendor as well as travel expenses during design.

The program delivery is budgeted at \$120,000 per school. This assumes that there is one trainer for 10 days with the leadership team at a rate of \$2,000 per day. We have budgeted a relatively high rate because it is critical that the trainers secured for this work are top quality in the nation. The 10 days with the full staff will be covered by 5 trainers, at a rate of \$2,000 per day. This provides a very high level of coverage of trainers to staff members so that the staff gets intensive trainer focus and a lot of individual attention. Staff work in small groups, pairs, and at time one on one with the trainers. This rate covers the trainers' time, travel expense and supplies.

12 schools will go through the training, each in the summer before they launch the implementation of their chosen intervention program. \$30,000 has been budgeted per school for embedded follow up from this program. Trainers will come to the schools to evaluate the fidelity of the implementation, provide ongoing support and coaching, to answer questions and demonstrate best practices. This will be done

E2 Summer Teacher Leader

through intensive phone support to the leadership team and any teacher that wishes to call with a question and 8 days in each school building during that year to observe and provide feedback in person.

The state will use its RTTT funds to cover 1/2 the cost of this training and the LEAs will use their share of the funds to cover the other 1/2.

Year of the Grant	1	2	3	4	Total
Schools receiving training	0	6	3	3	
Design	\$50,000				\$50,000
Summer teacher leader program	\$0	\$720,000	\$360,000	\$360,000	\$1,440,000
Ongoing support	\$0	\$180,000	\$90,000	\$90,000	\$360,000
LEA share of cost		-\$450,000	-\$225,000	-\$225,000	-\$900,000
TOTAL	\$50,000	\$450,000	\$225,000	\$225,000	\$950,000

7) Training Stipends \$ -

No request

8) Other \$ -

No request

9) Total Direct Costs \$ 1,097,502

10) Indirect Costs \$ 18,976

Based on RI indirect cost agreement for 12.92%

11) Funding For Involved LEAS \$ -

No request

E2 Summer Teacher Leader

12) Supplemental Funding for Participating LEAs	\$	-
No request		
13) Total Costs	\$	1,116,478

VIRTUAL LEARNING BUDGET NARRATIVE

RIDE will sub-grant one \$1 million start-up grants to create a virtual school.

The grant will be made through a competitive process to identify a vendor with a track record of success in the design, launch, and support of a virtual school.

Summary Table

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -	\$ -
6. Contractual	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000

- | | |
|---|--------------|
| 1) Personnel | No request |
| This process will be managed by existing RIDE staff | |
| 2) Fringe Benefits | No request |
| 3) Travel | No request |
| 4) Equipment | No request |
| 5) Supplies | \$ - |
| No Request. | |
| 6) Contractual | \$ 1,000,000 |

With RTTT funds, Rhode will advance its comprehensive and cohesive statewide development plan by doing the following:

- 1) Launch a virtual learning network (a consortium of invested stakeholders who commit to advancing rigor of e-learning in Rhode Island) that includes coursework, training, and college e-learning and creates state-wide guidance around access and opportunity for secondary students;
- 2) Approve the design and implementation of a state-sponsored virtual learning high school that attends to both credit recovery and credit advancement by building access to expanded high quality curriculum in a synchronous and asynchronous offering structure.

F2 Virtual School

In accordance with state and federal procurement rules and regulations, RIDE will conduct a competitive RFP process to select a provider with expertise in the design and implementation of high-quality e-learning offerings that will work closely with the emerging e-learning community and RIDE to achieve the implementation of a state-sponsored virtual learning high school that advances on-line interactive learning and addresses individual student educational needs and interest.

Based on research of the start-up costs of existing virtual schools, we have estimated start-up operating costs would be approximately \$1 million.

7) Training stipends	\$	-	
No request.			
8) Other	\$	-	
No request			
9) Total Direct Costs	\$	1,000,000	
10) Indirect Costs	\$	-	
Based on RI indirect cost agreement for 12.92%			
11) Funding For Involved LEAS	\$	-	
No request			
12) Supplemental Funding for Participating LEAs	\$	-	
No request			
13) Total Costs	\$	1,000,000	

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 7 / 1 / 2009 To: 12 / 31 / 2009

Approving Federal agency: X ED Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

OCT - 5 2009

BOARD OF REGENTS FOR
ELEMENTARY AND SECONDARY EDUCATION

Ms. Deborah A. Gist
Commissioner
Rhode Island Department of Elementary
and Secondary Education
255 Westminster Street
Providence, Rhode Island 02903-3400

OCT 08 2009

OFFICE OF THE
COMMISSIONER

Reference: Agreement No. 2008-113 (B)

Dear Ms. Mitchell:

The original and one copy of an Indirect Cost Rate Agreement are enclosed. We are extending the effective date of the last indirect cost rate while we complete a review of the current indirect cost rate proposal.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
OCFO / FIPAO / ICG
Attention: Ms. Nelda V. Barnes
Room 21E4, UCP
830 First Street, NE
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact Nelda V. Barnes at (202) 377-3876 or you may e-mail her at nelda.barnes@ed.gov.

Sincerely,

Mary Gougisha
Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

DATE: OCT - 1 - 2008

Rhode Island Department of
Elementary & Secondary Education
Shepard Building, Sixth Floor
225 Westminster Street
Providence, Rhode Island 02903-3400

AGREEMENT NO. 2008-113 (B)
FILING REFERENCE: This replaces previous
Agreement No. 2008-113 (A)
dated December 19, 2008

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-122 applies. This agreement is issued by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Provisional	07-01-2009	12-31-2009	19.76%	1/	All	2/
Provisional	07-01-2009	12-31-2009	12.92%	1/	All	3/

* Fixed with Carry-Forward.

1/ Total Direct Costs less equipment purchases, flow-through funds, alterations and renovations, and the portion of individual subcontracts exceeding \$25,000.

2/ All programs not requiring the use of a Restricted Rate as shown in 34 CFR 76.560-569.

3/ All programs requiring the use of a Restricted Rate as shown in 34 CFR 76.560-569.

Treatment of Fringe Benefits: Generally, the Organization treats fringe benefits applicable to direct salaries and wages as direct costs. In accordance with OMB Circular A-87, Attachment B (8)(d)(3), it does not charge payments to separating employees for unused leave as direct costs on federal awards.

Capitalization Policy: All equipment and furniture items with a unit cost of \$5,000 or more, computers with a unit cost of \$500 or more, and property improvement costs, are treated as "equipment."

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Rhode Island Department of Elementary & Secondary Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Rhode Island Department of Elementary & Secondary Education, were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

COPY

Section III - Special Remarks

1. This Agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this Agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this State Education Agency by means other than the rate(s) cited in this agreement shall be credited for such costs. The applicable rates cited herein shall be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

Rhode Island Department of
 Elementary & Secondary Education
 225 Westminster Street
 Providence, Rhode Island 02903-3400



 Signature

Deborah A Gist

 Name

Commissioner

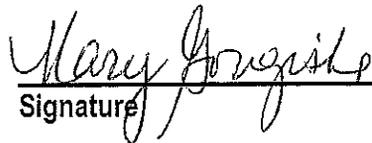
 Title

October 16, 2009

 Date

For the Federal Government:

US Department of Education
 830 First Street, NE
 OCFO / FIPAO / ICG
 Washington, DC 20202-4450



 Signature

Mary Gougisha

 Name

Director, Indirect Cost Group

 Title
 OCT -- 5 2009

 Date

Nelda V. Barnes

 Negotiator

(202) 377-3876

 Telephone

State of Rhode Island

Department of Education- Fringe Benefit Calculation

FY 2010/2011

The fringe benefit rate for employees at the Rhode Island Department of Education should be calculated and budgeted as a percentage of total salary. The calculation contains the following components:

<u>FY 2010</u>	<u>FY2011</u>																						
21.64%	21.64%	State Retirement Contribution																					
7.65%	7.65%	FICA/Medicaid Federal Tax																					
4.54%	4.27%	Assessed Fringe Benefit Funds Contribution - These contribution are made to a Statewide fund administered by the Department of Administration used to pay employees for accrued sick and vacation days upon retirement or termination of state service.																					
5.62%	6.74%	Retiree Health Insurance Contribution – These contribution are made to a Statewide fund administered by the Department of Administration used to pay for Health Insurance premiums of retired state employees.																					
16.95%	17.65%	Health Benefits (including Medical/Dental/Vision) – calculated based on weighted average of annual benefit premiums as follows:																					
		<table border="0"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Medical Insurance</td> <td>\$13,511</td> <td>\$14,295</td> </tr> <tr> <td>Dental Insurance</td> <td>\$ 748</td> <td>\$ 778</td> </tr> <tr> <td>Vision Insurance</td> <td><u>\$ 148</u></td> <td><u>\$ 148</u></td> </tr> <tr> <td>Total</td> <td>\$14,407</td> <td>\$15,225</td> </tr> <tr> <td>Average annual Salary</td> <td>\$85,000</td> <td>\$86,275</td> </tr> <tr> <td>Health Benefits as % of Salary</td> <td>16.95%</td> <td>17.65%</td> </tr> </tbody> </table>		2010	2011	Medical Insurance	\$13,511	\$14,295	Dental Insurance	\$ 748	\$ 778	Vision Insurance	<u>\$ 148</u>	<u>\$ 148</u>	Total	\$14,407	\$15,225	Average annual Salary	\$85,000	\$86,275	Health Benefits as % of Salary	16.95%	17.65%
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<hr/>																							
56.40%	57.95%	Total Rate based on average annual salary																					

Budget Summary: RIDE Renewal of Rhode Island Teaching Fellows & Practitioner Teacher Program for Cohort 2

		New Costs to Renew (Cohort 2)							
		Total	Total	Total					
		RIDE FY10 (July 1, 2009 - June 30, 2010)	RIDE FY11 (July 1, 2010 - June 30, 2011)	RIDE FY12 (July 1, 2011 - June 30, 2012)					
Salaries and Benefits									
	Operations Manager	\$ 38,625	\$ 52,659	\$ 13,261					
	Training and Resource Manager	\$ 46,350	\$ 15,450						
	Ambassadors	\$ 5,000	\$ -						
	Part Time Selectors (incl prescreeners)	\$ 6,185	\$ -						
	Institute Instructors	\$ -	\$ 12,000						
	Temporary Assistants	\$ 2,000	\$ 3,060	\$ 1,030					
	Lead Selector	\$ 5,000	\$ -						
	Selector/Prescreener Training Stipend	\$ 2,000	\$ -						
	Content Seminar Leader	\$ -	\$ 20,600						
	Cooperating/mentor teachers	\$ -	\$ 5,206						
	Operations Center Fee	\$ 5,250	\$ 7,000	\$ 1,750					
		\$ -	\$ -						
		\$ -	\$ -						
	Benefits & Taxes	\$ 17,635	\$ 29,004	\$ 6,532					
		\$ -	\$ -						
Recruitment & Selection		\$ -	\$ -						
Marketing		\$ -	\$ -						
	Print & Internet Ads	\$ 22,200	\$ -						
	Marketing Collateral	\$ 2,000	\$ -						
	Graphic and Web Design	\$ 2,000	\$ -						
	Web Hosting	\$ 400	\$ -						
		\$ -	\$ -						
Recruitment & Selection Events		\$ -	\$ -						
	Information & Cultivation Sessions	\$ 1,760	\$ -						
	Selection & Placement Events	\$ 640	\$ 160						
	Recruitment & Selection Travel	\$ 2,560	\$ -						
		\$ -	\$ -						
Program Expenses		\$ -	\$ -						
Staff Recruitment & Training		\$ -	\$ -						
	Recruitment for CSL positions	\$ 1,000	\$ -						
	Training for CSLs	\$ -	\$ 7,600						
		\$ -	\$ -						
Materials		\$ -	\$ -						
	Pre-service Literacy texts	\$ -	\$ -						
	Year-long Literacy texts	\$ -	\$ -						
	District copies of Materials	\$ -	\$ 597						
	Content Seminar Manual reproduction	\$ -	\$ 2,600						
		\$ -	\$ -						
Supplies-Program		\$ -	\$ -						
	CS Events	\$ 60	\$ 247						
	CS Supplies	\$ -	\$ 336						
	Printing	\$ 1,050	\$ 3,068	\$ 773					
	Postage	\$ 1,050	\$ 3,068	\$ 773					
	Office Supplies	\$ 375	\$ 4,601	\$ 1,159					
		\$ -	\$ -						

