

Rhode Island's Race to the Top Annual Performance Report

[Review the State-reported Year One APR](#)

Comprehensive Approach to Education Reform

Local Educational Agency (LEA) Participation

Student Outcomes Data: State Assessment Results

Student Outcomes Data: NAEP Results

Student Outcomes Data: Closing Achievement Gaps

Student Outcomes Data: Graduation Rates and Postsecondary Data

College and Career-Ready Standards and Assessments

Data Systems to Support Instruction

Great Teachers and Leaders

Turning Around the Lowest-Achieving Schools

Education Funding and Charter Schools

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Progress Updates on Invitational Priorities

Year One Budget

[Download Rhode Island's State-reported Year One Annual Performance Report](#)

The Rhode Island State-reported Year One Annual Performance Report will be posted here when available.

[Download Rhode Island's Year One State-specific Summary Report](#)

The Rhode Island Year One State-specific Summary report will be posted here when available.

[Download Year One State-reported Annual Performance Report for All Race to the Top Grantees](#)

The Year One State-reported Annual Performance Report for all Race to the Top Grantees will be posted here when available.

[Back to the Top](#)

Rhode Island

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Comprehensive Approach to Education Reform

Page 2 of 12

State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

Rhode Island's State-reported Progress in Comprehensive Education Reform

State-reported response: Race to the Top has provided Rhode Island with the funding needed to carry out a single powerful vision: an education system that prepares all Rhode Island students for success in college, careers, and life. Rhode Island's comprehensive strategic plan, Transforming Education in Rhode Island (RIDE Strategic Plan), continues to form the foundation for the state's Race to the Top implementation. Rhode Island is utilizing a unified, statewide approach toward Race to the Top; the state and participating LEAs are working together to build and implement statewide systems of support that benefit all students and educators.

The RIDE Strategic Plan is grounded in the following theory of action: (1) all students will achieve at high levels when we have an effective teacher in every classroom and an effective leader in every school, and (2) our teachers and school leaders will be more effective when they receive consistent and effective support and work within a system of policies and resources that is based on student needs. Rhode Island has put policies in place to support our ambitious reform agenda, including the Basic Education Program (BEP) and the Educator Evaluation System Standards. These policies have positioned Rhode Island to move forward with a strong foundation for implementation. In addition to our comprehensive plan and supportive policies, we have continued to closely collaborate with local school district leadership, school committees, teachers unions, teachers and principals, parents, students, civic and community leaders, and other stakeholders throughout the state.

Beginning in September 2010, Education Commissioner Deborah A. Gist visited each district in the state to meet with local educators, students, and the larger community. The visits included classroom observations, meetings with district administrators, teacher meetings, and open community forums. Teacher meetings topics included the implementation of a new educator evaluation system and other Race to the Top projects. At the community forums, the Commissioner discussed the state's Strategic Plan, Race to the Top projects, new financial systems that support effective use of resources in support of education reform, and other important issues for communities. An additional form of community engagement occurs through the Race to the Top Steering Committee, which convenes each quarter to engage a variety of stakeholders in reviewing and understanding the Race to the Top

scope of work and implementation at the state and local levels, and in making recommendations regarding how to engage the broader community in the comprehensive reform supported by Race to the Top.

The Rhode Island Department of Elementary and Secondary Education (RIDE), in partnership with the Auditor General and all school districts in the state, has now implemented an unprecedented financial reform called the Uniform Chart of Accounts (UCOA). The UCOA is a method of accounting that provides transparency, uniformity, accountability, and comparability of financial information for all schools and districts. For the first time, school leaders, teachers, parents, legislators, and other education stakeholders can compare financial data across school districts in a reliable, consistent manner. The UCOA is part of an overall system for financial accountability, along with the BEP and the new education funding formula. The BEP sets standards for all public schools and districts in Rhode Island. Based on calculations of what it costs to pay for the education system that the BEP describes, the funding formula determines how much state aid each district receives. The UCOA ensures that districts are using funds wisely in order to provide the best possible education for all students.

During year one of Race to the Top, Rhode Island has made substantial progress in the following areas:

Standards and Assessments

Rhode Island has adopted the Common Core State Standards and has held Study of the Standards training sessions with more than 50% of the state's educators in 19 districts in order to prepare for the transition to the Common Core. The training sessions, which continue into year two, will help educators and administrators understand how the Common Core will impact their classroom practice. Rhode Island is working with other states on collaborative curriculum and assessment initiatives, including the Partnership for Assessment of Readiness for College and Careers (PARCC), which will replace the current state assessment (NECAP) in 2014-15 for ELA/literacy and mathematics. As a governing state in PARCC, Rhode Island is playing an important role in the development of the new assessment system. Rhode Island has established a PARCC team consisting of state and local educators to support effective implementation of the Common Core and PARCC. One of our participating districts, Warwick, has developed curriculum aligned to the Common Core, and our other LEAs are in the process of developing aligned curriculum.

Data Systems to Support Instruction

Rhode Island has engaged in planning activities around enhancing our data systems to support instruction, as well as developing the systems that will support critical activities around instruction and assessment. This included establishing a Data Governance Board to oversee all elements of the data enterprise system and stakeholder engagement. To date, vendors have been selected to complete and integrate key components of our state longitudinal data system. New data dashboards have been created for two new user groups, and we exceeded our unique user target for year one.

Great Teachers and Leaders

Rhode Island has developed a model educator evaluation system in collaboration with educators from more than 23 school districts and education organizations in Rhode Island. The Rhode Island teacher and principal evaluation system is based on multiple measures and supports our goal that, by 2014, every teacher and administrator will be evaluated annually with a tool that is fair and reliable and gives educators helpful feedback to improve.

The gradual implementation of this system has begun, and Rhode Island has begun training for educators on the first module of teacher evaluations and building administrator evaluations for the summer and fall of 2011. Additionally, Rhode Island identified two districts that will pilot full implementation during the 2011-12 school year and prepared a plan for providing extra support to these districts.

Rhode Island is expanding and improving pathways to the teaching profession and developing a new program to support novice teachers. The state launched a new-teacher induction program to provide beginning teachers with better support to develop their practice and accelerate student achievement. This statewide teacher induction program provides face-to-face support for first-year teachers with trained mentors. Additionally, new certification regulations have been drafted and will be brought to the Board of Regents in the fall 2011.

Turning Around Lowest-Achieving Schools

Rhode Island utilized the analysis of student-test-score and graduation-rate data to identify five persistently lowest-achieving (PLA) schools. Through the Protocol for Intervention: Persistently Lowest-Achieving Schools, approved by the Board of Regents, Rhode Island has articulated all roles, responsibilities, and expectations for LEA leadership once a school is identified as PLA and the models recommended for addressing their schools' PLA status.

Each of the five schools in cohort one have approved reform plans and are implementing those plans. Rhode Island has made progress in shaping and articulating the state's supports for the lowest-achieving schools in our state, indicated by its work in: improving the process for identification of PLA schools in our districts, collecting data and information to support the development of school improvement planning documents, assisting in the selection process for leaders in the PLA schools, and collaborating with these leaders to increase capacity at the state and local levels.

[Back to the Top](#)



Rhode Island

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Local Educational Agency (LEA) Participation

LEAs participating in Rhode Island's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Rhode Island's plan in each of the reform areas

Collapse All

LEAs participating in Rhode Island's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	53	48	50	0
Schools	308	299	305	0
K-12 Students	139,308	141,091	139,052	0
Students in poverty	63,551	59,726	63,374	0
Teachers	14,025	15,489	14,012	0
Principals	452	435	450	0

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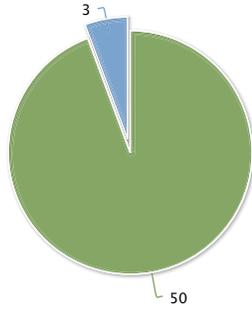
Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: At the time Rhode Island submitted our application there were 48 participating LEAs. During the 90 day scope of work planning period, one LEA moved from involved to fully participating and another LEA joined as participating.

Additional information provided by the State:

Rhode Island calculates the number of students in poverty by the number of students eligible for the free/ reduced priced lunch program.

LEAs Participating in Rhode Island's Race to the Top Plan

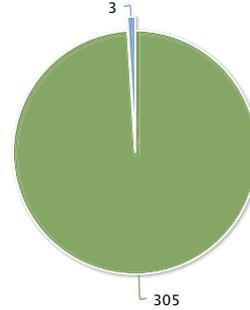


■ Participating LEAs (#) as of June 30, 2011
■ Involved LEAs (#) as of June 30, 2011
■ Other LEAs

[View Table \(Accessible\)](#)

[Click to see the name and NCES ID for each participating LEA](#)

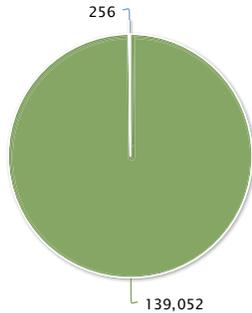
Schools in LEAs Participating in Rhode Island's Race to the Top Plan



■ Schools (#) in participating LEAs
■ Schools (#) in involved LEAs
■ Schools (#) in other LEAs

[View Table \(Accessible\)](#)

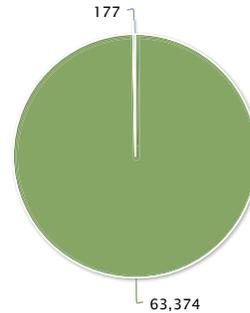
K-12 Students in LEAs Participating in Rhode Island's Race to the Top Plan



■ K-12 Students (#) in participating LEAs
■ K-12 Students (#) in involved LEAs
■ K-12 students (#) in other LEAs

[View Table \(Accessible\)](#)

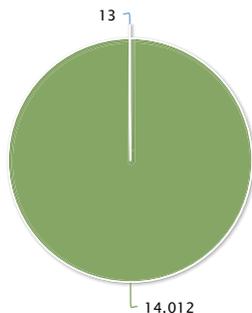
Students in Poverty in LEAs Participating in Rhode Island's Race to the Top Plan



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in involved LEAs
■ Students in poverty (#) in other LEAs

[View Table \(Accessible\)](#)

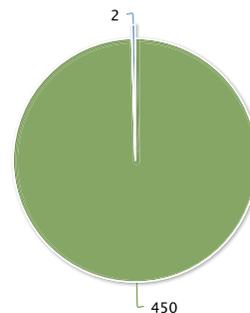
Teachers in LEAs Participating in Rhode Island's Race to the Top Plan



■ Teachers (#) in participating LEAs
■ Teachers (#) in involved LEAs
■ Teachers (#) in other LEAs

[View Table \(Accessible\)](#)

Principals in LEAs Participating in Rhode Island's Race to the Top Plan



■ Principals (#) in participating LEAs
■ Principals (#) in involved LEAs
■ Principals (#) in other LEAs

[View Table \(Accessible\)](#)

Term	State's Definition
Teacher	A professional school staff member who instructs students in pre-kindergarten, kindergarten, grades 1 through 12 or ungraded classes and maintains daily student attendance records.
Principal	Rhode Island definition of a principal is consistent with the definitions used for the National Center for Education Statistics and EdFacts data collections.

[View Table Key](#)

[Back to the Top](#)

The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID
BARRINGTON	4400030
BEACON CHARTER SCHOOL	4400008
BLACKSTONE ACADEMY	4400036
BRISTOL WARREN	4400065
BURRILLVILLE	4400090
CENTRAL FALLS	4400120
CHARIHO	4400150
COVENTRY	4400210
CRANSTON	4400240
CUMBERLAND	4400270
DAVIES CAREER AND TECH	4400004
DCYF	4400009
DEMOCRACY PREP BLACKSTONE VALLEY ACADEMY	4400015
EAST GREENWICH	4400300
EAST PROVIDENCE	4400330
EXETER-WEST GREENWICH	4400360
FOSTER	4400390

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LEA	NCES ID
FOSTER-GLOCESTER	4400420
GLOCESTER	4400450
HIGHLANDER	4400031
INTERNATIONAL CHARTER	4400034
JAMESTOWN	4400510
JOHNSTON	4400540
KINGSTON HILL ACADEMY	4400033
LEARNING COMMUNITY	4400006
LINCOLN	4400570
LITTLE COMPTON	4400600
MET CAREER AND TECH	4400003
MIDDLETOWN	4400630
NARRAGANSETT	4400660
NEW SHOREHAM	4400690
NEWPORT	4400720
NORTH KINGSTOWN	4400750
NORTH PROVIDENCE	4400780

[View Table Key](#)

LEA	NCES ID
NORTH SMITHFIELD	4400810
PAUL CUFFEE CHARTER SCH	4400032
PAWTUCKET	4400840
PORTSMOUTH	4400870
PROVIDENCE	4400900
R.I. SCH FOR THE DEAF	4400001
SCITUATE	4400960
SEGUE INSTITUTE FOR LEARNING	4400014
SMITHFIELD	4400990
SOUTH KINGSTOWN	4401020
THE COMPASS SCHOOL	4400035
TIVERTON	4401050
WARWICK	4401110
WEST WARWICK	4401140
WESTERLY	4401170
WOONSOCKET	4401200

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[Close](#)

[Back to the Top](#)

Participating LEAs committed to implementing Rhode Island's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriteria as of June 30, 2011		Percentage of LEAs participating in this subcriteria (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	50	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	49	98
(ii) Professional development on use of data	0	50	100
(iii) Availability and accessibility of data to researchers	0	49	98

D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	49	98
(ii) Design and implement evaluation systems	0	49	98
(iii) Conduct annual evaluations	0	49	98
(iv)(a) Use evaluations to inform professional development	0	50	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	42	84
(iv)(c) Use evaluations to inform tenure and/or full certification	0	46	92
(iv)(d) Use evaluations to inform removal	0	46	92
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	50	100
(ii) Hard-to-staff subjects and specialty areas	0	48	96
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	50	100
(ii) Measure effectiveness of professional development	0	50	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	47	94

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[Back to the Top](#)

Table Key

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N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Rhode Island

Standard Version

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Student Outcomes Data: State Assessment Results

English language arts (ELA) assessment results

Mathematics assessment results

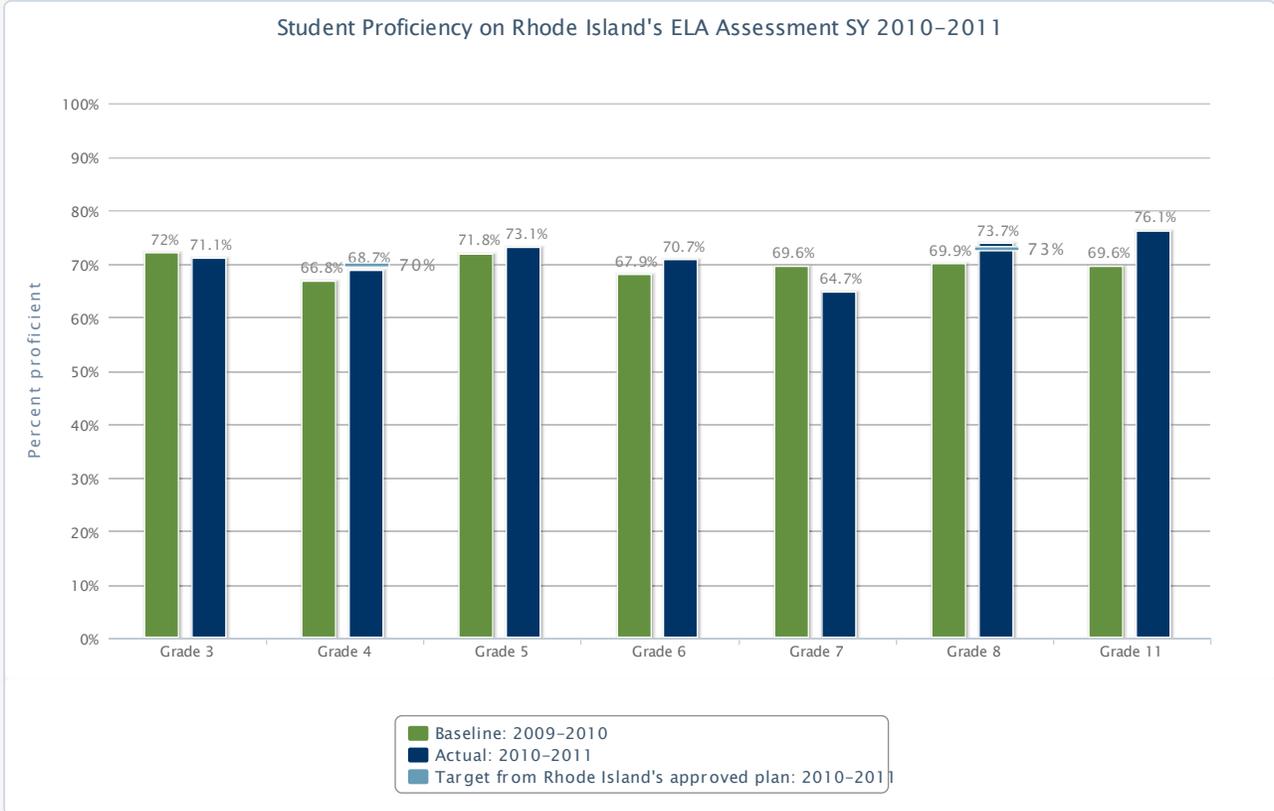
Collapse All

English language arts (ELA) assessment results

State-reported information

Results of Rhode Island's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: October 14, 2011



[View Table \(Accessible\)](#)

Student proficiency on Rhode Island's ELA assessment SY 2010-2011. Preliminary data reported as of October 14, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan:

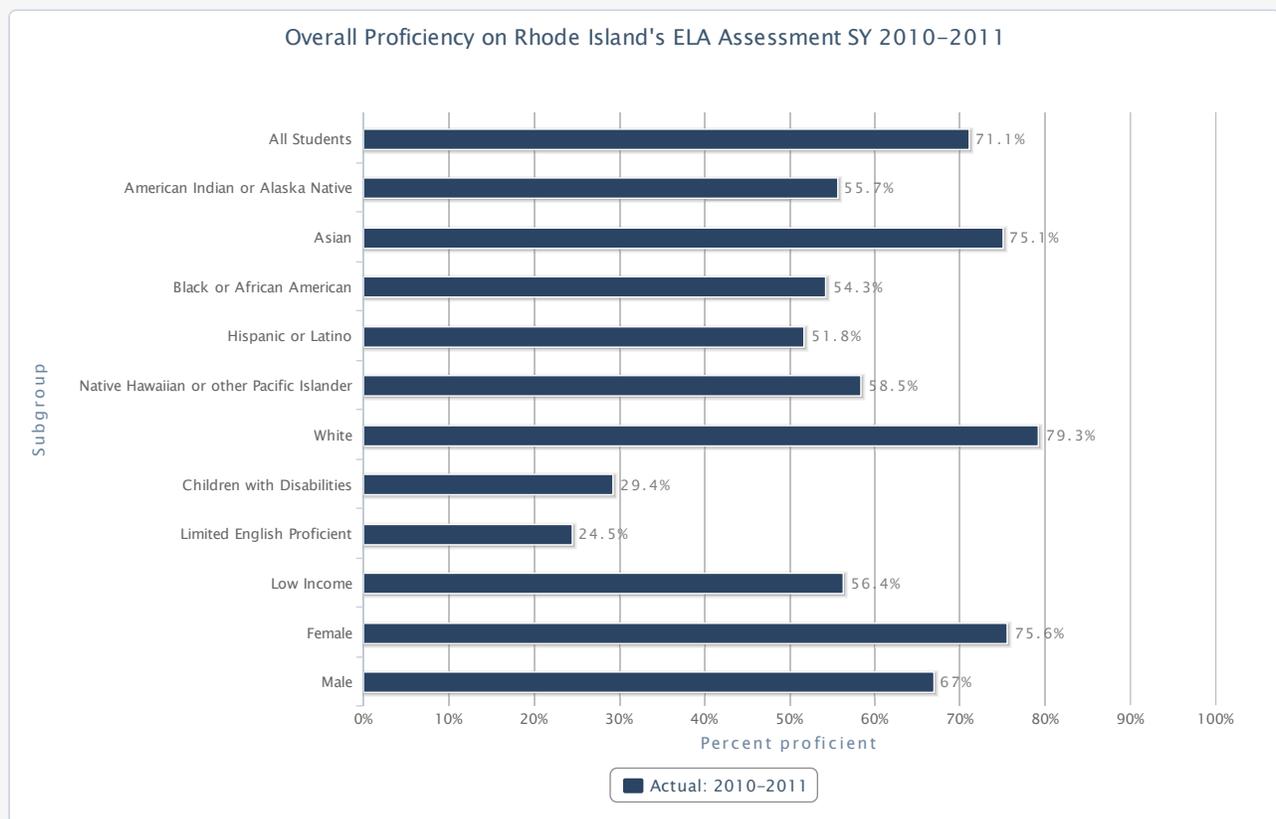
			SY 2010-2011
Grade 3	72%	71.1%	N/A
Grade 4	66.8%	68.7%	70%
Grade 5	71.8%	73.1%	N/A
Grade 6	67.9%	70.7%	N/A
Grade 7	69.6%	64.7%	N/A
Grade 8	69.9%	73.7%	73%
Grade 11	69.6%	76.1%	N/A

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Additional information provided by the State:

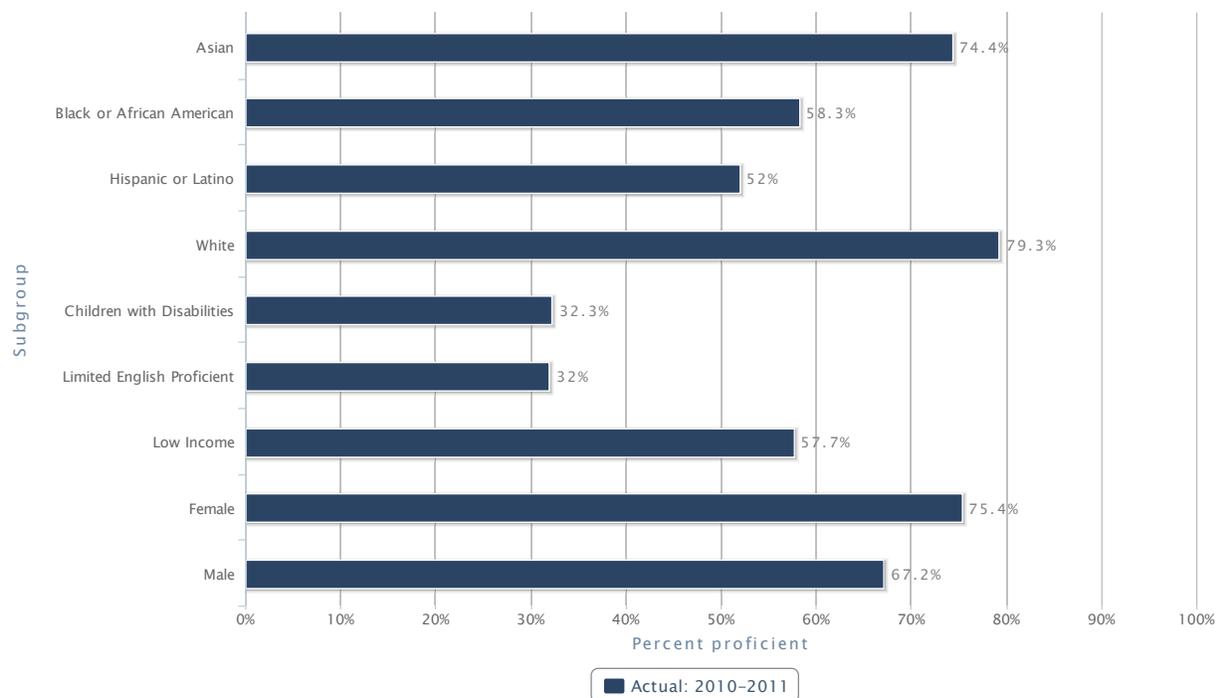
Rhode Island statewide assessments are administered in the fall of each school year. The 2010-2011 NECAP results do not include data for subgroups whose n-size is less than 10. Homeless student data are not included in the 2010-2011 date; these data will be part of the ED Facts submission later in the year.

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Rhode Island's ELA Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
All Students	71.1%	N/A
American Indian or Alaska Native	55.7%	N/A
Asian	75.1%	N/A
Black or African American	54.3%	N/A
Hispanic or Latino	51.8%	N/A
Native Hawaiian or Other Pacific Islander	58.5%	N/A
White	79.3%	N/A
Two or More Races	- -	N/A
Children with Disabilities	29.4%	N/A
Limited English Proficient	24.5%	N/A
Low Income	56.4%	N/A
Female	75.6%	N/A
Male	67%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	69.7%
American Indian or Alaska Native	54.1%
Asian or Pacific Islander	74.9%
Black, non-Hispanic	53.1%
Hispanic	50.1%
White, non-Hispanic	77%
Children with Disabilities	29.6%
Limited English Proficient	23.6%
Low Income	54.6%
Female	75%
Male	64.6%

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Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
American Indian or Alaska Native	<n	N/A

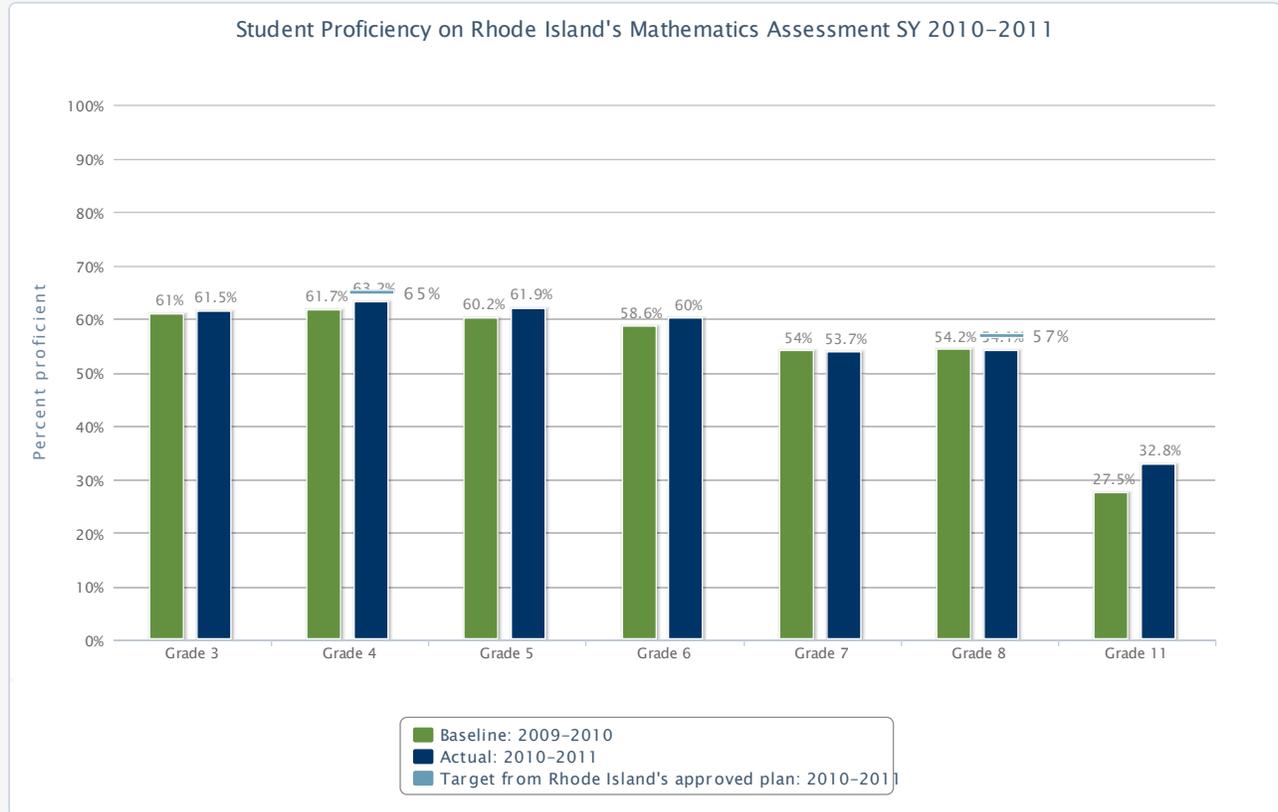
Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	63%
Asian or Pacific Islander	78.2%

Mathematics assessment results

State-reported information

Results of Rhode Island's mathematics assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: [October 14, 2011](#)



[View Table \(Accessible\)](#)

Student proficiency on Rhode Island's mathematics assessment SY 2010-2011. Preliminary data reported as of October 14, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Grade 3	61%	61.5%	N/A
Grade 4	61.7%	63.2%	65%
Grade 5	60.2%	61.9%	N/A
Grade 6	58.6%	60%	N/A
Grade 7	54%	53.7%	N/A
Grade 8	54.2%	54.1%	57%
Grade 11	27.5%	32.8%	N/A

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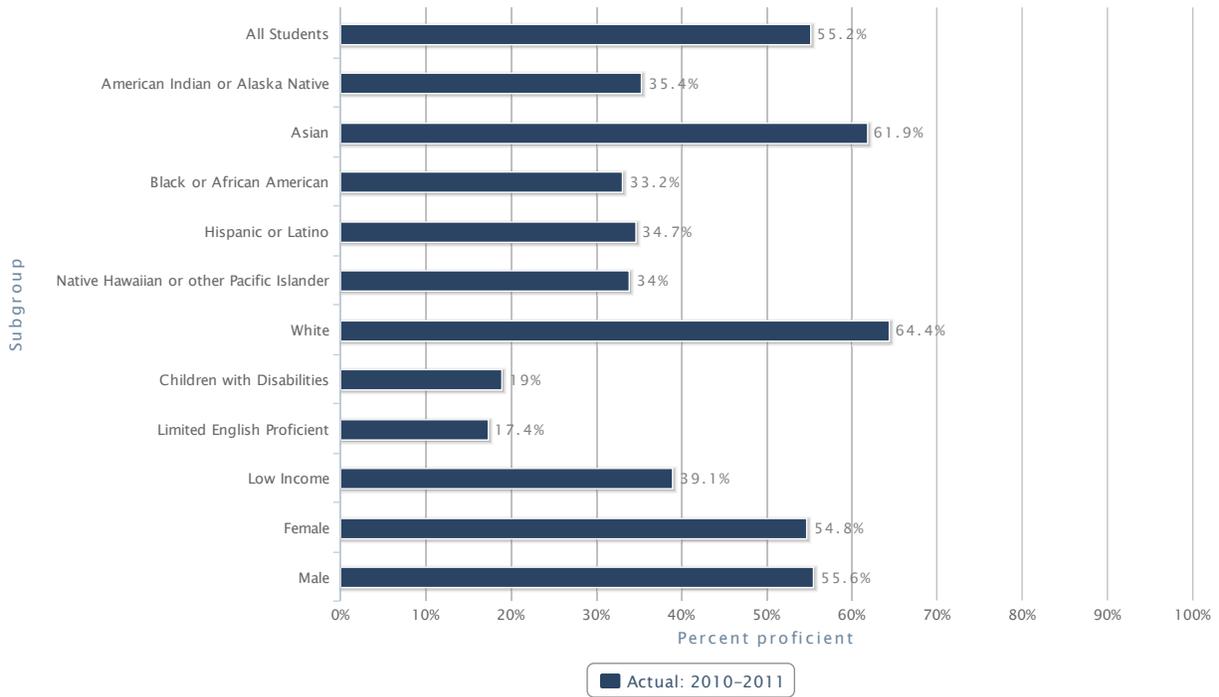
Additional information provided by the State:

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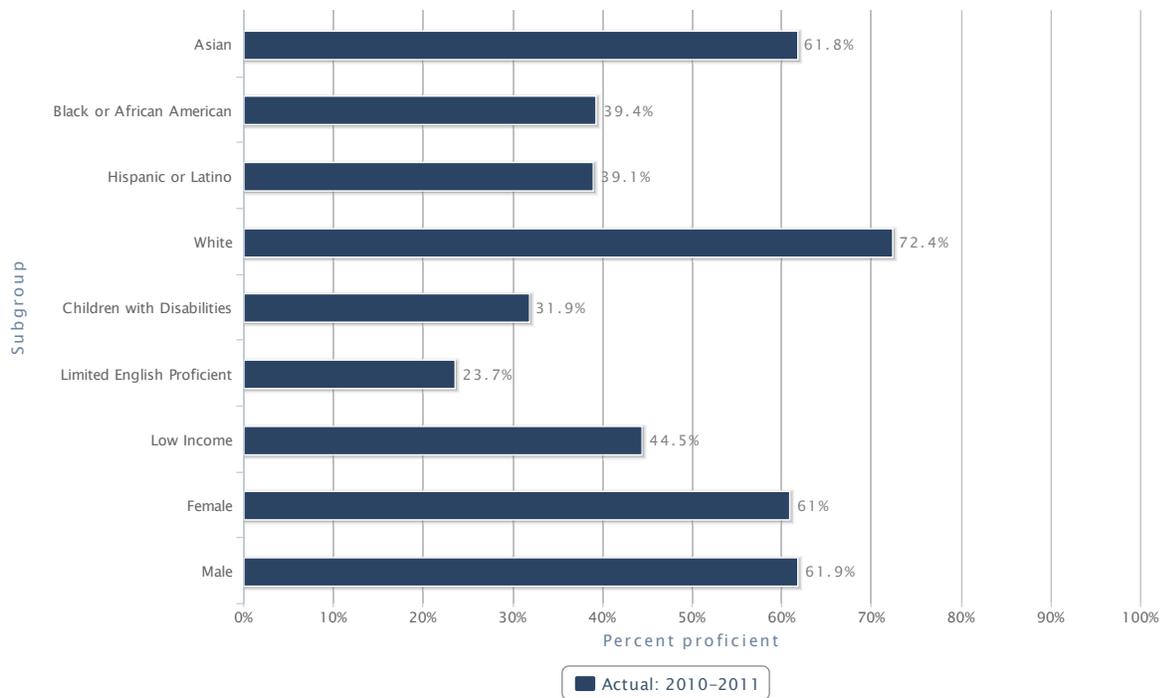
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Overall Proficiency on Rhode Island's Mathematics Assessment SY 2010-2011



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Rhode Island's Mathematics Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
All Students	55.2%	N/A
American Indian or Alaska Native	35.4%	N/A
Asian	61.9%	N/A
Black or African American	33.2%	N/A
Hispanic or Latino	34.7%	N/A
Native Hawaiian or Other Pacific Islander	34%	N/A
White	64.4%	N/A
Two or More Races	- -	N/A
Children with Disabilities	19%	N/A
Limited English Proficient	17.4%	N/A
Low Income	39.1%	N/A
Female	54.8%	N/A
Male	55.6%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	53.7%
American Indian or Alaska Native	38.1%
Asian or Pacific Islander	62.1%
Black, non-Hispanic	31.3%
Hispanic	31.6%
White, non-Hispanic	62.5%
Children with Disabilities	19.5%
Limited English Proficient	15.7%
Low Income	37.3%
Female	53.2%
Male	54.3%

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
American Indian or Alaska Native	<n	N/A

Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	50%
Asian or Pacific Islander	65.3%

[Close Subgroup Graphs](#)

[Back to the Top](#)

Table Key

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[Back to the Top](#)

Student Outcomes Data: State Assessment Results

Page 4.1 of 12

[Select a State »](#)

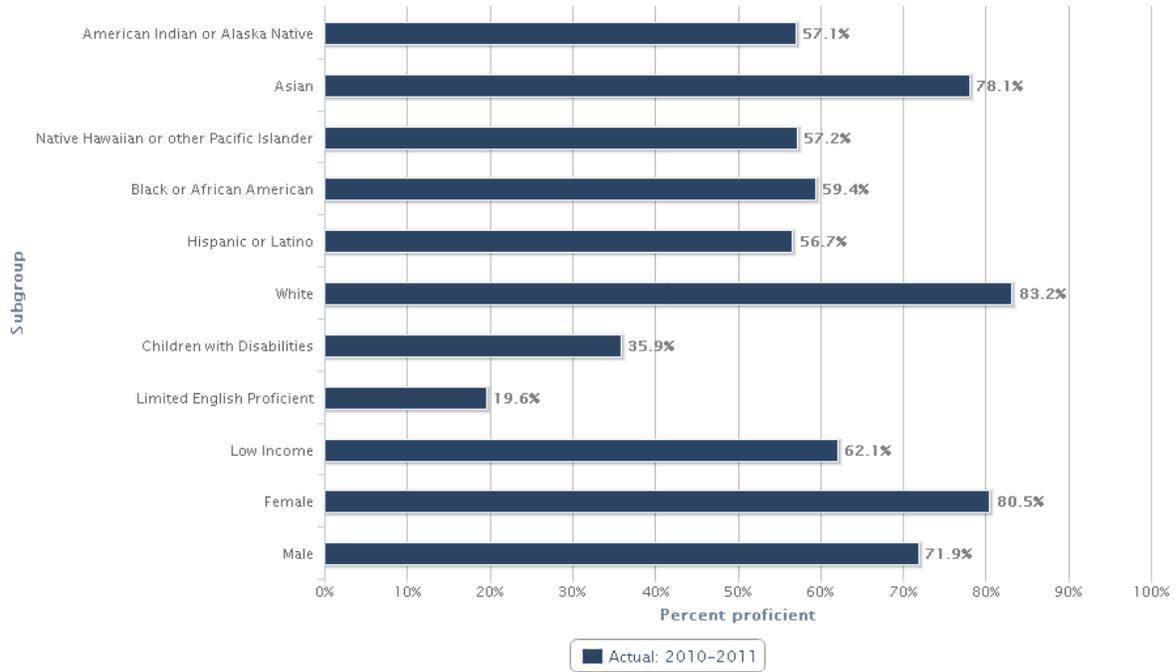
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Grade 11 Proficiency on Rhode Island's ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

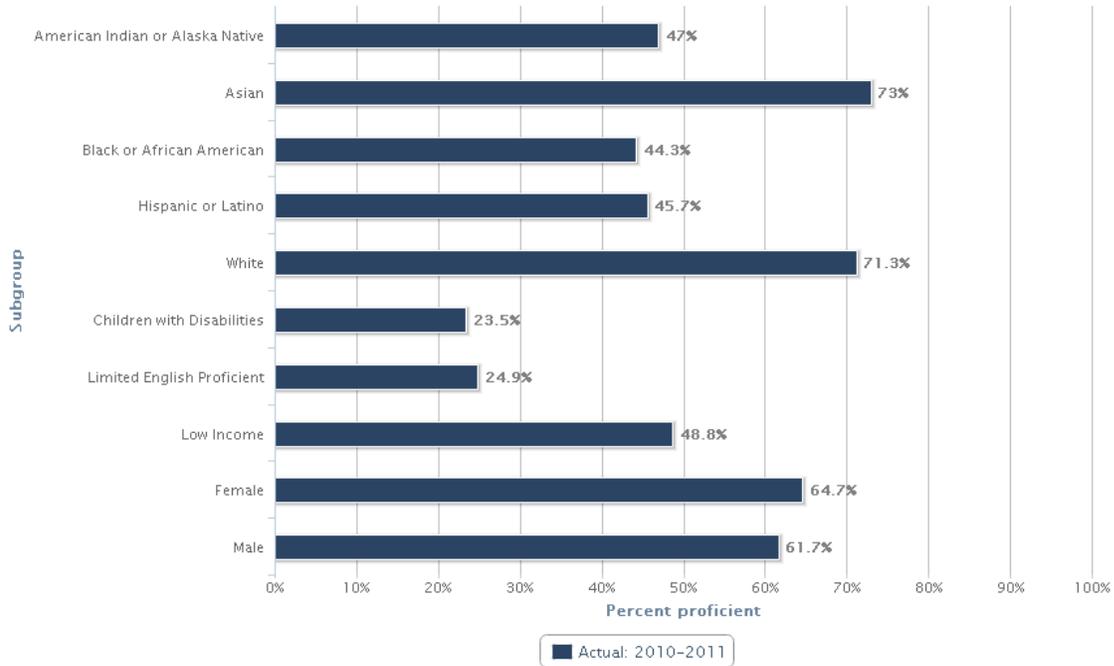
Grade 6

Grade 7

Grade 8

Grade 11

Grade 4 Proficiency on Rhode Island's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

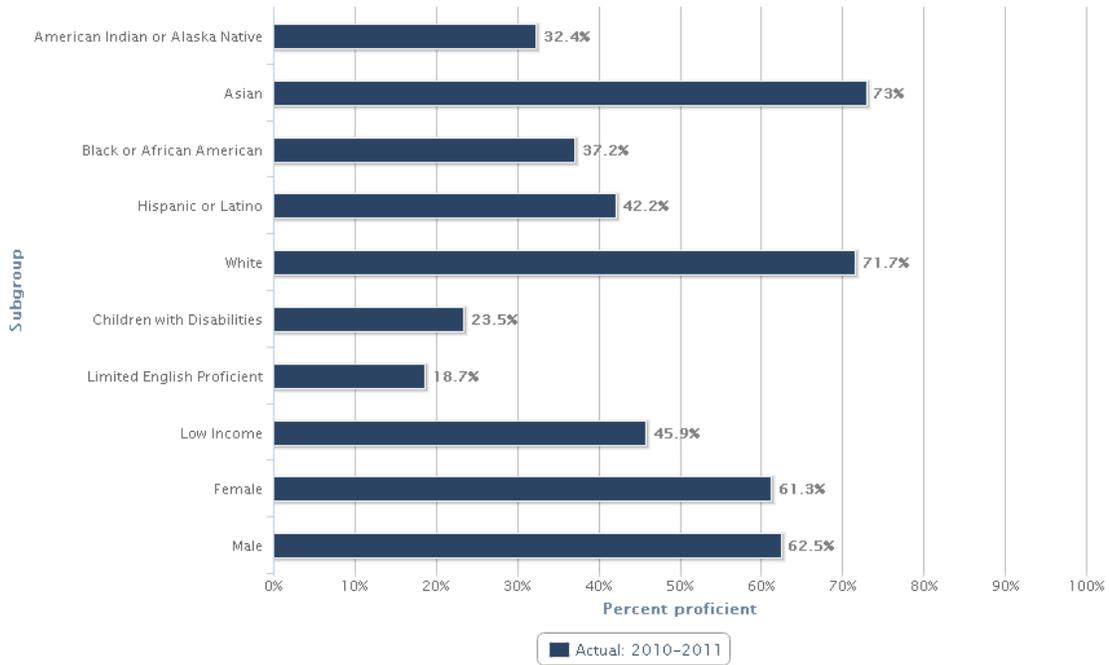
Grade 6

Grade 7

Grade 8

Grade 11

Grade 5 Proficiency on Rhode Island's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

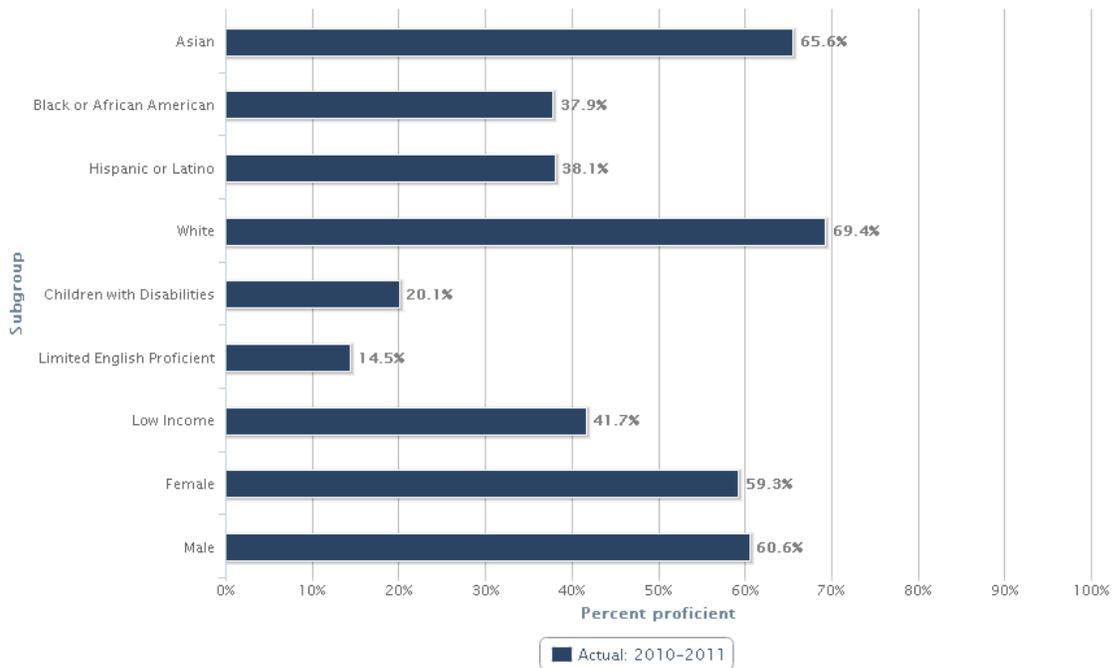
Grade 6

Grade 7

Grade 8

Grade 11

Grade 6 Proficiency on Rhode Island's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

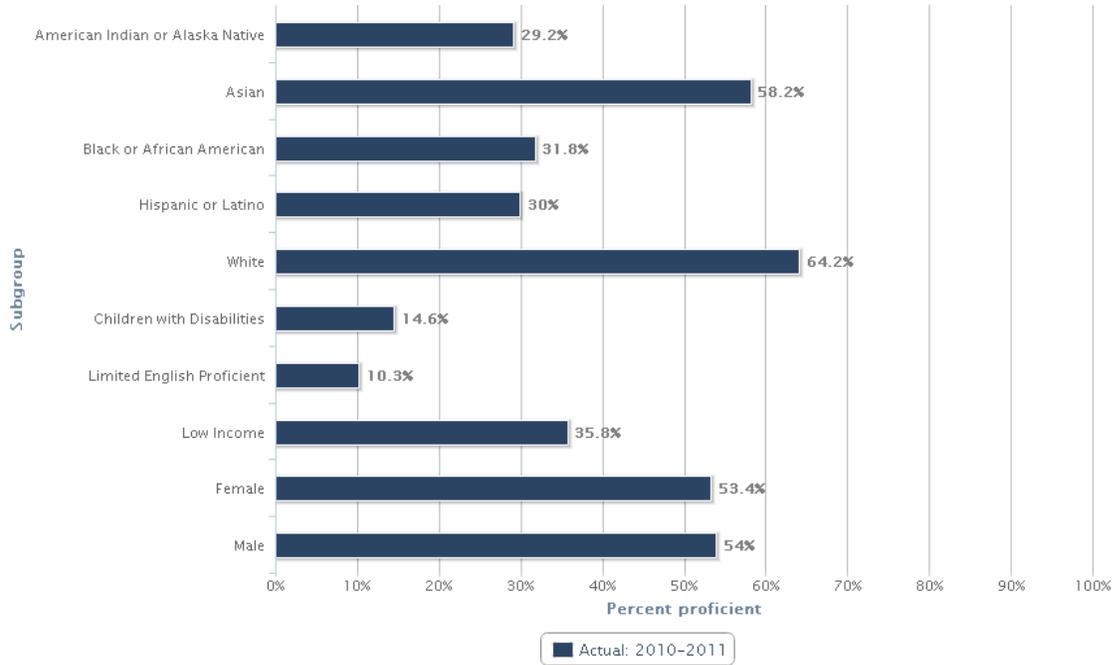
Grade 6

Grade 7

Grade 8

Grade 11

Grade 7 Proficiency on Rhode Island's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

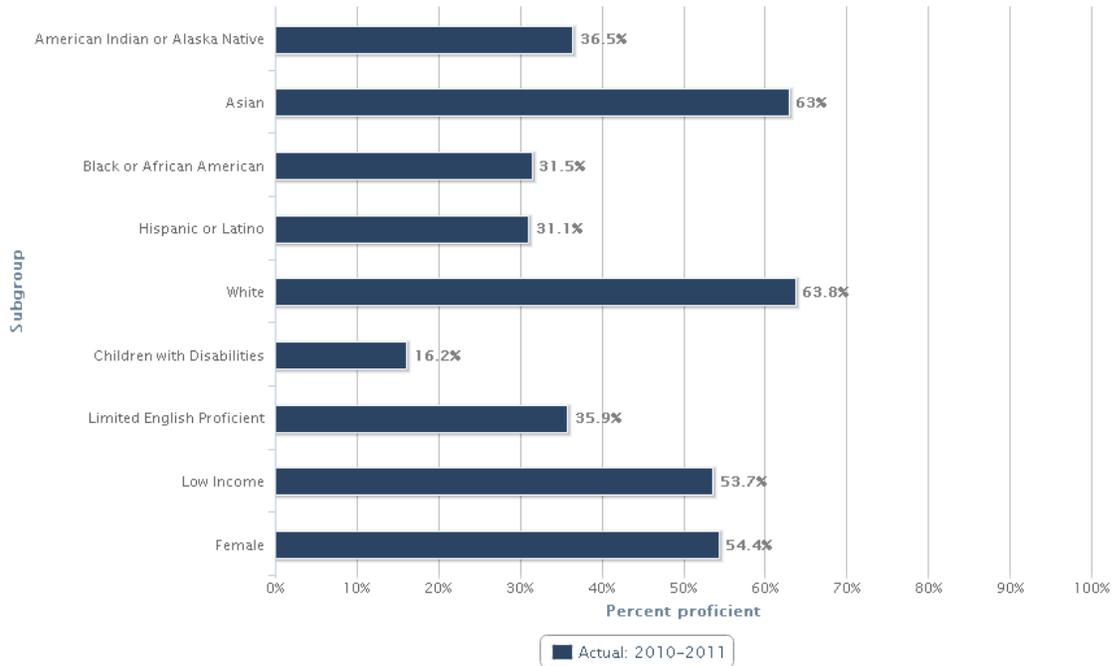
Grade 6

Grade 7

Grade 8

Grade 11

Grade 8 Proficiency on Rhode Island's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

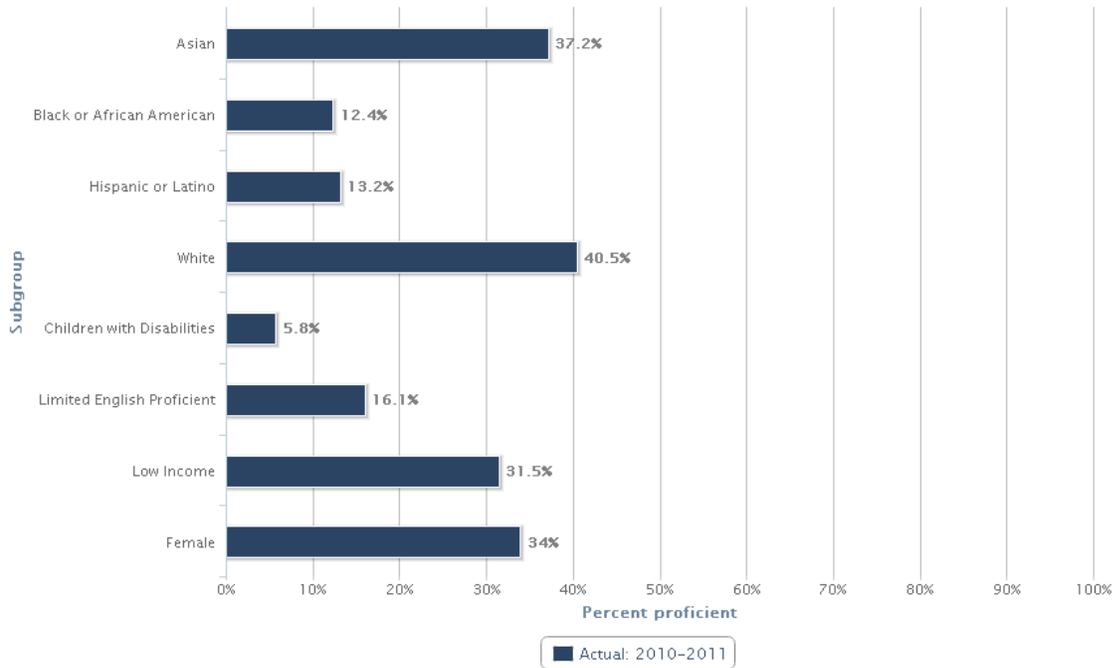
Grade 6

Grade 7

Grade 8

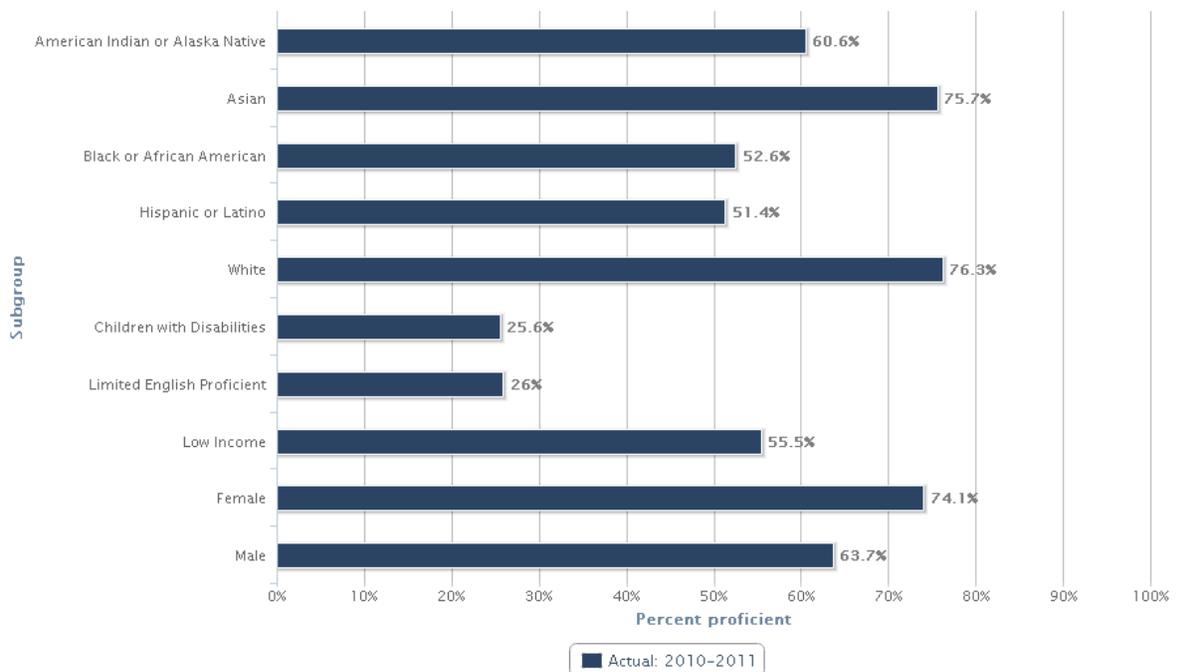
Grade 11

Grade 11 Proficiency on Rhode Island's Mathematics Assessment SY 2010-2011



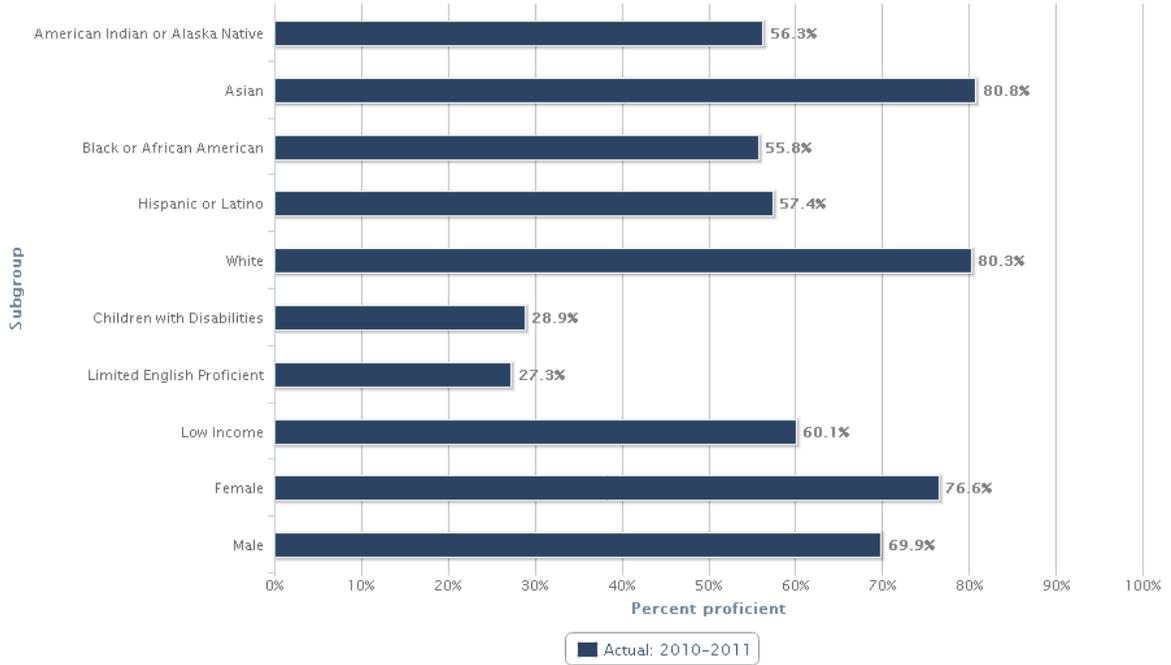
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 **Grade 11**

Grade 4 Proficiency on Rhode Island's ELA Assessment SY 2010-2011



Grade 3 **Grade 4** Grade 5 Grade 6 Grade 7 Grade 8 Grade 11

Grade 5 Proficiency on Rhode Island's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

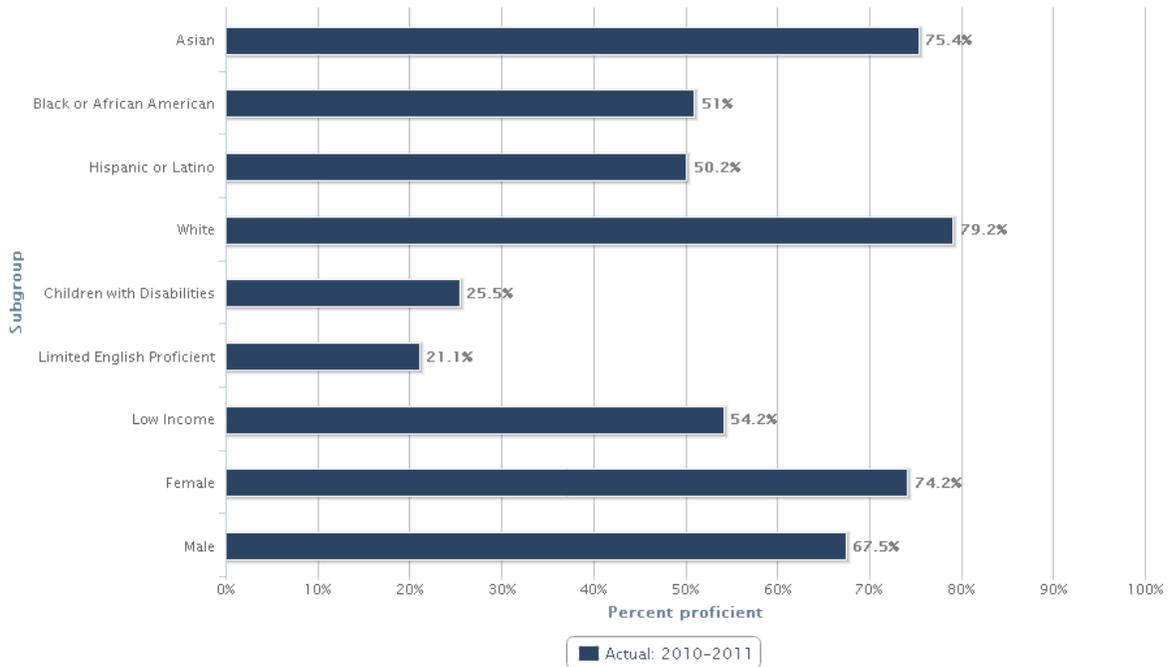
Grade 6

Grade 7

Grade 8

Grade 11

Grade 6 Proficiency on Rhode Island's ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

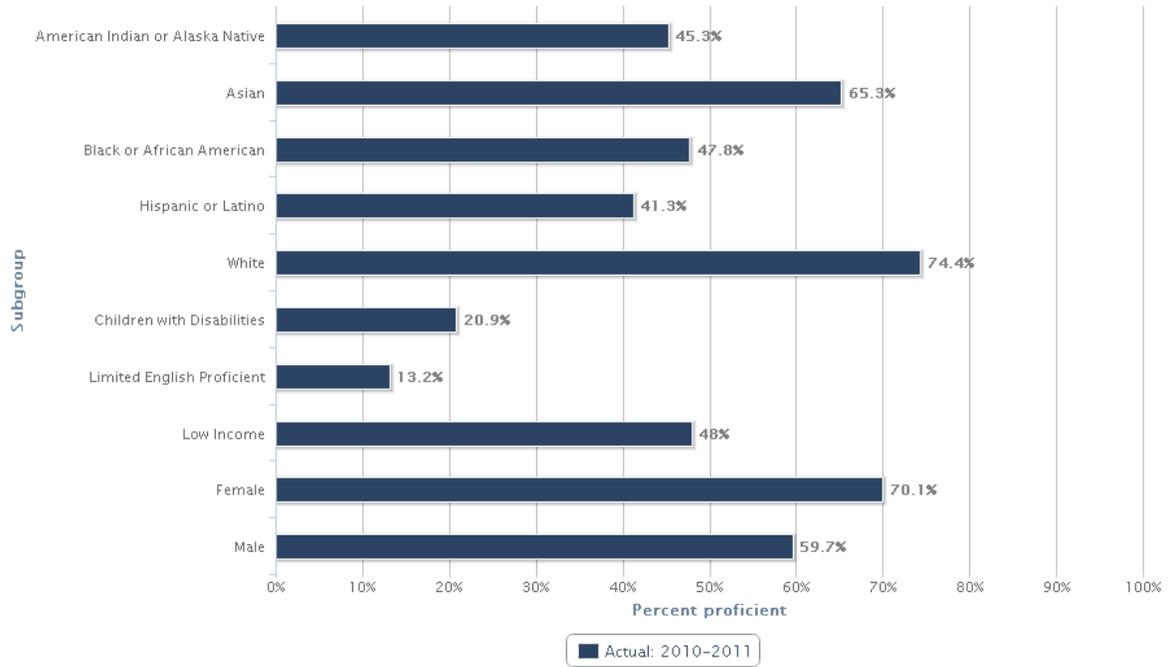
Grade 6

Grade 7

Grade 8

Grade 11

Grade 7 Proficiency on Rhode Island's ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

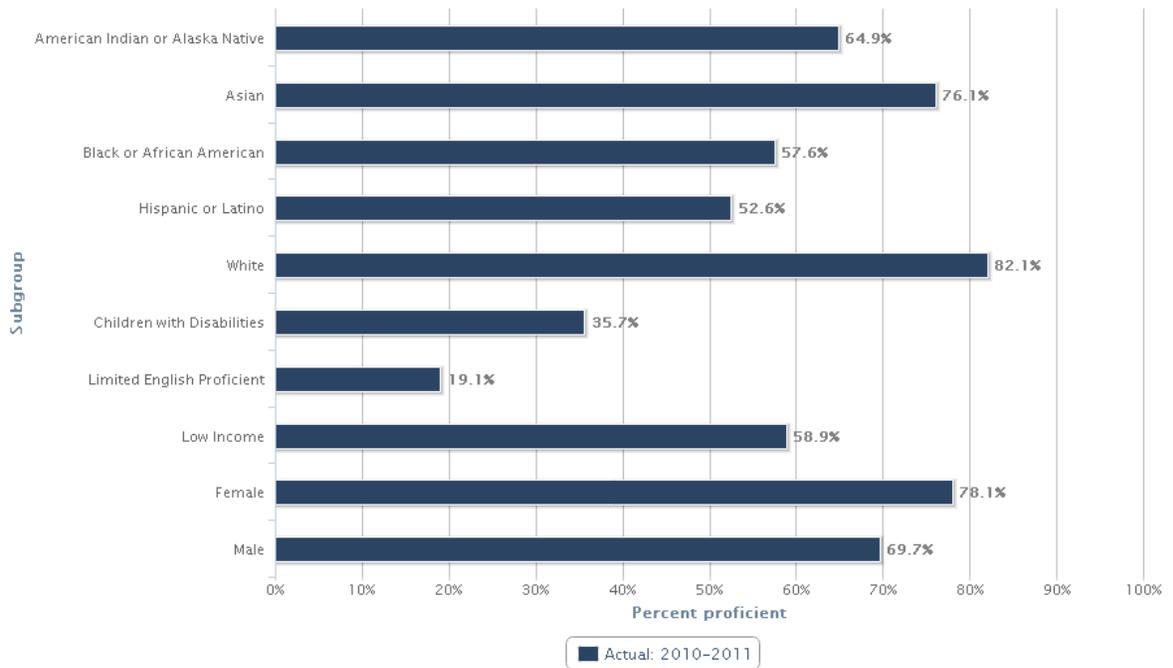
Grade 6

Grade 7

Grade 8

Grade 11

Grade 8 Proficiency on Rhode Island's ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 11



Rhode Island

Standard Version

Accessible Version

Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

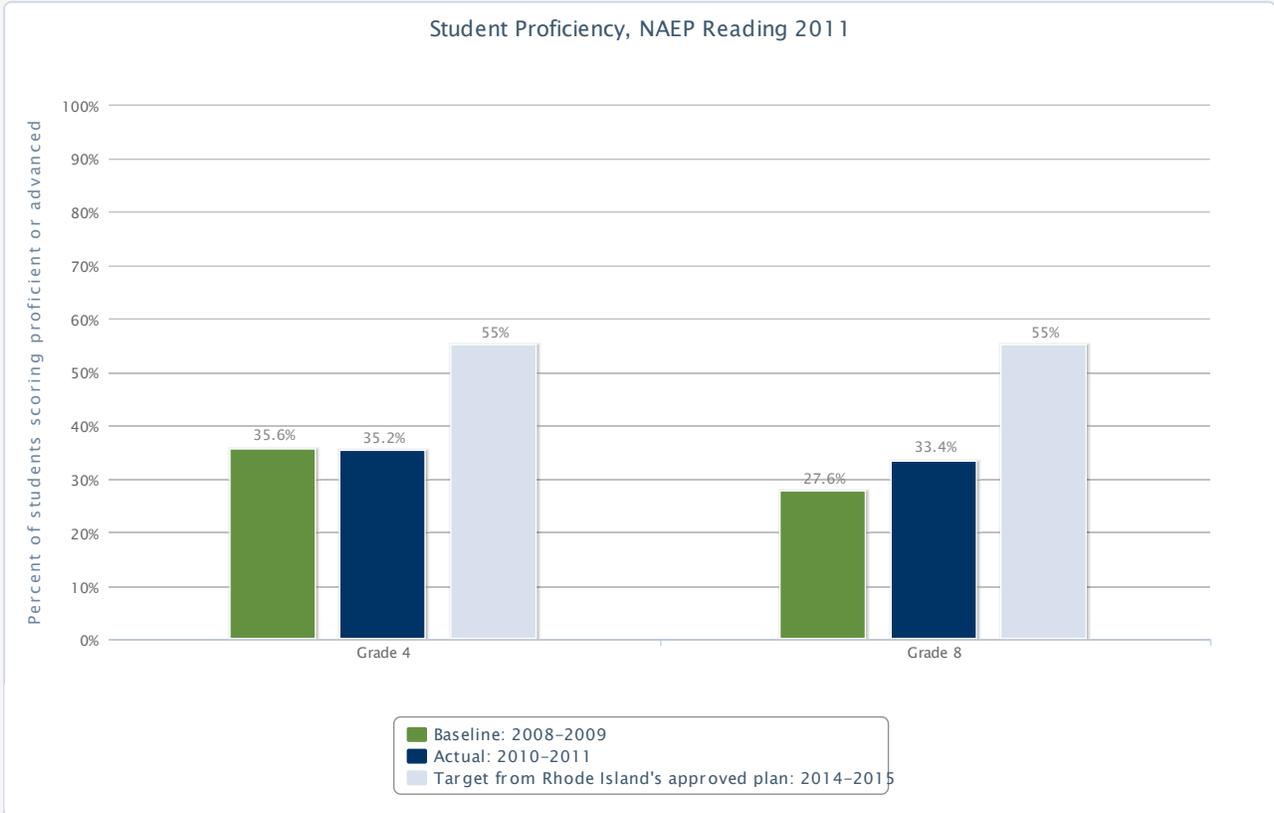
Collapse All

NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Rhode Island's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.



[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of Rhode Island's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of Rhode Island's grade 8 students who were at or above Proficient in reading in 2011 was significantly higher ($p < .05$) than in 2009.

Scale Score:

Rhode Island's grade 4 reading score was not significantly different in 2011 than in 2009.

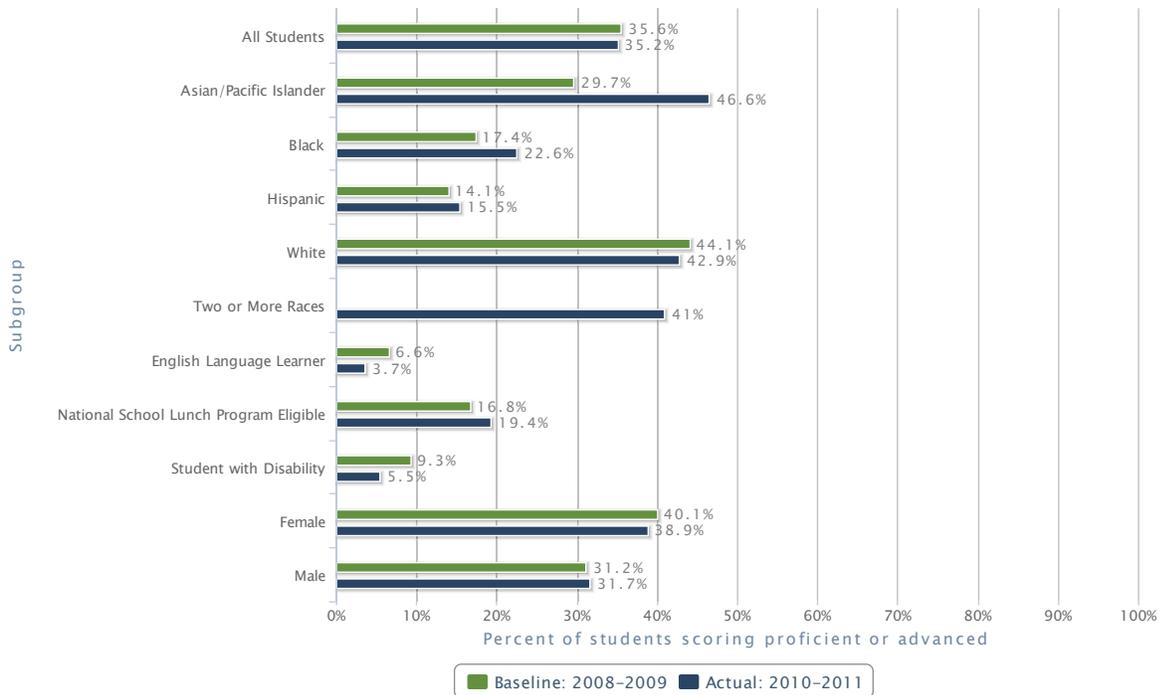
Rhode Island's grade 8 reading score was significantly higher ($p < .05$) in 2011 than in 2009.

[Close](#)

Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Rhode Island's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	35.6%	35.2%	55%	222.7	222.5
Grade 8	27.6%	33.4%	55%	259.9	265.1

[View Table Key](#)

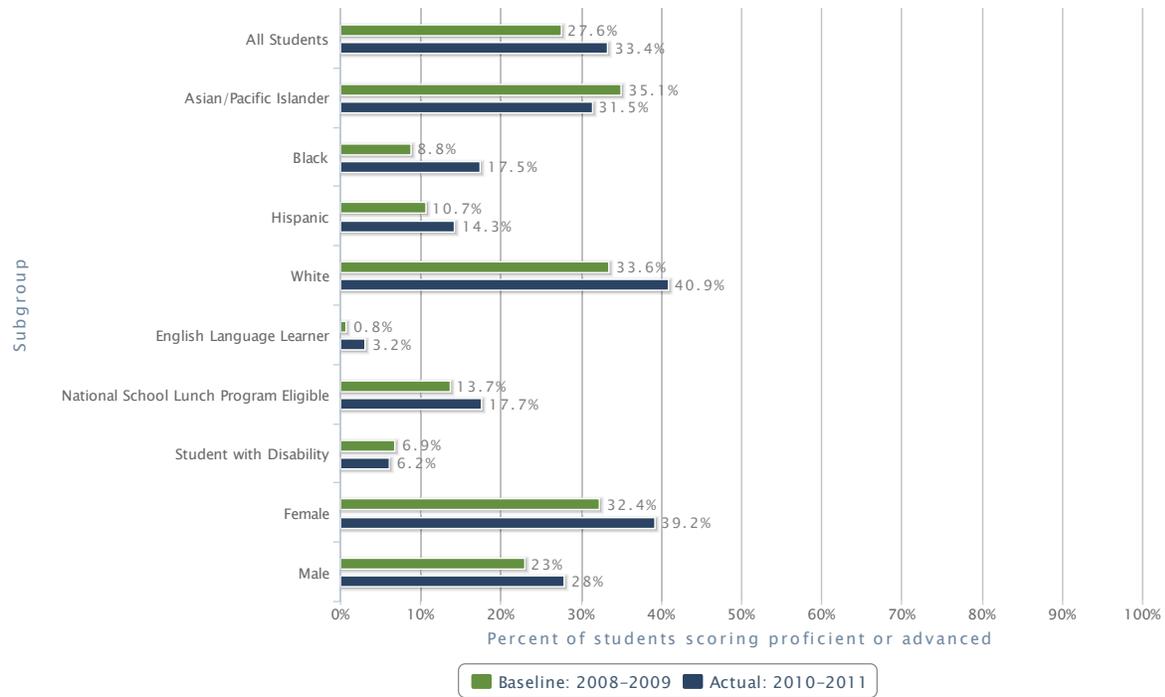
Grade 4 Proficiency, NAEP Reading 2011



Percentages | [Scale Score](#)

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Reading 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Rhode Island's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	29.7%	46.6%	N/A	218.6	232.3
Black	17.4%	22.6%	N/A	207.2	207.7
Hispanic	14.1%	15.5%	N/A	199.7	204
White	44.1%	42.9%	N/A	231.1	230.2
Two or More Races	<n	41%	N/A	<n	226.8
English Language Learner	6.6%	3.7%	N/A	187.3	186.5
National School Lunch Program Eligible	16.8%	19.4%	N/A	205.3	208.1
Student with Disability	9.3%	5.5%	N/A	190.3	178.3
Female	40.1%	38.9%	N/A	227.8	226.9
Male	31.2%	31.7%	N/A	217.9	218.4

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Rhode Island's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	35.1%	31.5%	N/A	269.7	261.4
Black	8.8%	17.5%	N/A	238.1	248.1

Hispanic	10.7%	14.3%	N/A	240.9	247.6
White	33.6%	40.9%	N/A	266.8	272.5
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	0.8%	3.2%	N/A	204.1	223.6
National School Lunch Program Eligible	13.7%	17.7%	N/A	245.2	251.1
Student with Disability	6.9%	6.2%	N/A	229.5	234.1
Female	32.4%	39.2%	N/A	265.3	270.5
Male	23%	28%	N/A	254.7	260.1

[View Table Key](#)

[Close Subgroup Graphs](#)

[Back to the Top](#)

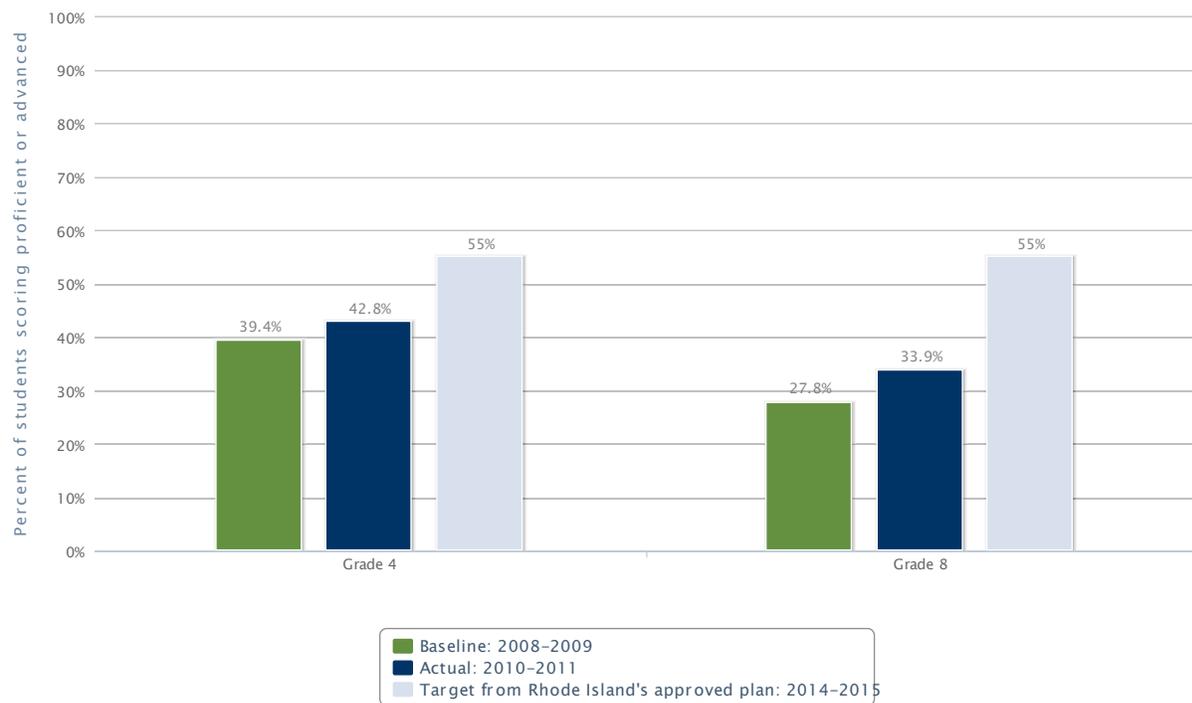
NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Rhode Island's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

Student Proficiency, NAEP Mathematics 2011



Percentages | [Scale Score](#)

[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of Rhode Island's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

The percentage of Rhode Island's grade 8 students who were at or above Proficient in mathematics in 2011 was significantly higher ($p < .05$) than in 2009.

Scale Score:

Rhode Island's grade 4 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009.

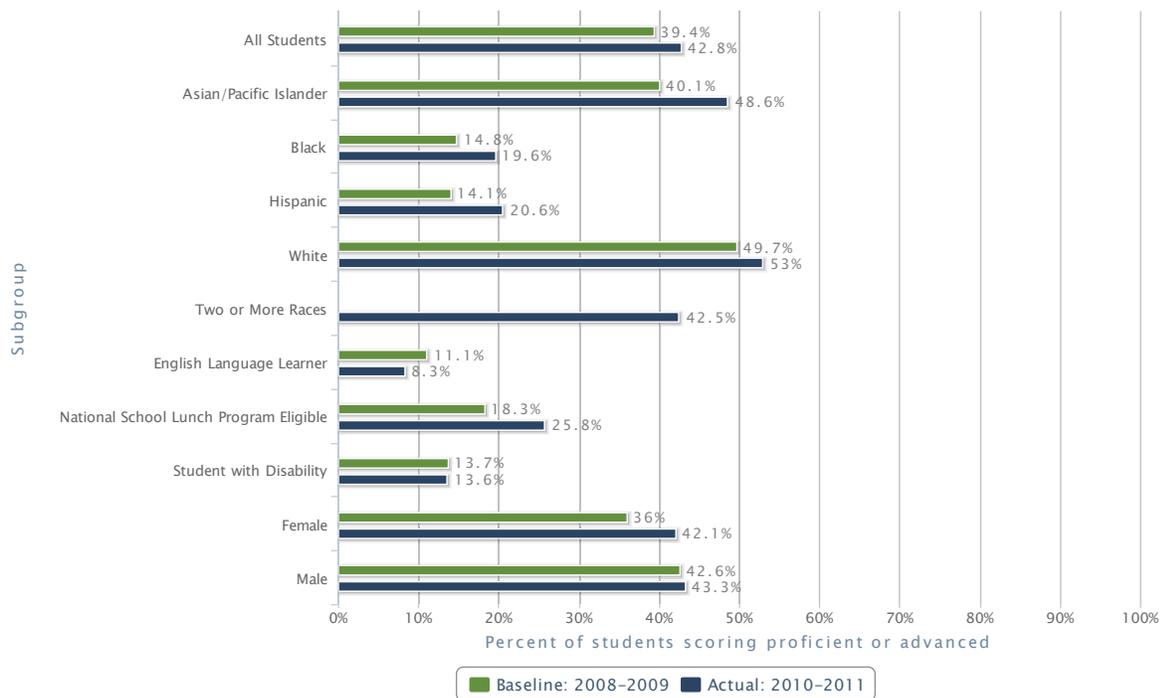
Rhode Island's grade 8 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009.

[Close](#)

Student proficiency on NAEP mathematics	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Rhode Island's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	39.4%	42.8%	55%	238.8	241.6
Grade 8	27.8%	33.9%	55%	277.9	282.9

[View Table Key](#)

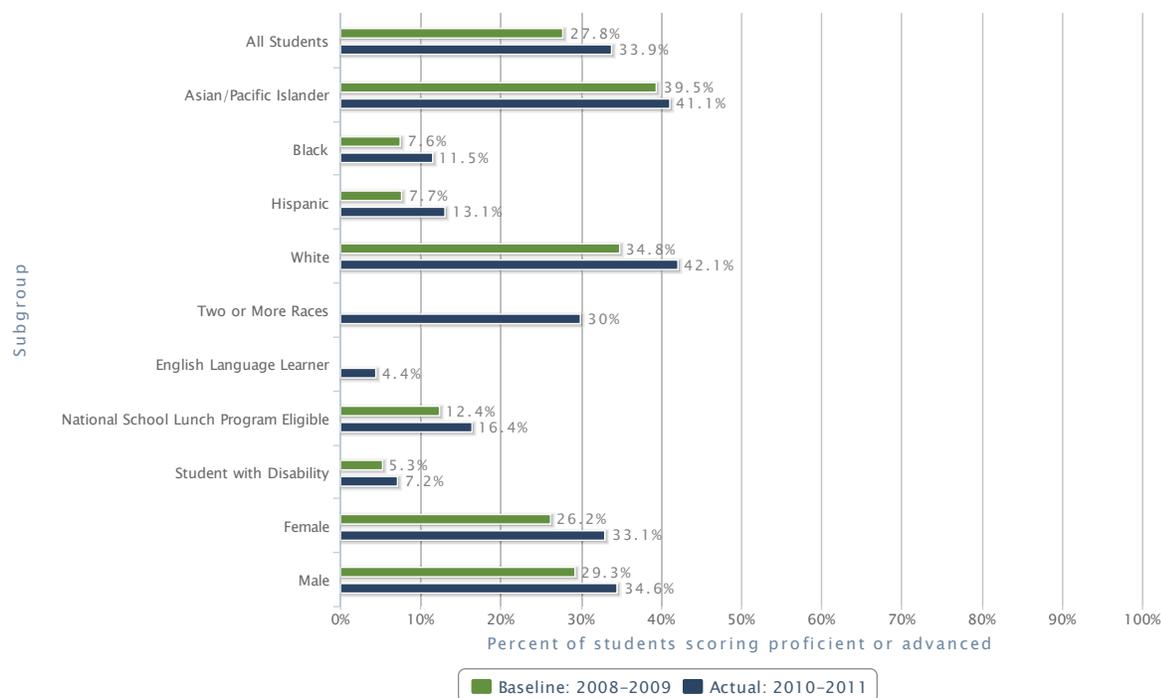
Grade 4 Proficiency, NAEP Mathematics 2011



Percentages | **Scale Score**

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages	Scale Score
-------------	-------------

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Rhode Island's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	40.1%	48.6%	N/A	242.1	250.9
Black	14.8%	19.6%	N/A	220.6	225.5
Hispanic	14.1%	20.6%	N/A	218.7	224.2
White	49.7%	53%	N/A	246.6	249.3
Two or More Races	<n	42.5%	N/A	<n	238.2
English Language Learner	11.1%	8.3%	N/A	211.7	208.5
National School Lunch Program Eligible	18.3%	25.8%	N/A	223.8	229.4
Student with Disability	13.7%	13.6%	N/A	215.2	212.8
Female	36%	42.1%	N/A	237	241.7
Male	42.6%	43.3%	N/A	240.4	241.6

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from Rhode Island's approved plan (percentage): SY 2014-2015	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	39.5%	41.1%	N/A	292.5	286.7
Black	7.6%	11.5%	N/A	256.1	256.4

Hispanic	7.7%	13.1%	N/A	255	261.3
White	34.8%	42.1%	N/A	285.7	291.7
Two or More Races	<n	30%	N/A	<n	286
English Language Learner	<n	4.4%	N/A	<n	232.8
National School Lunch Program Eligible	12.4%	16.4%	N/A	261.5	266.6
Student with Disability	5.3%	7.2%	N/A	245.6	249.2
Female	26.2%	33.1%	N/A	277.6	282.7
Male	29.3%	34.6%	N/A	278.2	283.1

[View Table Key](#)

[Close Subgroup Graphs](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Student Outcomes Data: NAEP Results

Page 4.2 of 12

[Select a State »](#)

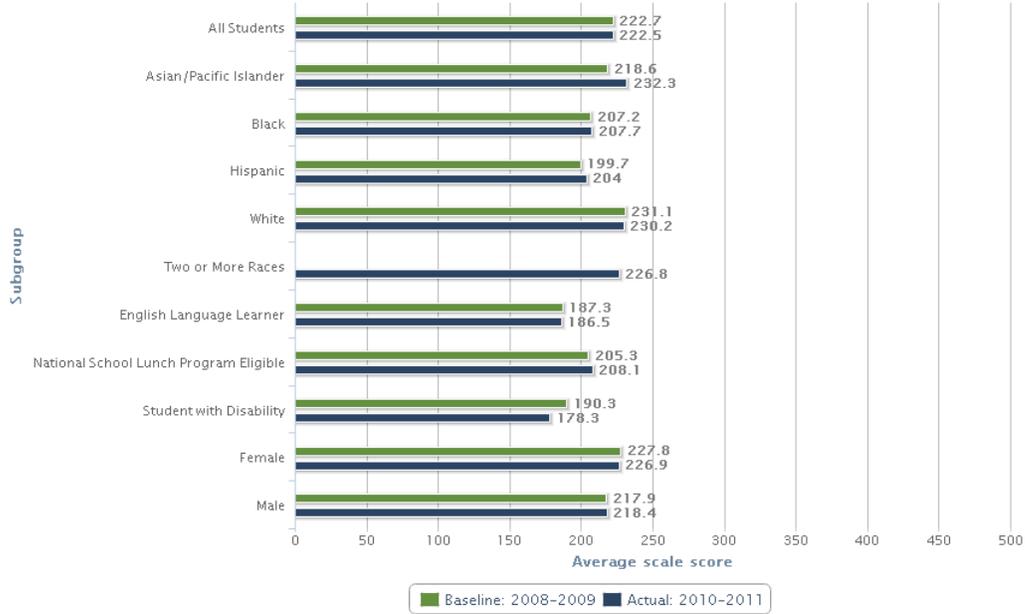
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[Contact »](#)

[Recovery.gov »](#)

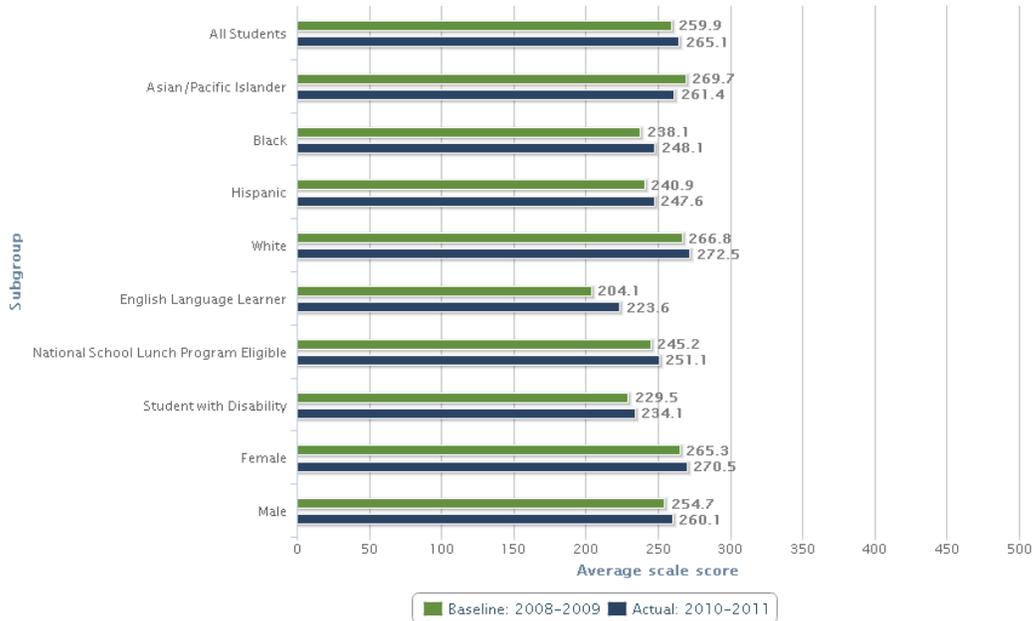
[Terms of Use »](#)

Grade 4 Proficiency, NAEP Reading 2011



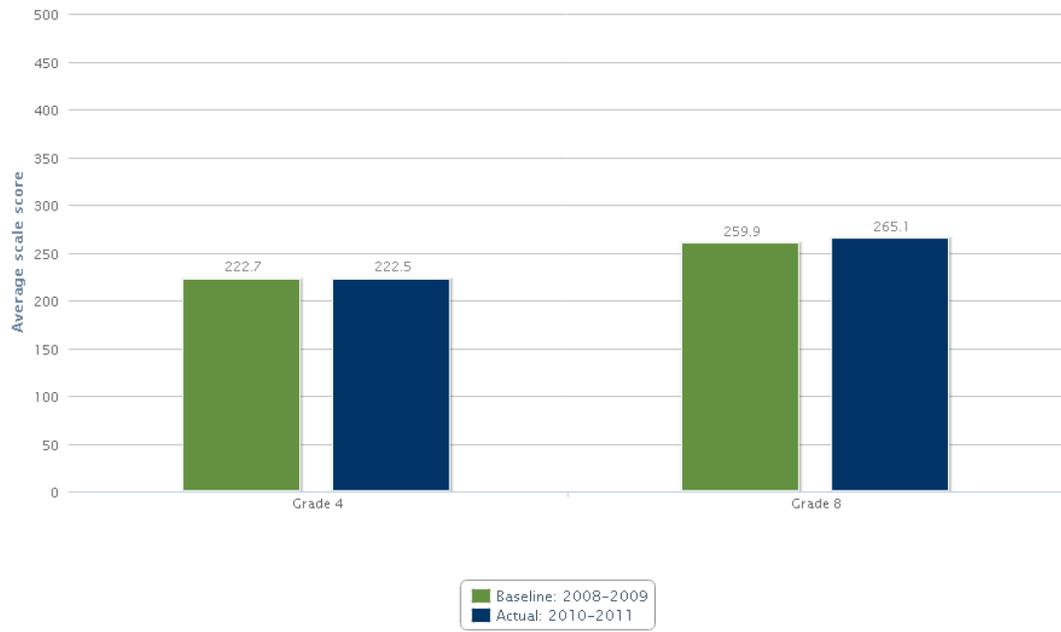
Percentages **Scale Score**

Grade 8 Proficiency, NAEP Reading 2011



Percentages **Scale Score**

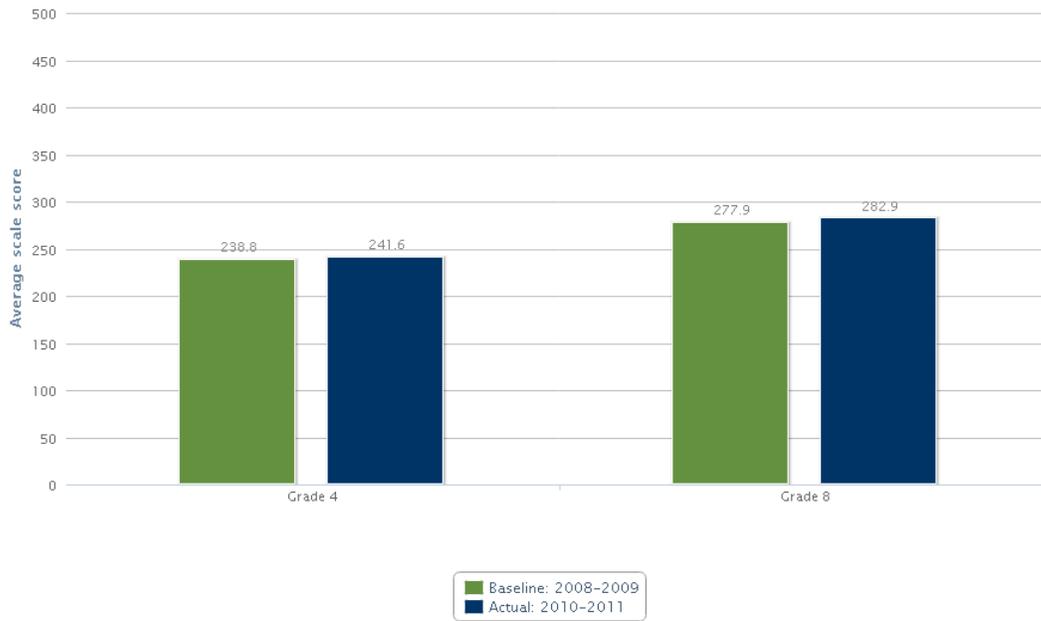
Student Proficiency, NAEP Reading 2011



Percentages

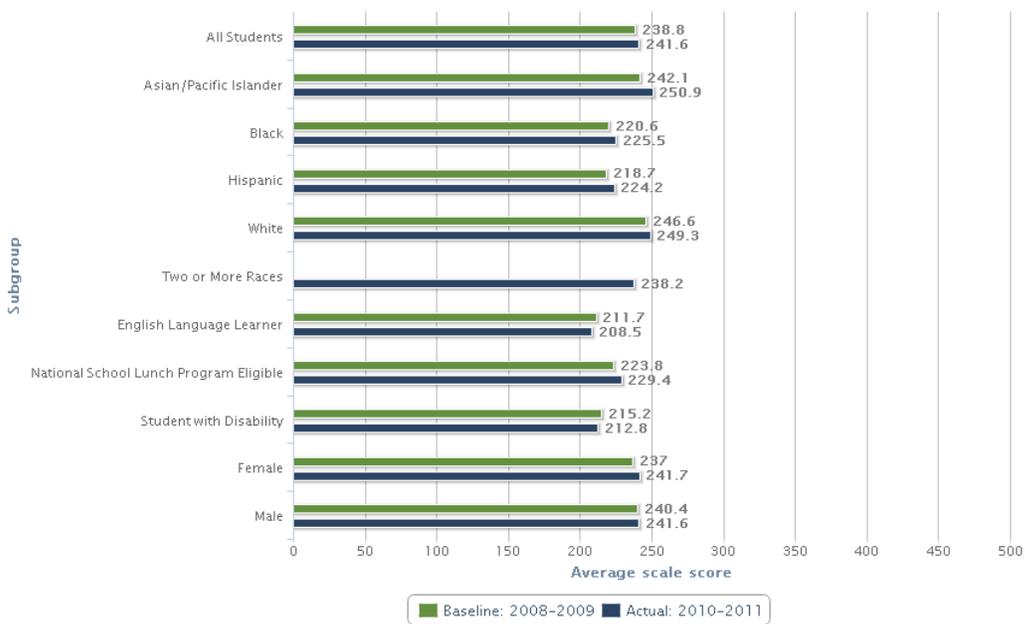
Scale Score

Student Proficiency, NAEP Mathematics 2011



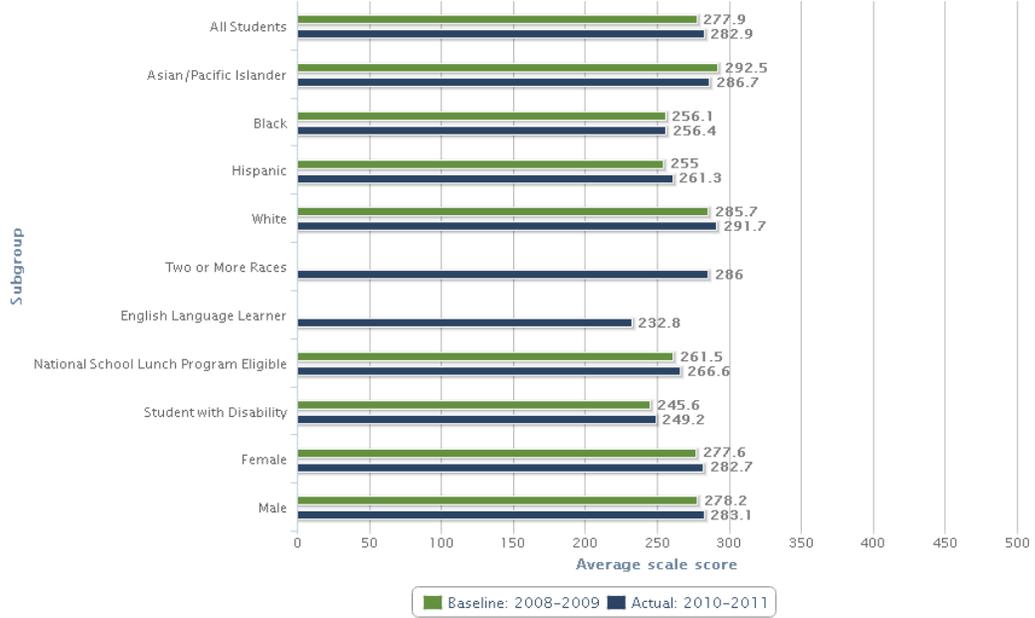
Percentages **Scale Score**

Grade 4 Proficiency, NAEP Mathematics 2011



Percentages **Scale Score**

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages

Scale Score



Rhode Island

Standard Version

Accessible Version

Student Outcomes Data: Closing Achievement Gaps

Results in closing the achievement gap on Rhode Island's ELA assessment

Results in closing the achievement gap on Rhode Island's mathematics assessment

Results in closing the achievement gap on NAEP reading

Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on Rhode Island's ELA assessment

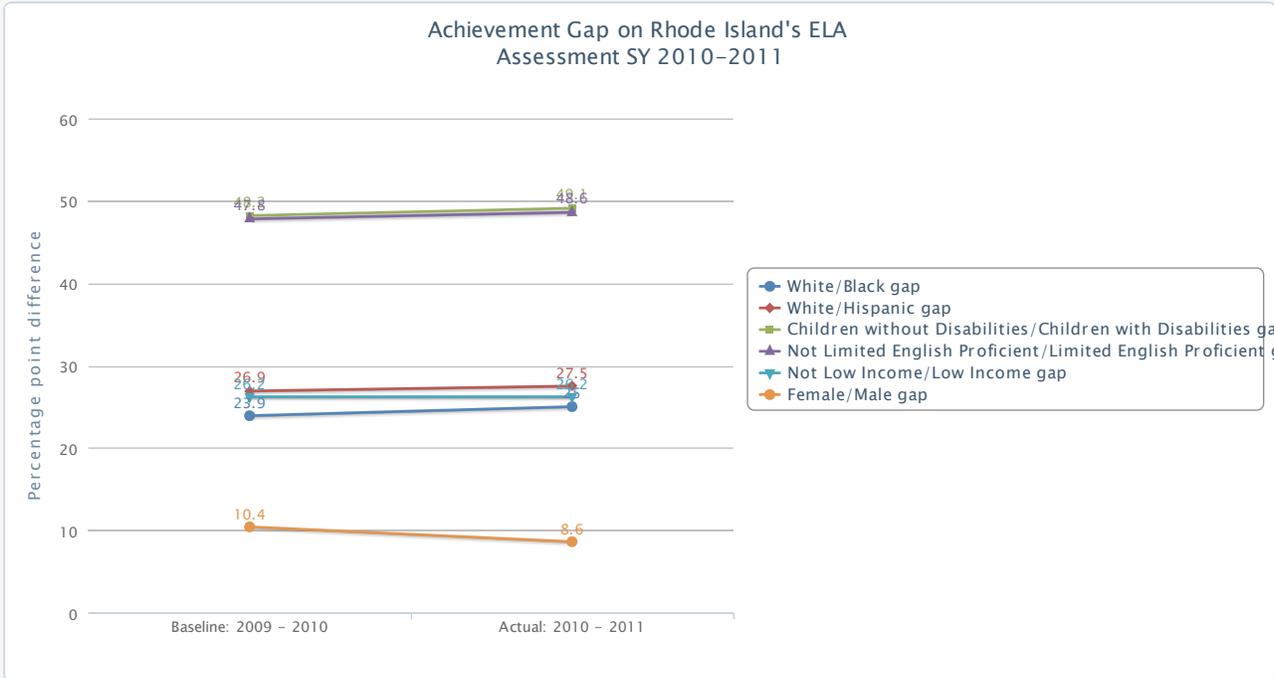
State-reported information

Preliminary SY 2010-2011 data reported as of: October 14, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



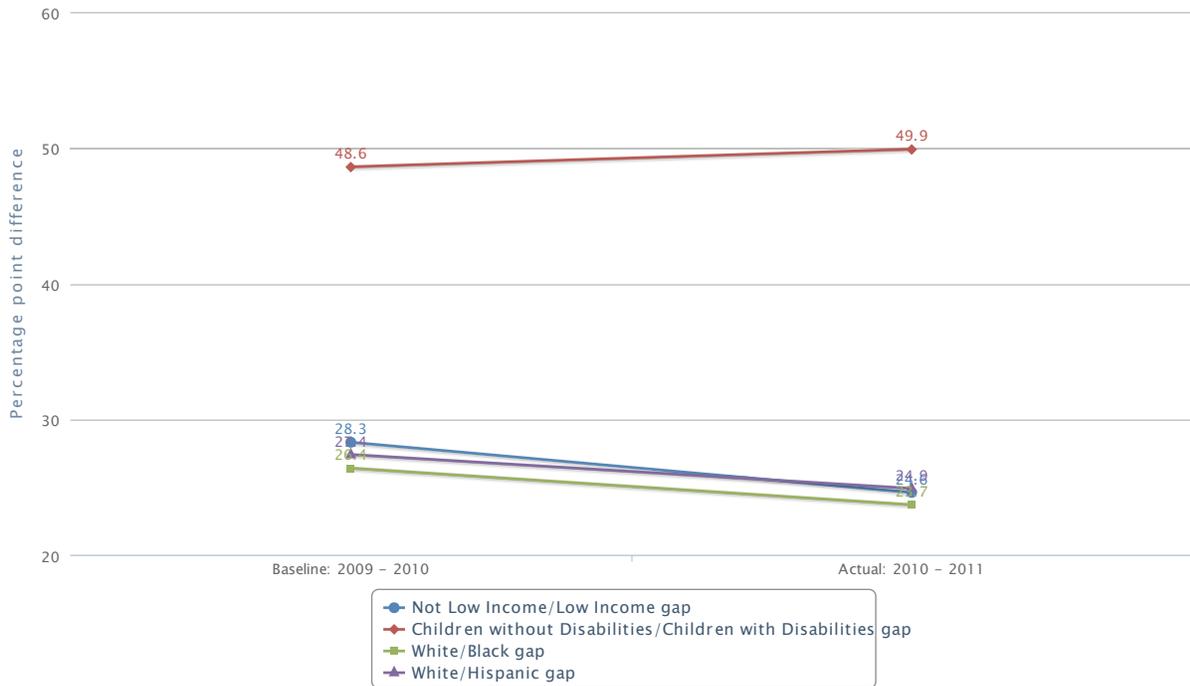
[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Rhode Island's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap	23.9	25	26
White/Hispanic gap	26.9	27.5	26
Children without Disabilities/Children with Disabilities gap	48.2	49.1	47
Not Limited English Proficient/Limited English Proficient gap	47.8	48.6	N/A
Not Low Income/Low Income gap	26.2	26.2	27
Female/Male gap	10.4	8.6	N/A

[View Table Key](#)

Grade 4 Achievement Gap on Rhode Island's ELA Assessment SY 2010-2011



Grade 4

Grade 8

[View Table \(Accessible\)](#)

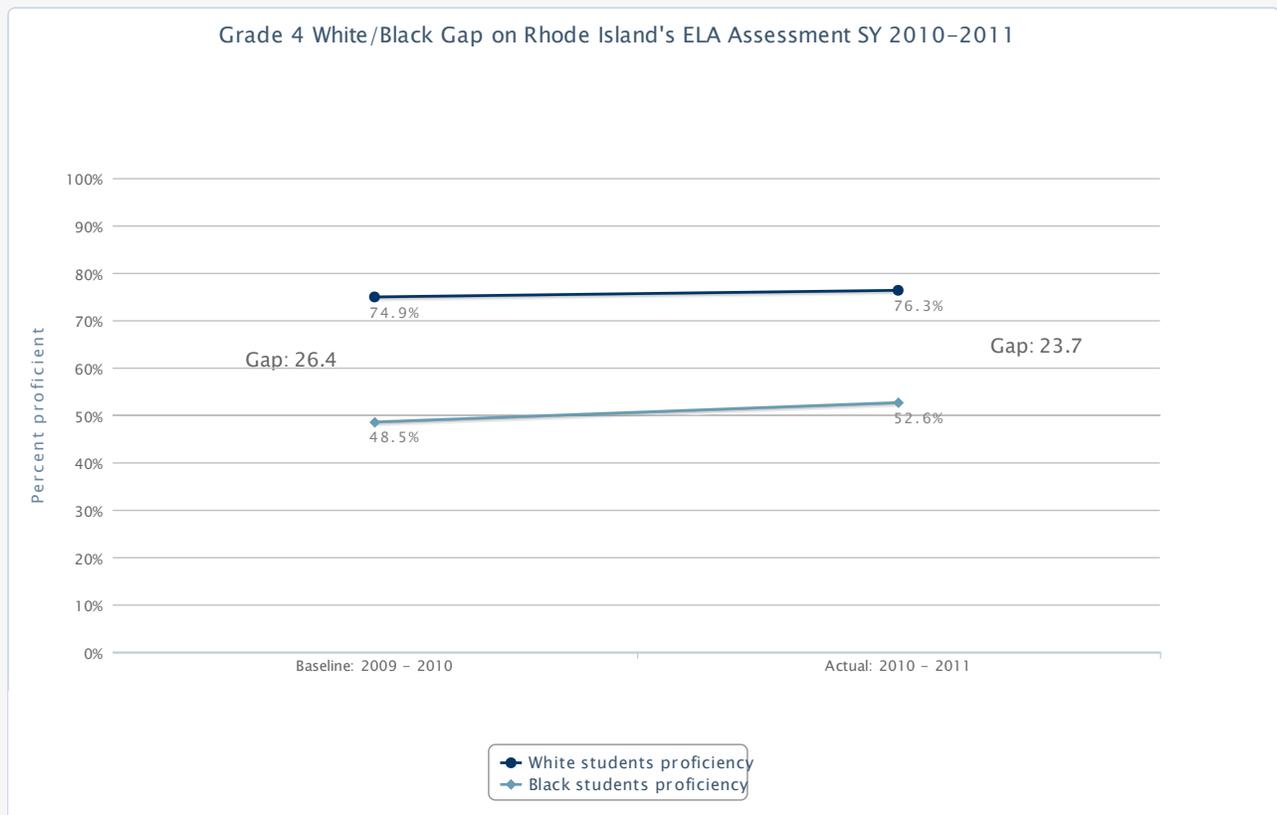
Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on Rhode Island's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap (percentage point difference)	26.4	23.7	24
White/Hispanic gap (percentage point difference)	27.4	24.9	23
Children without Disabilities/Children with Disabilities gap (percentage point difference)	48.6	49.9	42
Not Low Income/Low Income gap (percentage point difference)	28.3	24.6	24

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on Rhode Island's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap (percentage point difference)	27.8	24.5	23
White/Hispanic gap (percentage point difference)	27.4	24.9	23
Children without Disabilities/Children with Disabilities gap (percentage point difference)	48.6	49.9	42
Not Low Income/Low Income gap (percentage point difference)	28.3	24.6	24

[View Table Key](#)

Achievement Gaps: ELA Assessment SY 2010-2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
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[View Table \(Accessible\)](#)

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White Students proficiency	74.9%	76.3%	N/A	78%	82.1%	N/A
Black Students proficiency	48.5%	52.6%	N/A	50.2%	57.6%	N/A
White/ Black gap (percentage point difference)	26.4	23.7	24	27.8	24.5	23

[View Table Key](#)

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White Students proficiency	74.9%	76.3%	N/A	78%	82.1%	N/A
Hispanic Students proficiency	47.5%	51.4%	N/A	47.7%	52.6%	N/A
White/Hispanic gap (percentage point difference)	27.4	24.9	23	30.3	29.5	26

[View Table Key](#)

Not Low Income/Low Income Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Not Low Income Students proficiency	79.7%	80.1%	N/A	81.6%	84.6%	N/A
Low Income Students proficiency	51.4%	55.5%	N/A	53.3%	58.9%	N/A
Not Low Income/Low Income gap (percentage point difference)	28.3	24.6	24	28.3	25.7	24

[View Table Key](#)

Children without Disabilities/Children with Disabilities Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Children without Disabilities proficiency	74.3%	75.5%	N/A	78.9%	81.2%	N/A
Children with Disabilities proficiency	25.7%	25.6%	N/A	29.6%	35.7%	N/A
Children without Disabilities/Children with Disabilities gap (percentage point difference)	48.6	49.9	42	49.3	45.5	42

[View Table Key](#)

[Close Graphs by Gap Types](#)

[Back to the Top](#)

Results in closing the achievement gap on Rhode Island's mathematics assessment

State-reported information

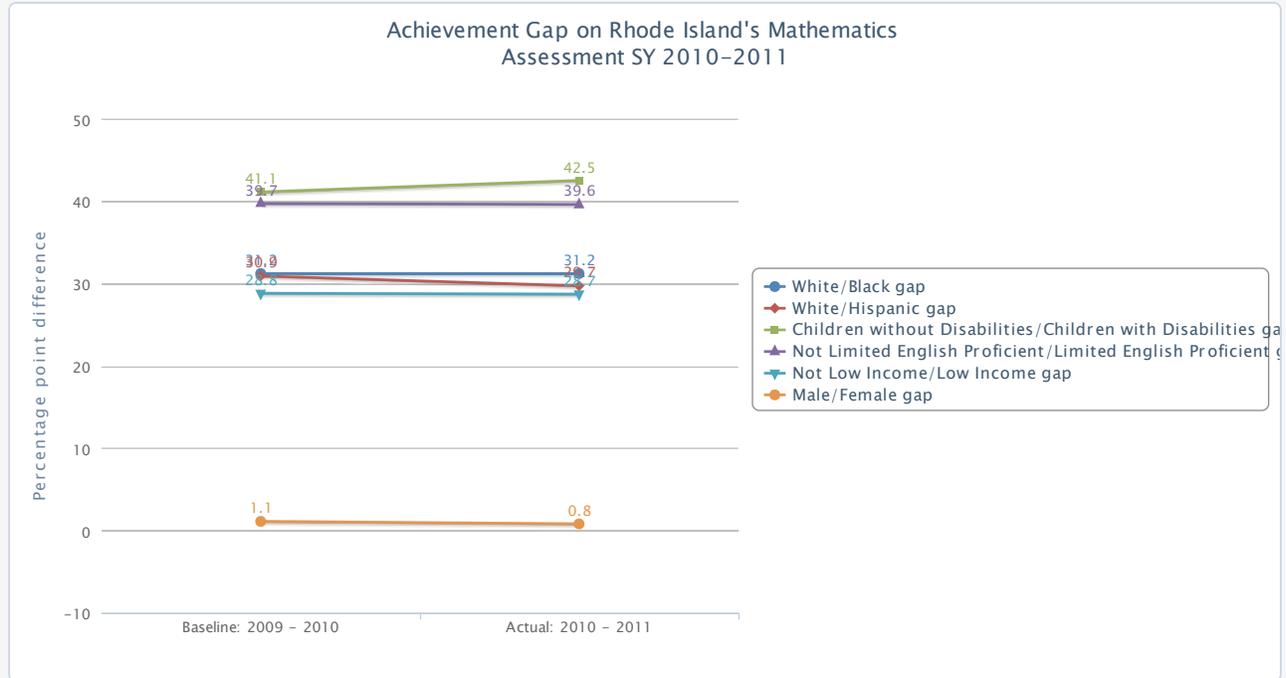
Preliminary SY 2010-2011 data reported as of: [October 14, 2011](#)

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics

assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



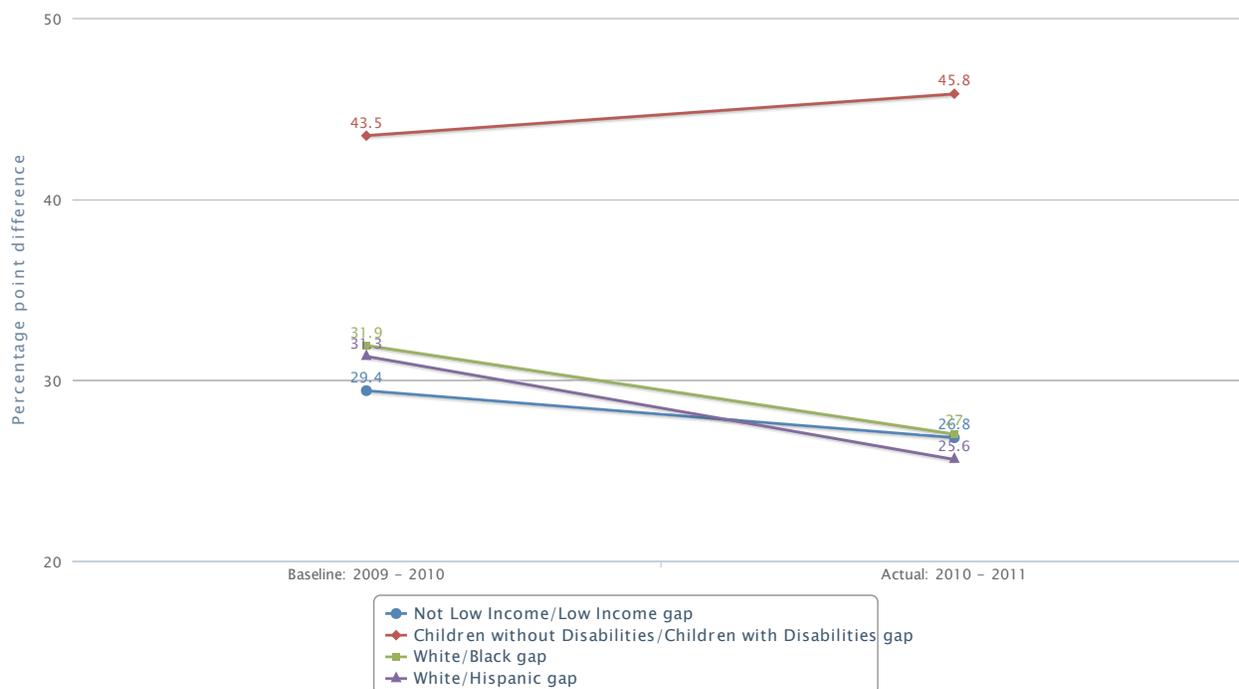
[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Rhode Island's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap	31.2	31.2	30
White/Hispanic gap	30.9	29.7	30
Children without Disabilities/Children with Disabilities gap	41.1	42.5	41
Not Limited English Proficient/Limited English Proficient gap	39.7	39.6	N/A
Not Low Income/Low Income gap	28.8	28.7	28
Male/Female gap	1.1	0.8	N/A

[View Table Key](#)

Grade 4 Achievement Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Grade 4

Grade 8

[View Table \(Accessible\)](#)

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on Rhode Island's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap (percentage point difference)	31.9	27	27
White/Hispanic gap (percentage point difference)	31.3	25.6	27
Children without Disabilities/Children with Disabilities gap (percentage point difference)	43.5	45.8	36
Not Low Income/Low Income gap (percentage point difference)	29.4	26.8	25

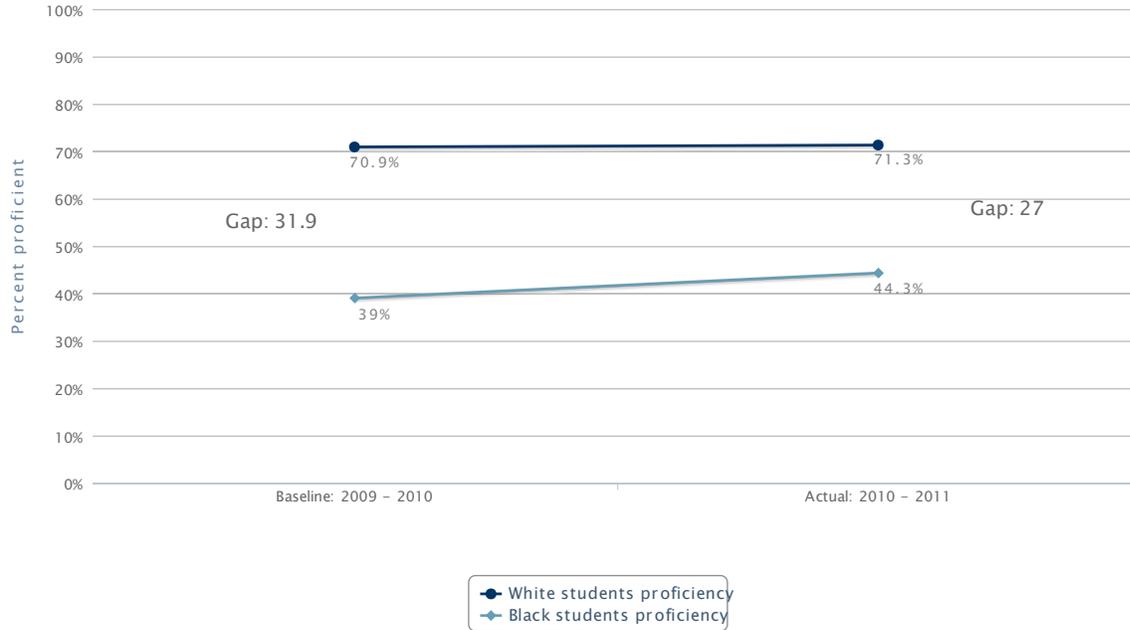
[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on Rhode Island's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap (percentage point difference)	33.6	32.3	29
White/Hispanic gap (percentage point difference)	31.3	25.6	27
Children without Disabilities/Children with Disabilities gap (percentage point difference)	43.5	45.8	36
Not Low Income/Low Income gap (percentage point difference)	29.4	26.8	25

[View Table Key](#)

Achievement Gaps: Mathematics Assessment SY 2010-2011

Grade 4 White/Black Gap on Rhode Island's Mathematics Assessment SY 2010–2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
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[View Table \(Accessible\)](#)

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White Students proficiency	70.9%	71.3%	N/A	63.3%	63.8%	N/A
Black Students proficiency	39%	44.3%	N/A	29.7%	31.5%	N/A
White/Black gap (percentage point difference)	31.9	27	27	33.6	32.3	29

[View Table Key](#)

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White Students proficiency	70.9%	71.3%	N/A	63.3%	63.8%	N/A
Hispanic Students proficiency	39.6%	45.7%	N/A	30.2%	31.1%	N/A
White/Hispanic gap (percentage point difference)	31.3	25.6	27	33.1	32.7	28

[View Table Key](#)

Not Low Income/Low Income Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Not Low Income Students proficiency	75.1%	75.6%	N/A	67.6%	67.5%	N/A
Low Income Students proficiency	45.7%	48.8%	N/A	35.3%	35.9%	N/A
Not Low Income/Low Income gap (percentage point difference)	29.4	26.8	25	32.3	31.6	28

View Table Key

Children without Disabilities/Children with Disabilities Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Children without Disabilities proficiency	68.4%	69.3%	N/A	62.4%	61.5%	N/A
Children with Disabilities proficiency	24.9%	23.5%	N/A	16.6%	16.2%	N/A
Children without Disabilities/Children with Disabilities gap (percentage point difference)	43.5	45.8	36	45.8	45.3	39

View Table Key

Close Graphs by Gap Types

Back to the Top

Results in closing the achievement gap on NAEP reading

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

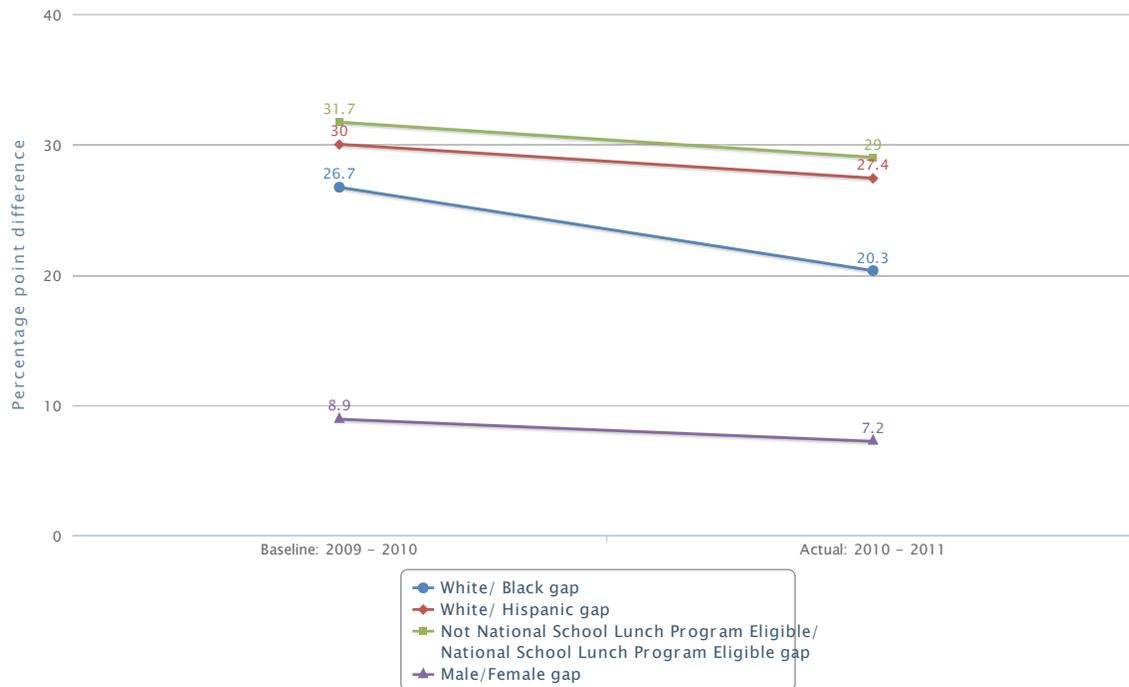
Rhode Island's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Grade 4 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap	26.7	20.3	N/A
White/Hispanic gap	30	27.4	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	31.7	29	N/A
Male/Female gap	8.9	7.2	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap	24.8	23.4	N/A
White/Hispanic gap	22.9	26.6	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	22.1	26.7	N/A
Male/Female gap	9.4	11.2	N/A

[View Table Key](#)

Results in closing the achievement gap on NAEP mathematics

Department-reported information

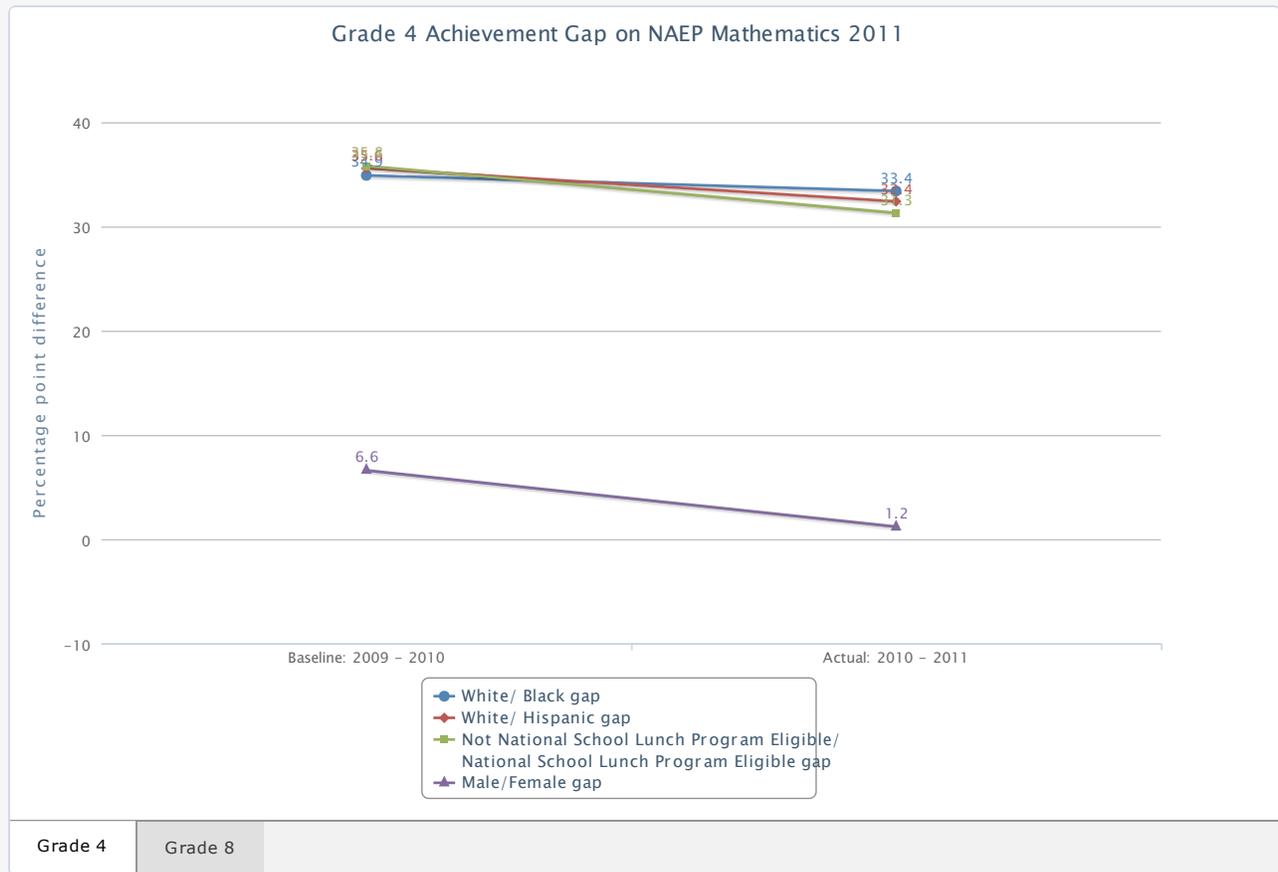
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Rhode Island's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap	34.9	33.4	N/A
White/Hispanic gap	35.6	32.4	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	35.8	31.3	N/A
Male/Female gap	6.6	1.2	N/A

[View Table Key](#)

Grade 8 Achievement Gap

Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
White/Black gap	27.2	30.6	N/A
White/Hispanic gap	27.1	29	N/A
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap	24.8	30	N/A
Male/Female gap	3.1	1.5	N/A

[View Table Key](#)

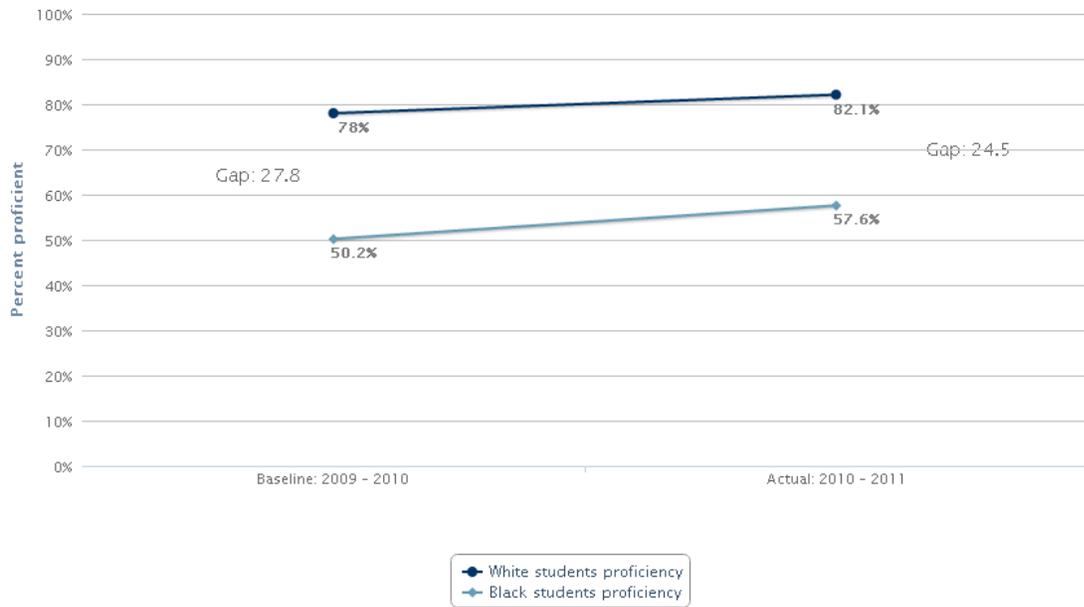
[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)

Grade 8 White/Black Gap on Rhode Island's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

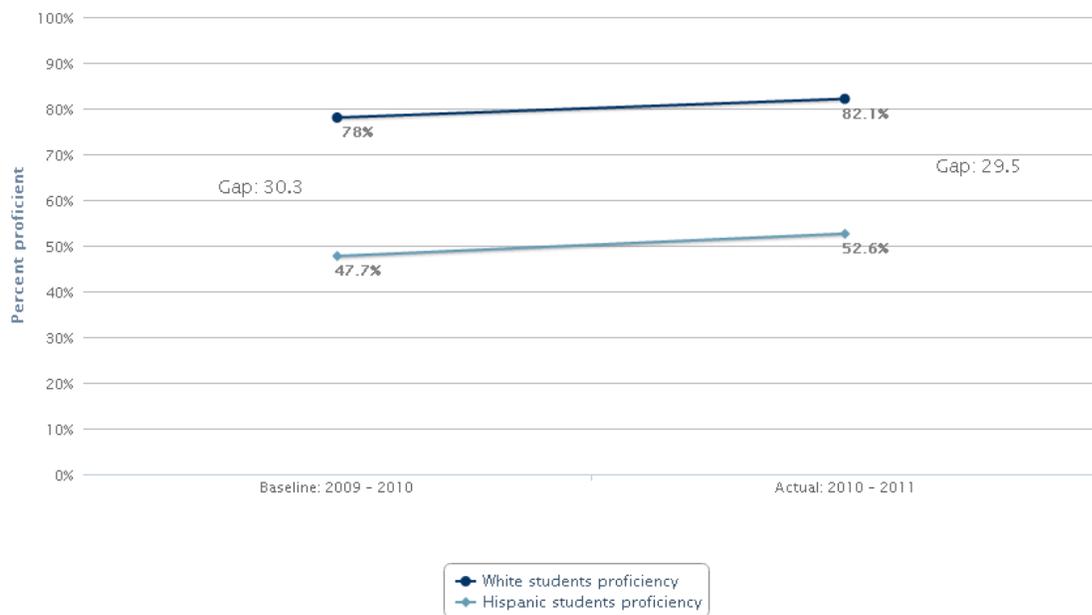
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Hispanic Gap on Rhode Island's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

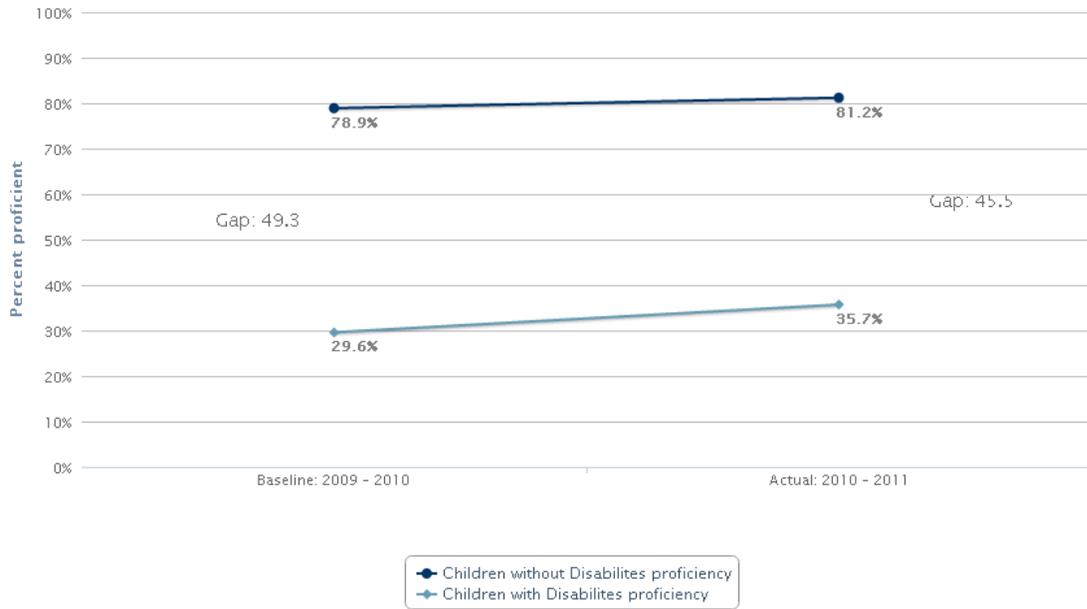
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Children without Disabilities/Children with Disabilities Gap on Rhode Island's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

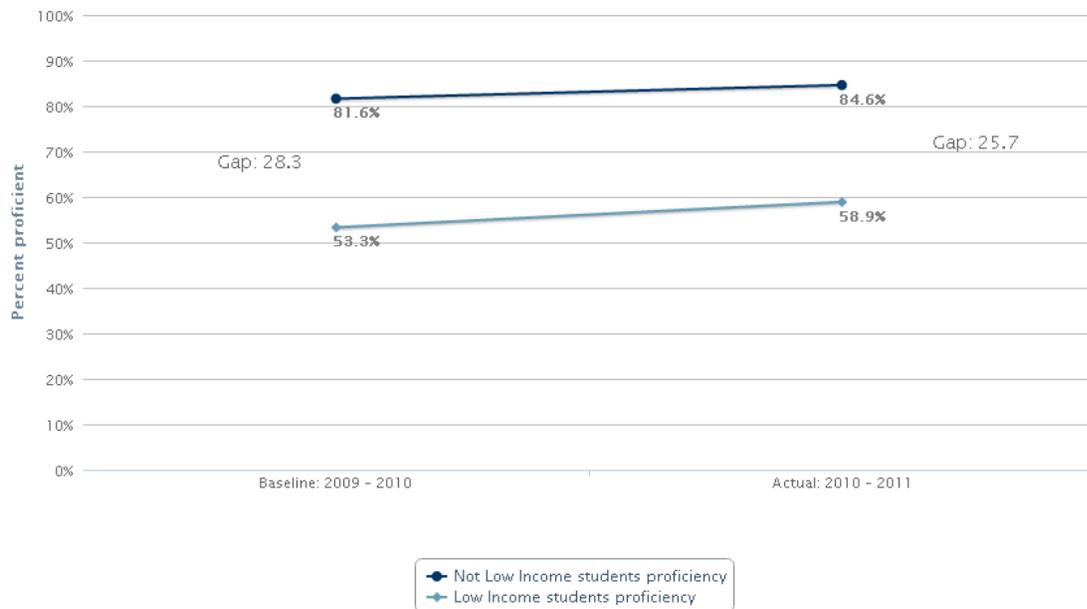
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Not Low Income/Low Income Achievement Gap on Rhode Island's ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

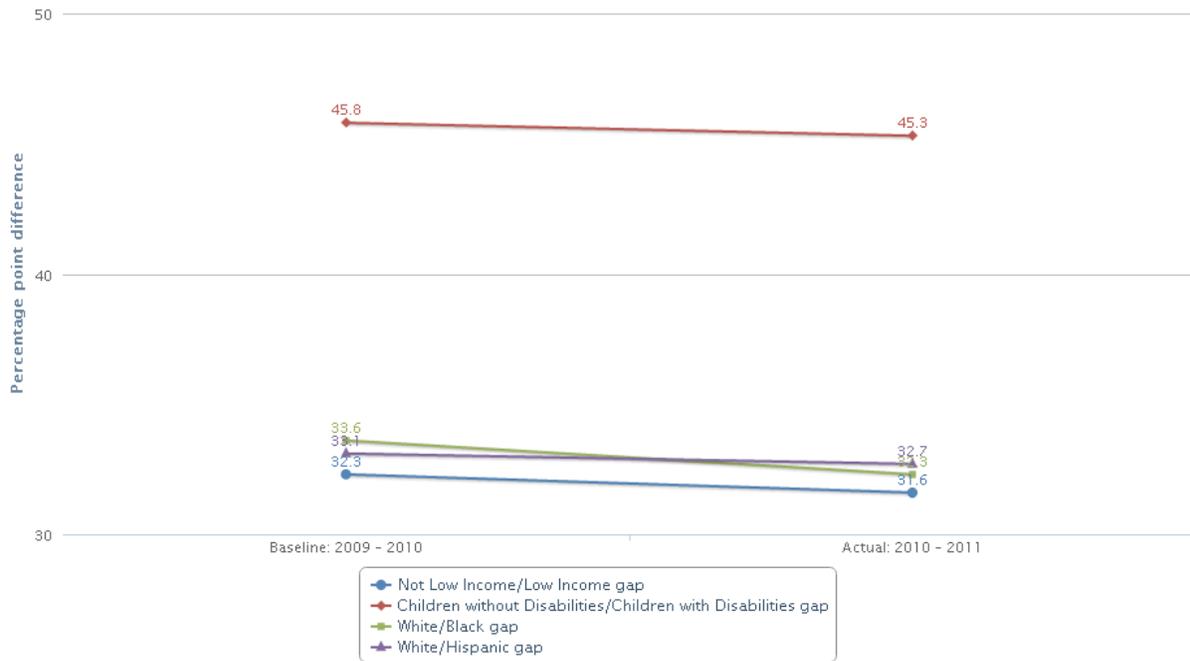
Gap 5

Gap 6

Gap 7

Gap 8

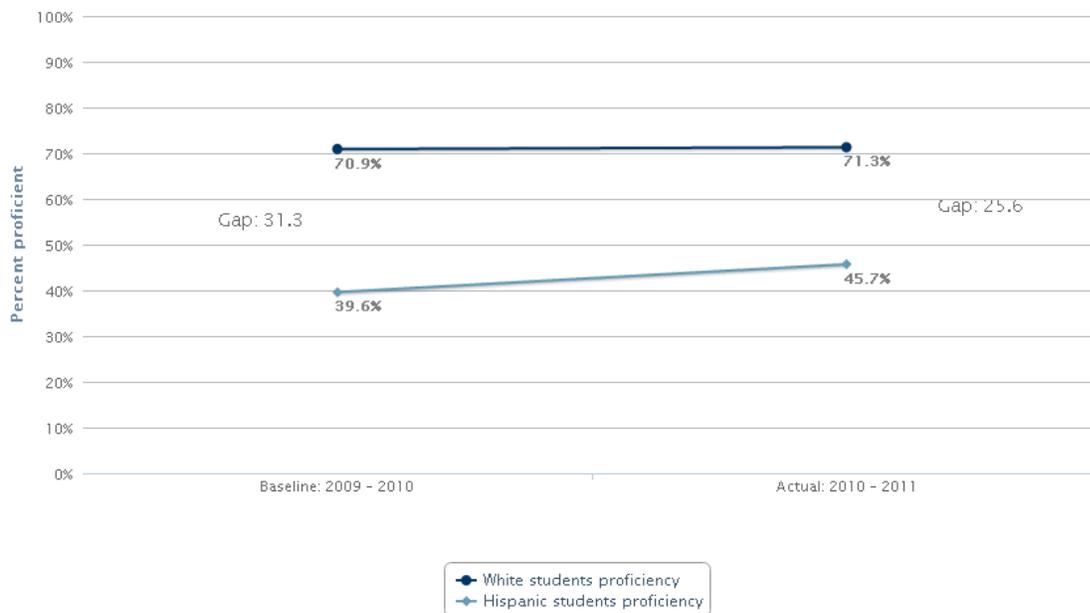
Grade 8 Achievement Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Grade 4

Grade 8

Grade 4 White/Hispanic Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

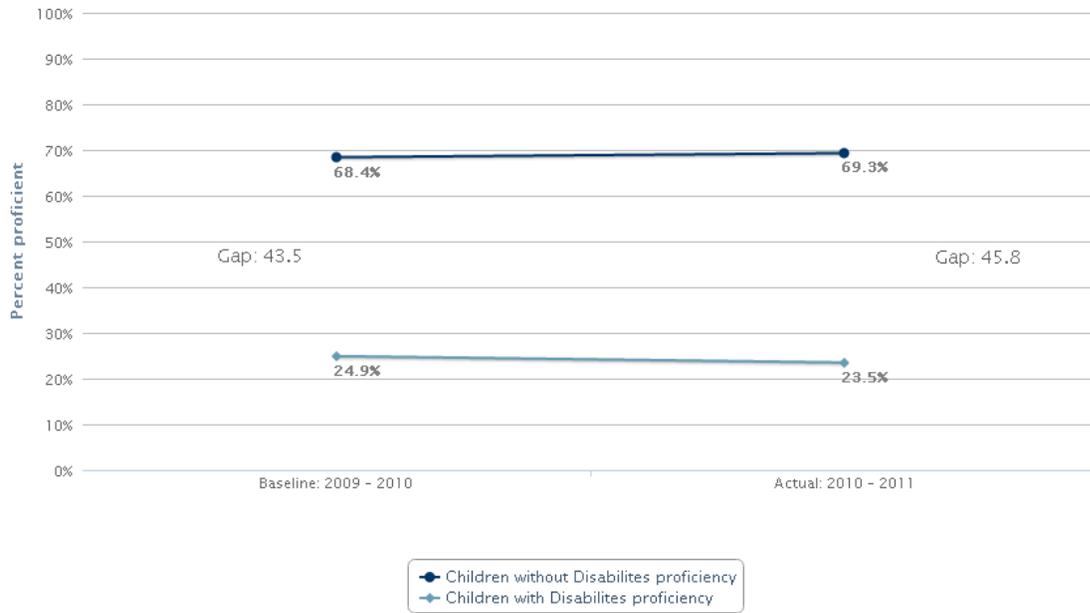
Gap 5

Gap 6

Gap 7

Gap 8

Grade 4 Children without Disabilities/Children with Disabilities Gap
on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

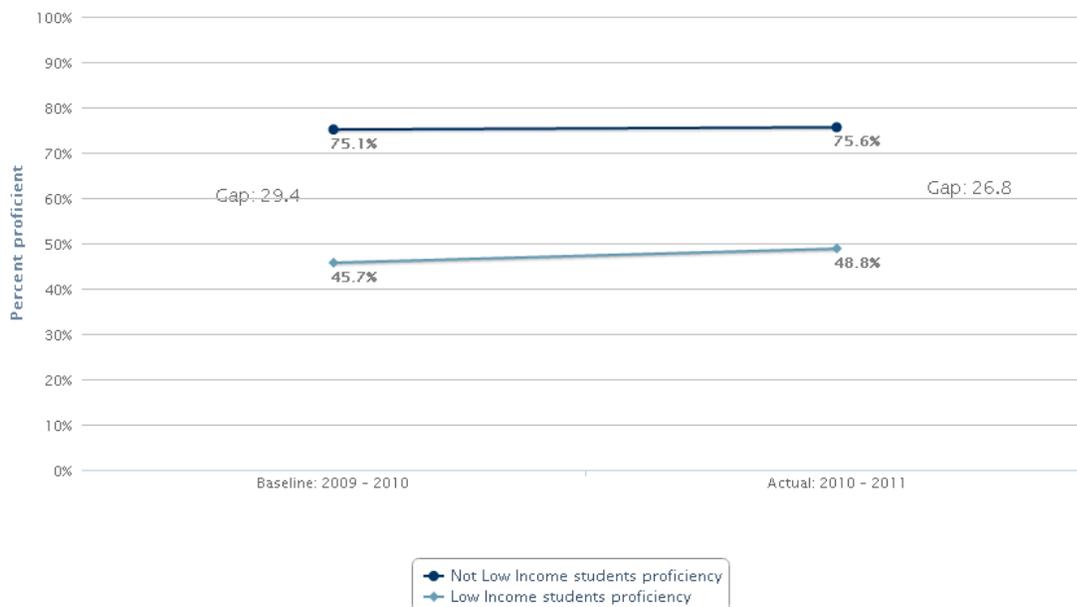
Gap 5

Gap 6

Gap 7

Gap 8

Grade 4 Not low Income/Low Income Achievement Gap
on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

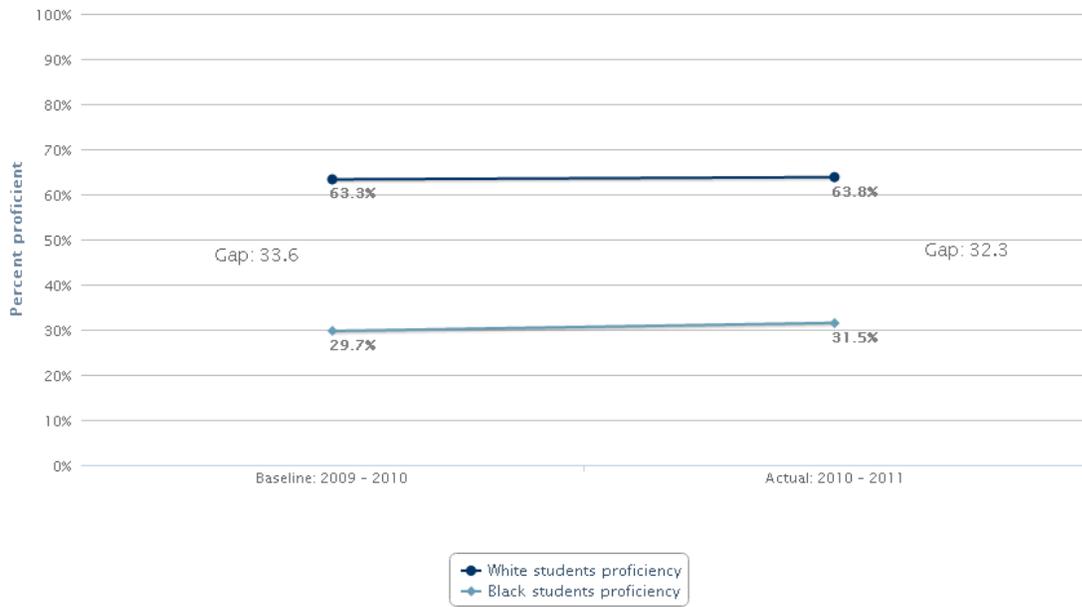
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Black Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

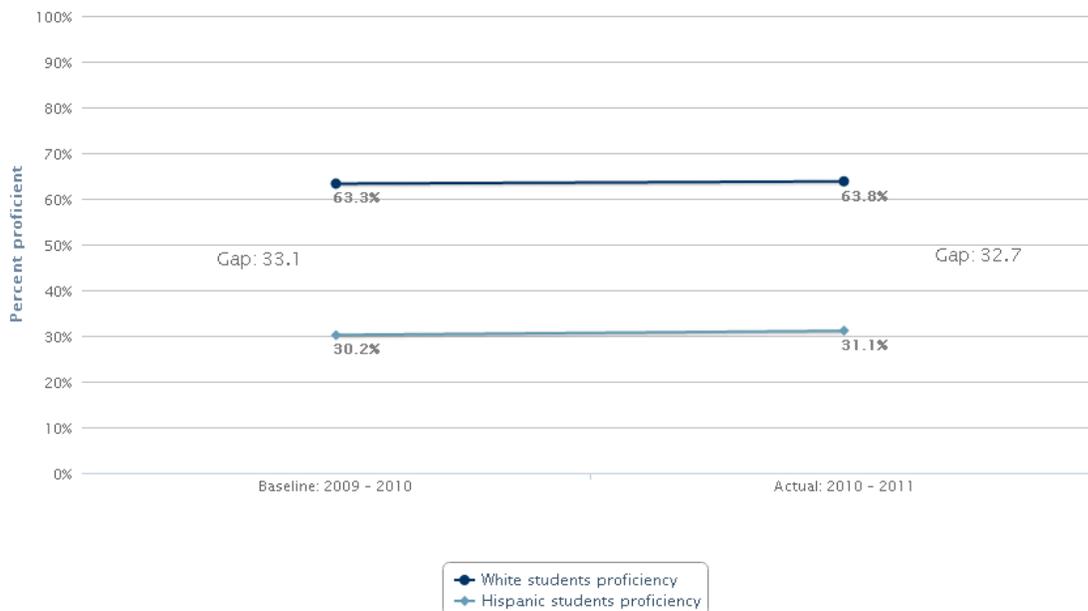
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Hispanic Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

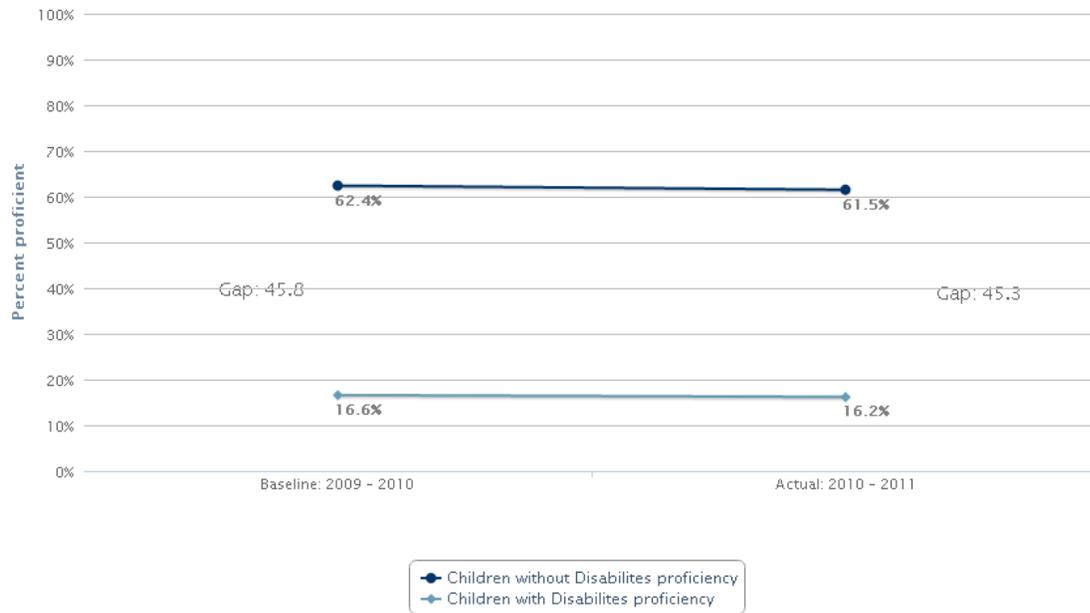
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Children without Disabilities/Children with Disabilities Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

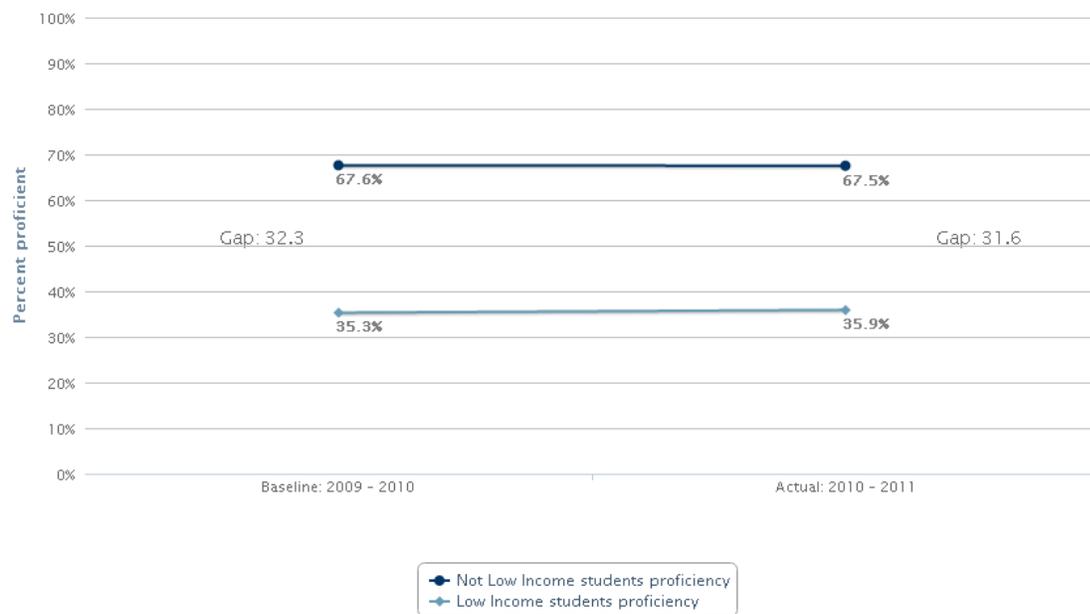
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Not Low Income/Low Income Achievement Gap on Rhode Island's Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

Gap 4

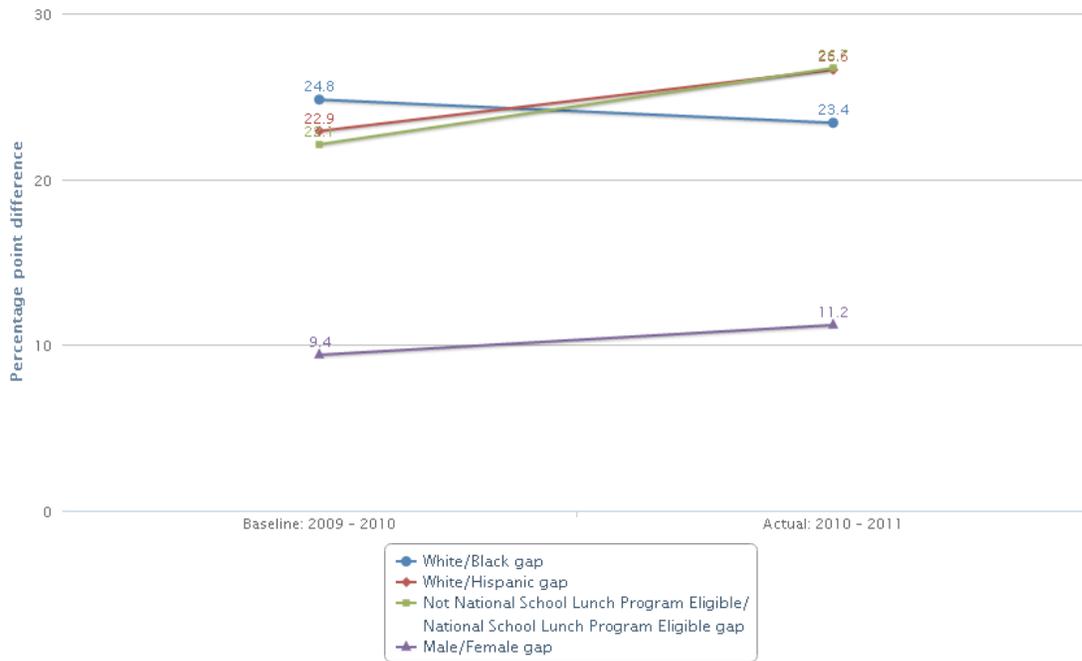
Gap 5

Gap 6

Gap 7

Gap 8

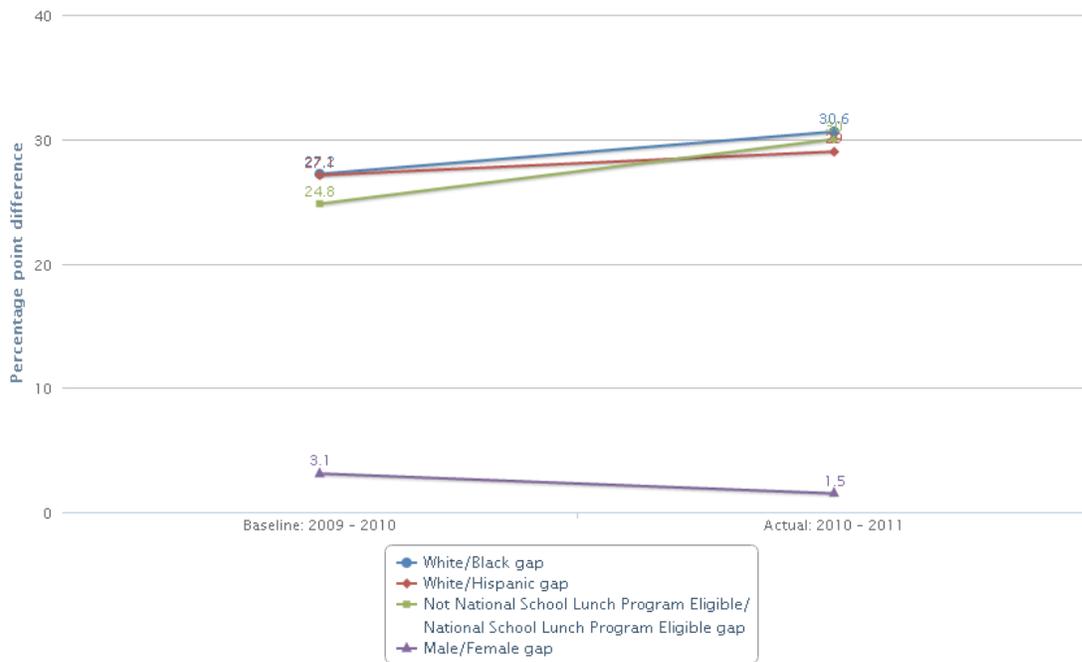
Grade 8 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

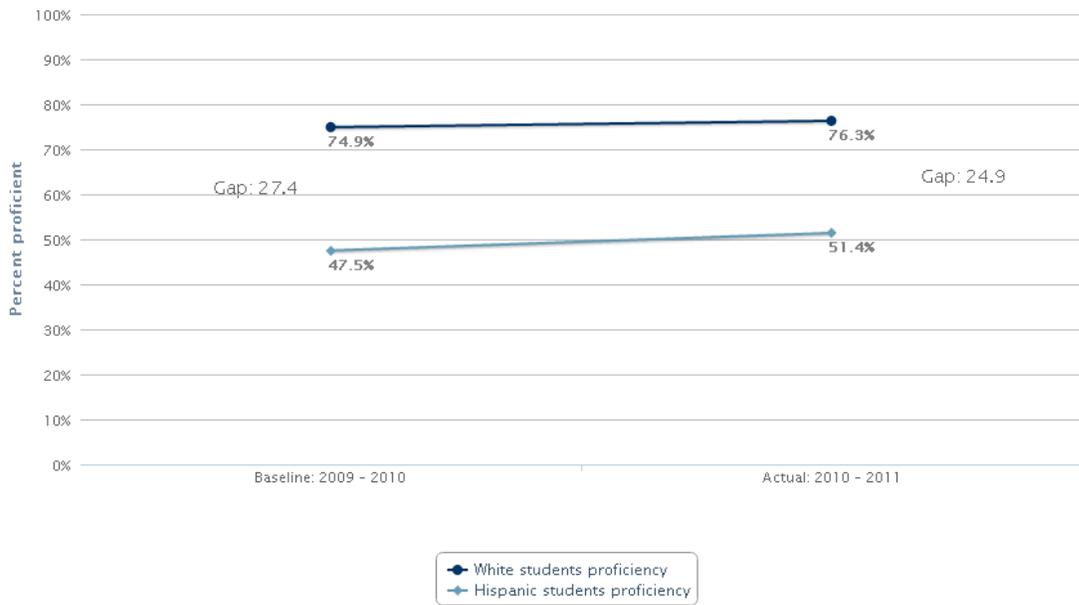
Grade 8 Achievement Gap on NAEP Mathematics 2011



Grade 4

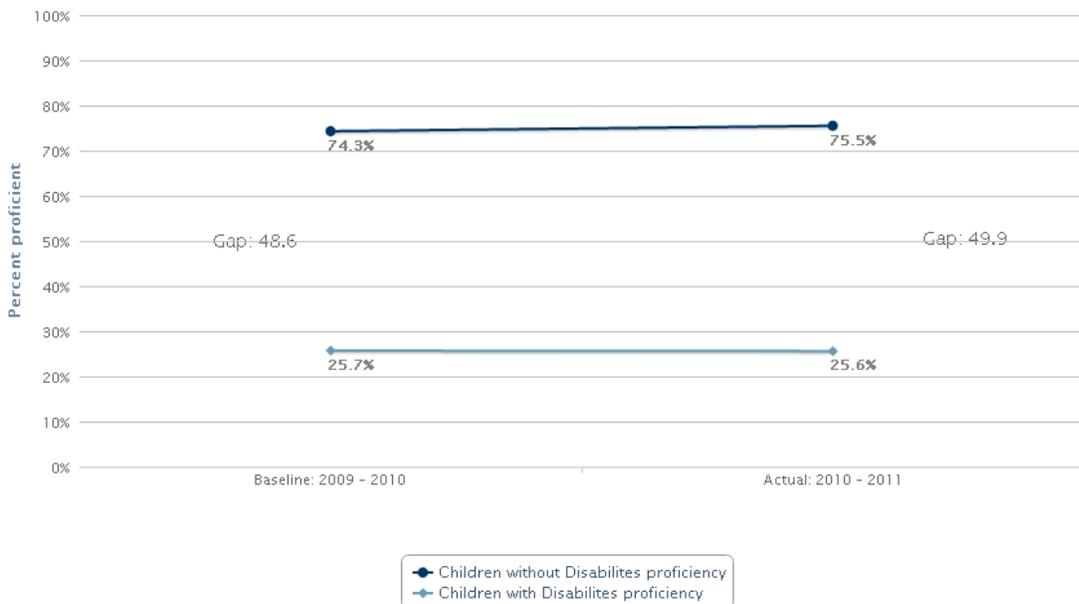
Grade 8

Grade 4 White/Hispanic Gap on Rhode Island's ELA Assessment SY 2010–2011



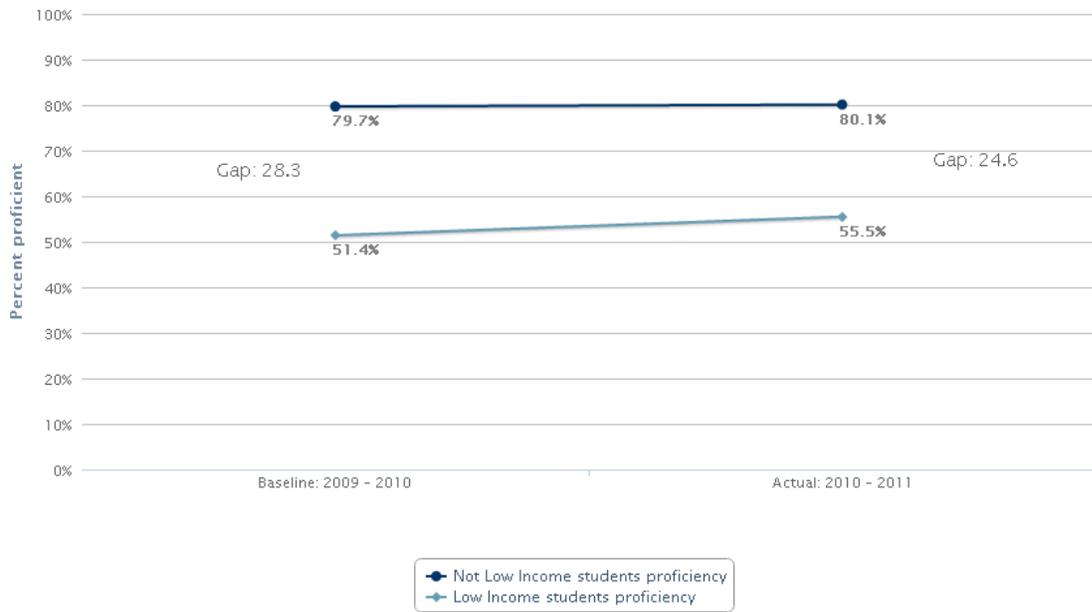
Gap 1 **Gap 2** Gap 3 Gap 4 Gap 5 Gap 6 Gap 7 Gap 8

Grade 4 Children without Disabilities/Children with Disabilities Gap on Rhode Island's ELA Assessment SY 2010–2011



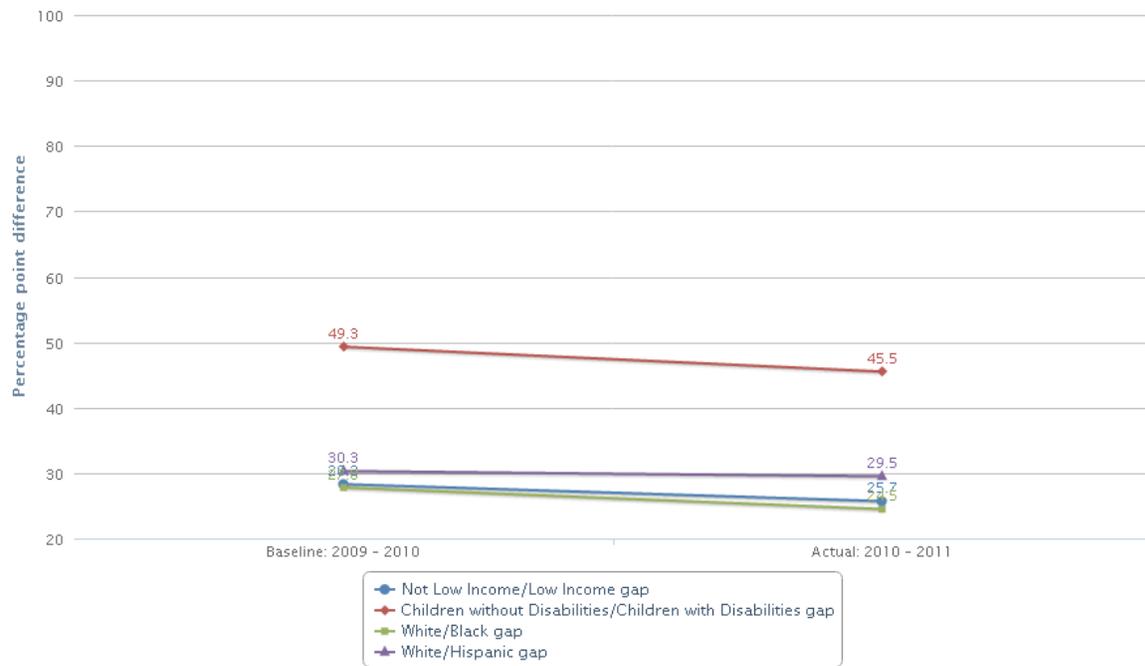
Gap 1 Gap 2 **Gap 3** Gap 4 Gap 5 Gap 6 Gap 7 Gap 8

Grade 4 Not Low Income/Low Income Achievement Gap on Rhode Island's ELA Assessment SY 2010-2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
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Grade 8 Achievement Gap on Rhode Island's ELA Assessment SY 2010-2011



Grade 4	Grade 8
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Rhode Island

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Student Outcomes Data: Graduation Rates and Postsecondary Data

High school graduation rates

College enrollment rates

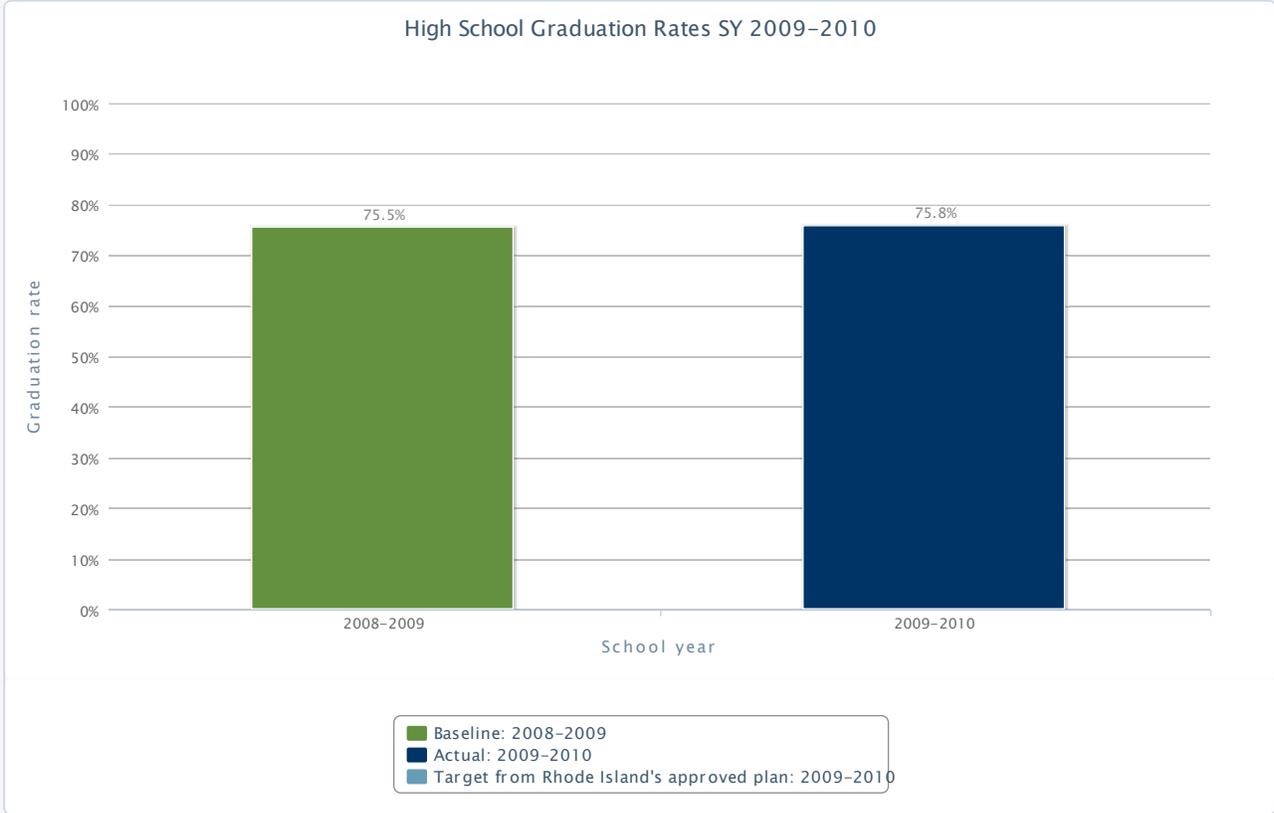
College course completion rates

Collapse All

High school graduation rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 14, 2011

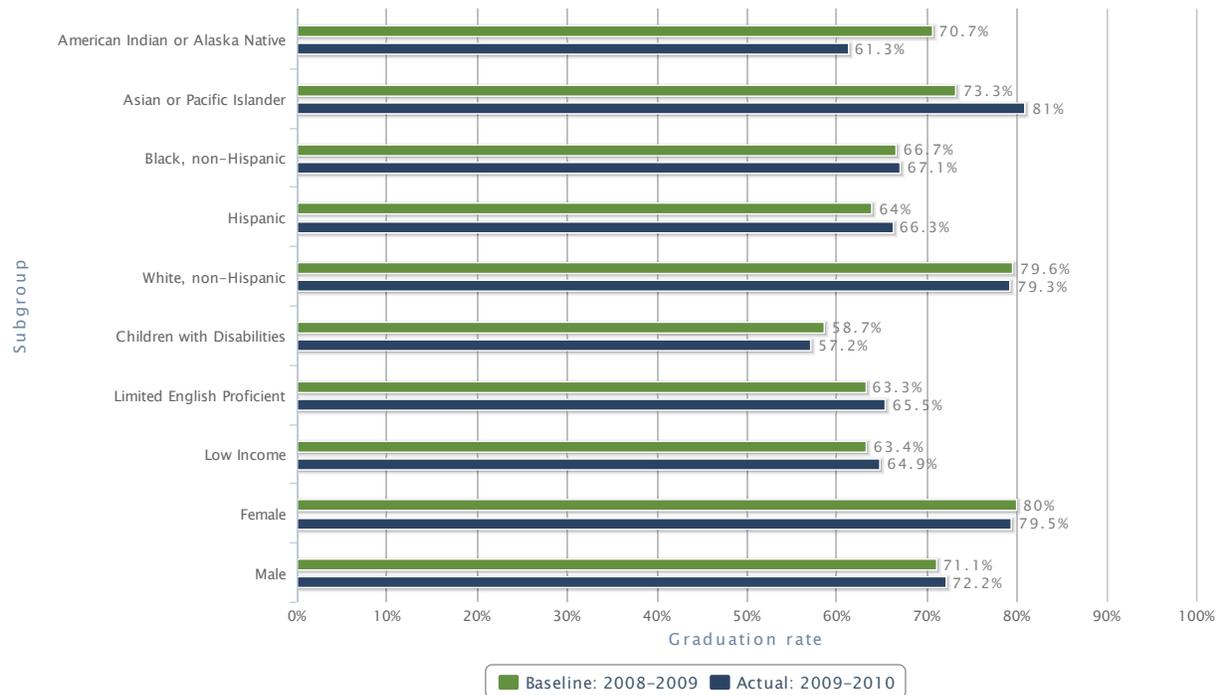


[View Table \(Accessible\)](#)

Preliminary high school graduation rates reported as of October 14,	Baseline:	Actual:	Target from Rhode

2011	SY 2008-2009	SY 2009-2010	Island's approved plan: SY 2009-2010
All Students	75.5%	75.8%	N/A
View Table Key			

High School Graduation Rates SY 2009-2010



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Rhode Island's approved plan: SY 2009-2010
American Indian or Alaska Native	70.7%	61.3%	N/A
Asian or Pacific Islander	73.3%	81%	N/A
Black, non-Hispanic	66.7%	67.1%	N/A
Hispanic	64%	66.3%	N/A
White, non-Hispanic	79.6%	79.3%	N/A
Children with Disabilities	58.7%	57.2%	N/A
Limited English Proficient	63.3%	65.5%	N/A
Low Income	63.4%	64.9%	N/A
Female	80%	79.5%	N/A
Male	71.1%	72.2%	N/A
View Table Key			

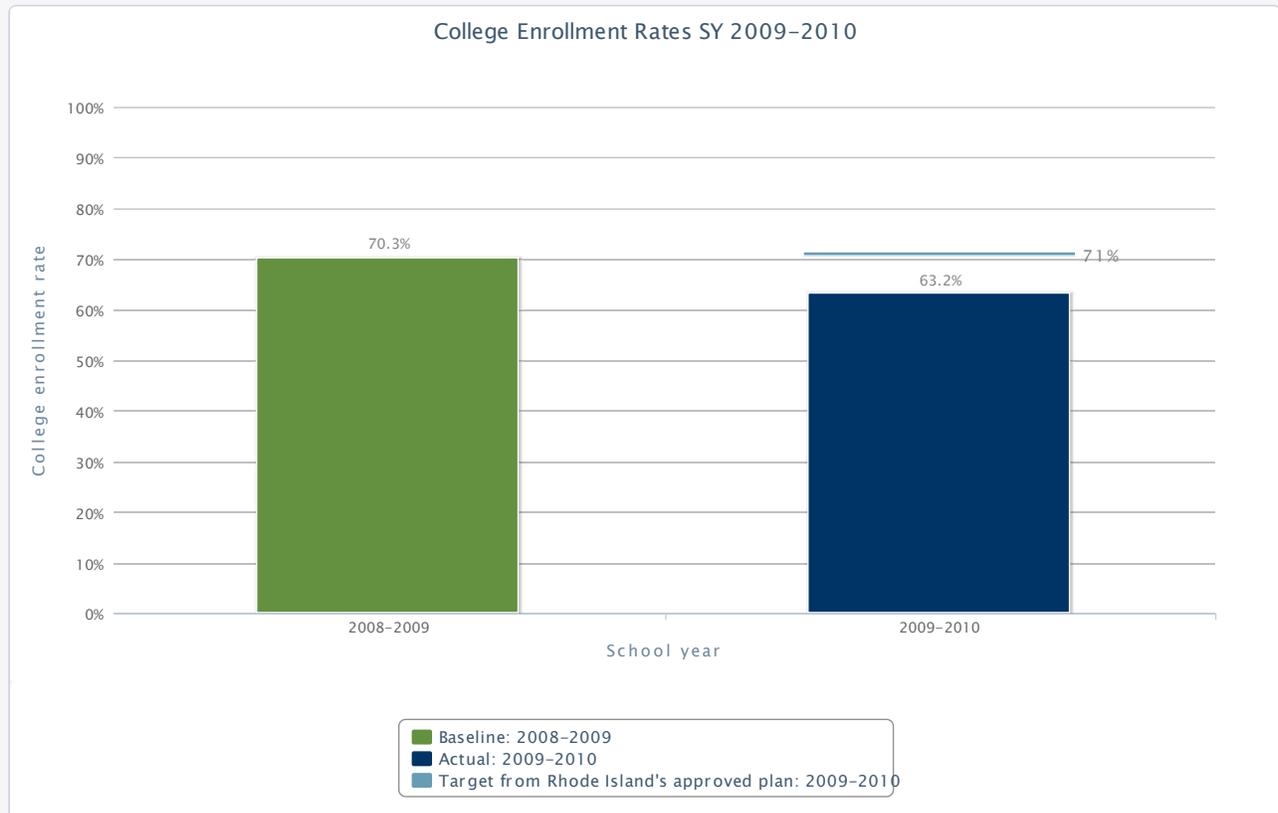
[Close Subgroup Graph](#)

College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: **October 14, 2011**

NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



[View Table \(Accessible\)](#)

Preliminary college enrollment rates reported as of October 14, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Rhode Island's approved plan: SY 2009-2010
All Students	70.3%	63.2%	71%
View Table Key			

[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Rhode Island's approved plan: SY 2009-2010
American Indian or Alaska Native	68.3%	49.2%	N/A
Asian or Pacific Islander	73.1%	67.4%	N/A
Black, non-Hispanic	61.8%	55.7%	N/A
Hispanic	58.5%	47.6%	N/A

White, non-Hispanic	73.6%	67.5%	N/A
Children with Disabilities	43.8%	34.4%	N/A
Limited English Proficient	45.7%	29.3%	N/A
Low Income	58.2%	49%	N/A
Female	74.9%	68.5%	N/A
Male	65.4%	57.9%	N/A

[View Table Key](#)

[Close Subgroup Graph](#)

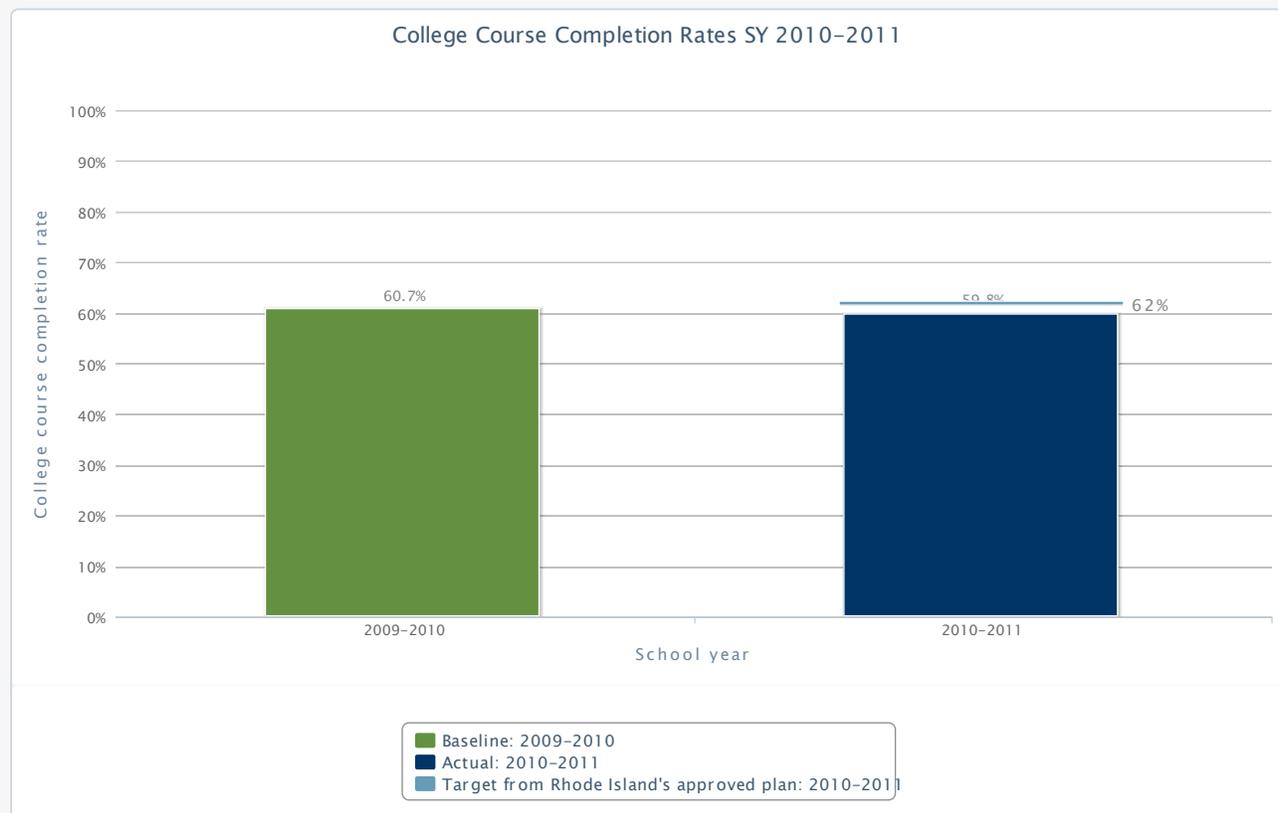
[Back to the Top](#)

College course completion rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 14, 2011](#)

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

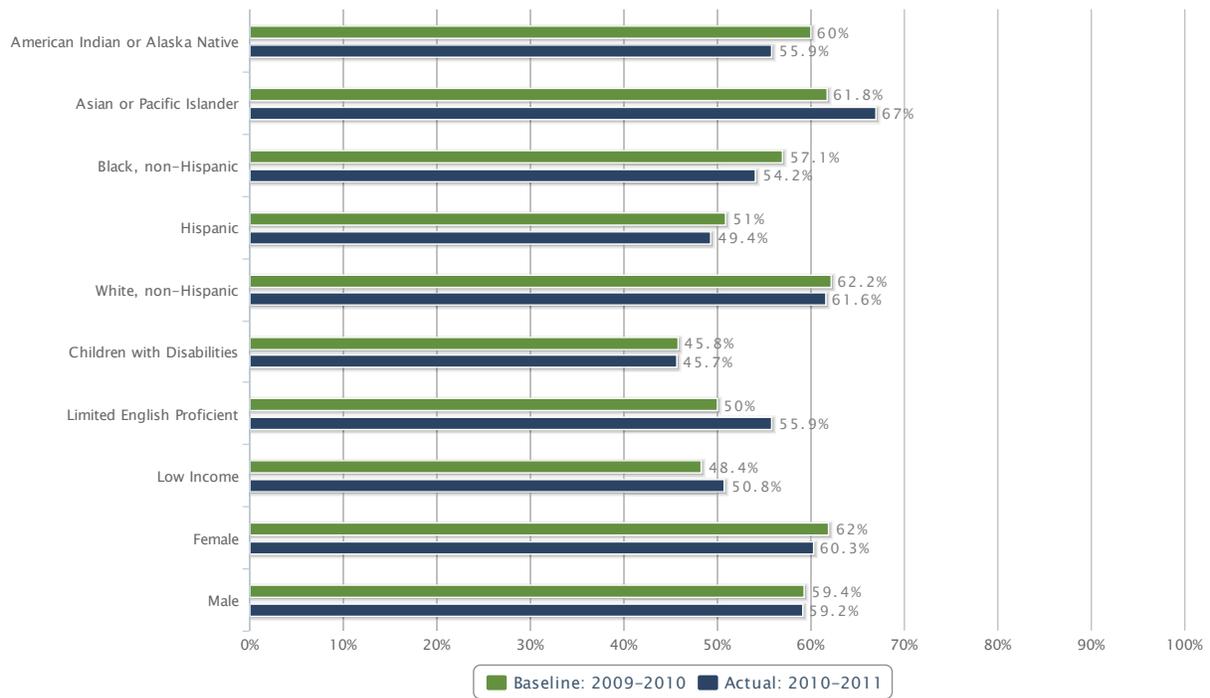


[View Table \(Accessible\)](#)

Preliminary college course completion rates reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
All Students	60.7%	59.8%	62%

[View Table Key](#)

College Course Completion Rates SY 2010–2011



[View Table \(Accessible\)](#)

Preliminary College Course Completion Rates			
Subgroup	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
American Indian or Alaska Native	60%	55.9%	N/A
Asian or Pacific Islander	61.8%	67%	N/A
Black, non-Hispanic	57.1%	54.2%	N/A
Hispanic	51%	49.4%	N/A
White, non-Hispanic	62.2%	61.6%	N/A
Children with Disabilities	45.8%	45.7%	N/A
Limited English Proficient	50%	55.9%	N/A
Low Income	48.4%	50.8%	N/A
Female	62%	60.3%	N/A
Male	59.4%	59.2%	N/A

[View Table Key](#)

[Close Subgroup Graph](#)

[Back to the Top](#)

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
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[Back to the Top](#)

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State-reported APR: Year One

Rhode Island

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College and Career-Ready Standards and Assessments

Page 5 of 12

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

[Back to the Top](#)

Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

Rhode Island did not provide performance measures for this criterion in its approved application.

[Back to the Top](#)

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Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

[Back to the Top](#)

Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Train 9,250 principals and educators on the use of dashboards	(C)(2)	0	0	0
Develop 1 statewide data dictionary with data collection/exchange standards	(C)(2)	N/A	1	1
Deliver Data-Driven PD model to 225 total schools in 3 annual cohorts (includes principal and school leadership team)	(C)(3)	N/A	N/A	N/A
Build a customized data dashboard for 4 user groups (educators, principals, district administrators, parents)	(C)(2)	0	2	1
Train 700 principals/school leadership members of participating LEAs on state educator evaluation data collection tool	(C)(2)	N/A	N/A	N/A
Percentage of Rhode Island educators accessing and using IMS	(C)(3)	N/A	N/A	N/A
Number of unique users of data dashboards	(C)(2)	N/A	12,747	1,000
View Table Key				

[Back to the Top](#)

Table Key

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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

[Back to the Top](#)



Rhode Island

Standard Version

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Great Teachers and Leaders

- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

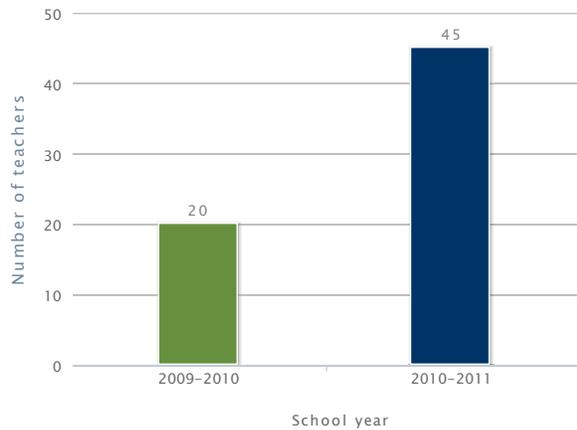
State-reported response: No changes have been made to the legal, statutory, or regulatory provisions since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

Question: Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	2	2
Number of alternative certification programs for principals	0	0
View Table Key		

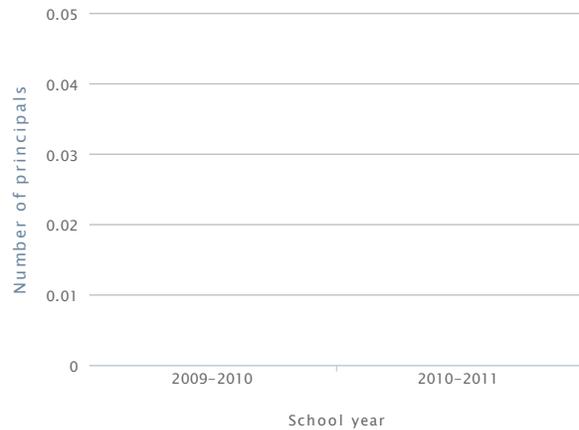
Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification

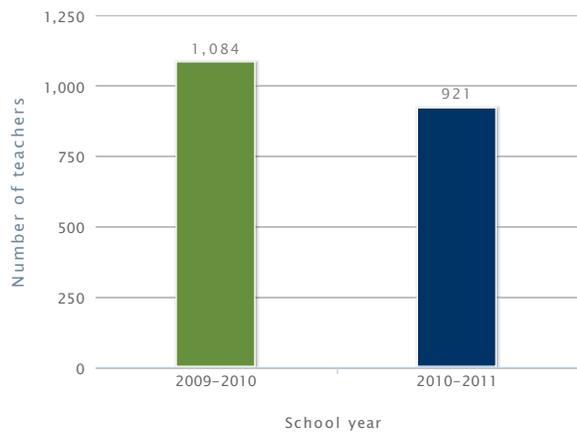


[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	20	45
Number of principals who have completed alternative certifications	0	0
View Table Key		

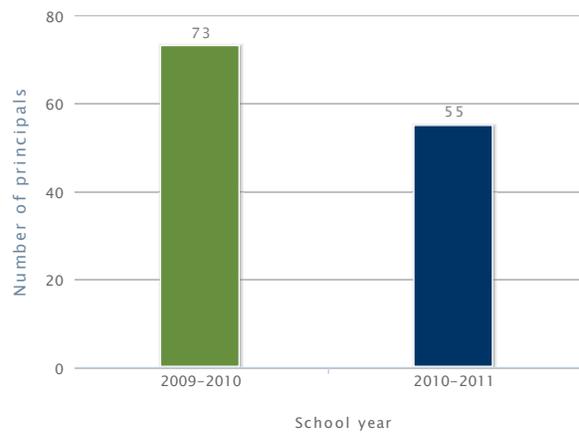
Question: Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



[View Table \(Accessible\)](#)

Principals Newly Certified Statewide



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	1,084	921
Principals	73	55
View Table Key		

Additional information provided by the State:

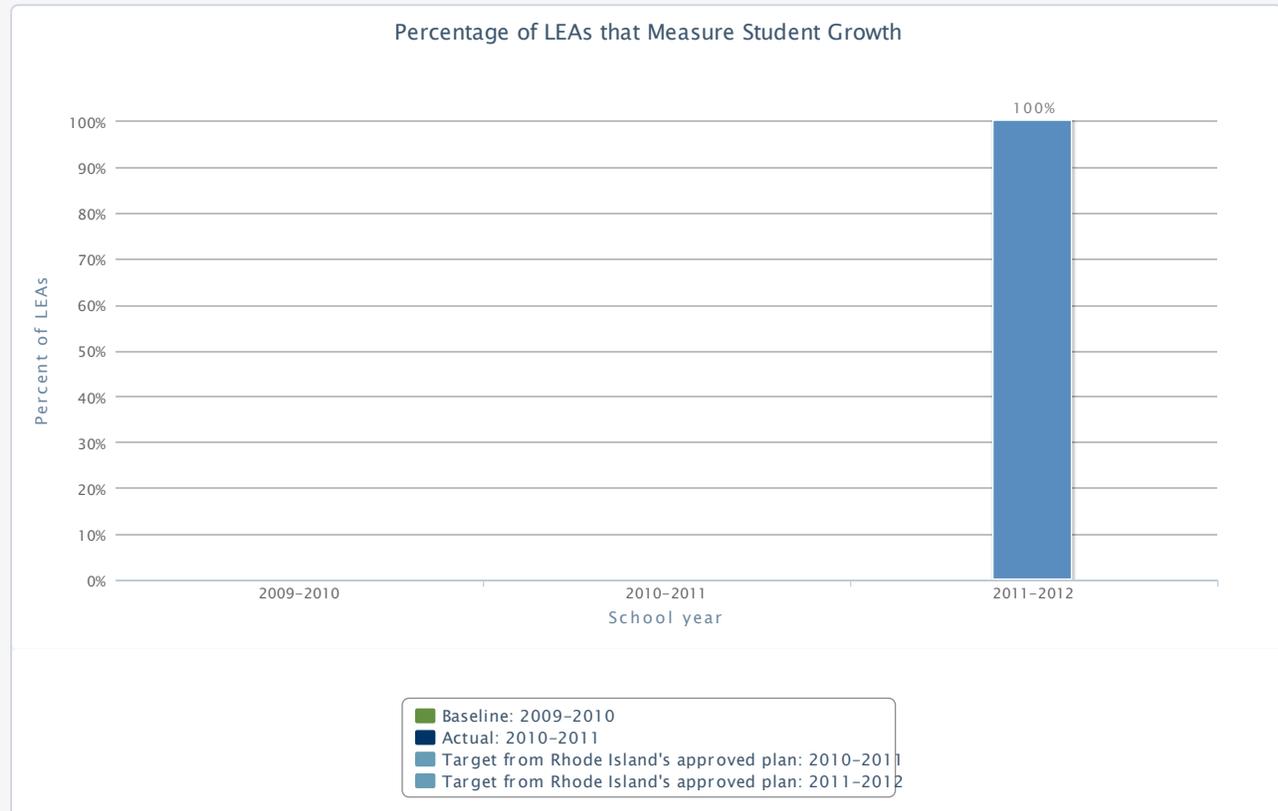
The 2010-2011 number reporting newly certified teachers and principals reflects data collected as of May 2011 and does not include the high-volume number of newly issued certificates in June 2011.

[Back to the Top](#)

Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.



[View Table \(Accessible\)](#)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011	Target from Rhode Island's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	0%	0%	0%	100%

[View Table Key](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	N/A	0%
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	N/A	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	N/A	0%

• Teacher and principal compensation	0%	N/A	0%
• Teacher and principal promotion	0%	N/A	0%
• Retention of effective teachers and principals	0%	N/A	0%
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	N/A	0%
• Removal of ineffective tenured and untenured teachers and principals	0%	N/A	0%

[View Table Key](#)

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Rhode Island's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage 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	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	0%	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

Rhode Island is in the process of implementing our educator evaluation models that includes measures of student growth. LEA data will be available in 2011-2012.

Rhode Island is in the process of implementing our educator evaluation models. LEA data for these models will begin to be available in 2011-2012.

[Close](#)

[Back to the Top](#)

Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
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 the application)	0%	N/A	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	0%

Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	0%
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	0%
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	0%
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	0%
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	0%
Percentage of mathematics teachers who were evaluated as effective or better	0%	N/A	0%
Percentage of science teachers who were evaluated as effective or better	0%	N/A	0%
Percentage of special education teachers who were evaluated as effective or better	0%	N/A	0%
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	N/A	0%
View Table Key			

Term	State's Definition
Mathematics teachers	Rhode Island definition of a mathematics teacher is consistent with the definitions used for the National Center for Education Statistics and EdFacts data collections.
Science teachers	Rhode Island definition of a science teacher is consistent with the definitions used for the National Center for Education Statistics and EdFacts data collections.
Special education teachers	Rhode Island definition of a special education teacher is consistent with the definitions used for the National Center for Education Statistics and EdFacts data collections.
Teachers in language instruction educational programs	Rhode Island definition of a teacher in language instruction educational programs is consistent with the definitions used for the National Center for Education Statistics and EdFacts data collections.
View Table Key	

Additional information provided by the State:

Rhode Island is in the process of implementing our educator evaluation models. LEA data for these models will begin to be available in 2011-2012.

[Back to the Top](#)

Improving the effectiveness of teacher and principal preparation programs

State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011

Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	9	10	N/A
Total number of principal preparation programs in the State	3	3	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
View Table Key			

Additional information provided by the State:

Rhode Island is currently developing a system to report this information. In our application, this data is scheduled for reporting in 2012-2013.

[Back to the Top](#)

Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Provide effective data-informed professional development, coaching, induction and common planning and collaboration to teachers and principals.	(D)(5)	0	0	0
Measure, evaluate, and continuously improve the effectiveness of those supports to improve student achievement.	(D)(5)	0	0	0
View Table Key				

[Back to the Top](#)

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Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

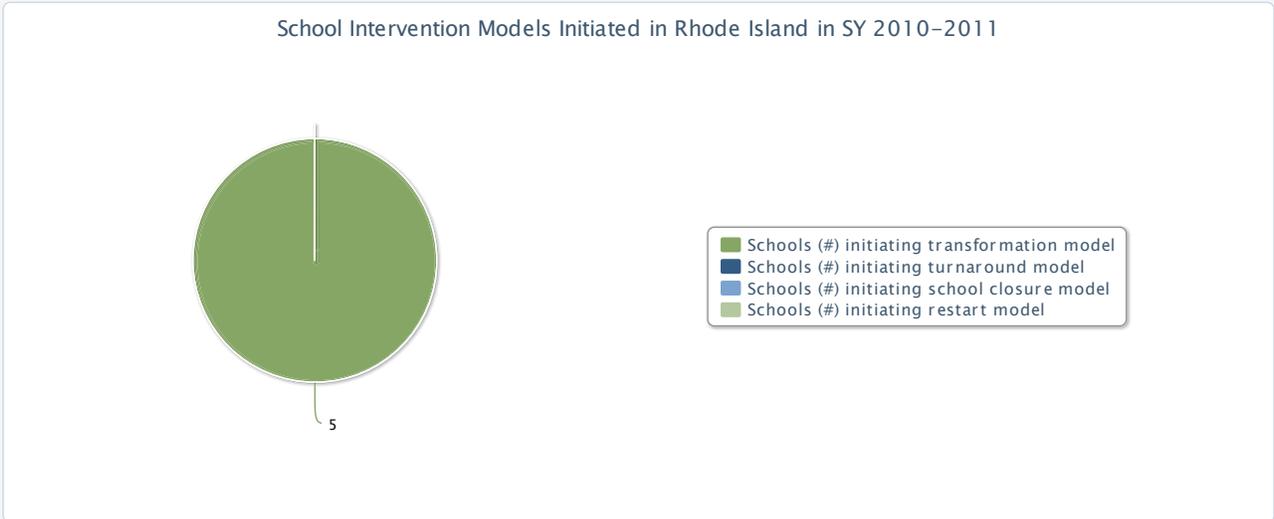
Changes to Rhode Island's legal, statutory, or regulatory authority to intervene in Rhode Island's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	0	5	0

[View Table Key](#)

Question: For each school for which one of the four [school intervention models](#) was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Central Falls High School	04108	Central Falls	4400120	Transformation model
Juanita Sanchez Complex High School	28189	Providence	4400900	Transformation model
Lillian Feinstein Elementary School	28157	Providence	4400900	Transformation model
B. Jae Clanton Complex	28162	Providence	4400900	Transformation model
Roger Williams Middle School	28147	Providence	4400900	Transformation model

[View Table Key](#)

Additional information provided by the State:

The B. Jae Clanton Complex consists of the Sgt. Cornel Young, Jr. and Charlotte Woods Elementary School.

[Back to the Top](#)

Changes to Rhode Island's legal, statutory, or regulatory authority to intervene in Rhode Island's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

State-reported response: On September 2, 2010 the Board of Regents approved revisions to the "Protocol for Intervention" Regulations for Rhode Island's persistently lowest-achieving schools. The "Protocol for Intervention" Regulations incorporate guidance for schools that have been identified as one of the state's persistently lowest-achieving schools and includes requirements in order to make fundamental reforms. The refinements to the regulations further specify the role of a School Transformation Officer, who is responsible for the development of a school reform plan that reflects evidence of "thoughtful, well-informed decisions that are made solely in the best interest of students in the public education system." These regulations contain language directly from the U.S. Department of Education's Guidance on School Improvement Grants under Section 1003(g) of the Elementary and Secondary Education Act of 1965, December 18, 2009

[Close](#)

[Back to the Top](#)

Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

[Back to the Top](#)

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[Back to the Top](#)

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Rhode Island

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Education Funding and Charter Schools

Page 9 of 12

Making education funding a priority

Ensuring successful conditions for high-performing charter schools and other innovative schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

State-reported response: The new education funding formula, adopted by the Rhode Island General Assembly in June 2010, went into effect at the beginning of the 2011-2012 school year.

[Back to the Top](#)

Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: No changes have been made to the legal, statutory, or regulatory provisions since the submission of the Race to the Top application indicated in (F)(2)(16a).

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which 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](#) 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](#) and have closed or not renewed ineffective charter schools.

State-reported response: The Board of Regents, on March 3, 2011, approved the Charter School Regulations. The regulations define the governance structures for Rhode Island's charter public schools. The approved regulations outline authority, timelines, and general rules for all major areas of charter-school policy not covered adequately in the charter-school statute. The regulations now sufficiently define the establishment of charter public schools, amendments to existing charters, variances and waivers for and/or exemptions from compliance with state policies and ongoing oversight of charter programming in the state. The regulations also provide a clear process for procedural actions such as charter-school outreach, dissemination of information on lottery and enrollment processes, and charter revocation and expiration. The new regulations now provide the framework for the implementation of our full authorization protocol.

[Close](#)

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: In accordance with the new funding formula (effective beginning the 2011-2012 school year), full funding follows the students to the LEA (district, public charter, or state school) in which they enroll. All local, state and federal revenues are distributed to charter public schools consistent with other LEAs.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which 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.

State-reported response: No changes have been made to the legal, statutory, or regulatory provisions since the submission of the Race to the Top application indicated in (F)(2)(16d).

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate [innovative, autonomous public schools](#) other than charter schools.

State-reported response: No changes have been made to the legal, statutory, or regulatory provisions since the submission of the Race to the Top application indicated in (F)(2)(16e).

[Back to the Top](#)

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State-reported APR: Year One

Rhode Island

Standard Version

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Build and adopt engineering and technology grade span standards	0	1	0	0	0
Number of LEAs developing units of study in science and/ or mathematics that are aligned to rigorous standards	4	9	22	32	0

[View Table Key](#)

[Back to the Top](#)

STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

Thirty-two LEAs will be working to develop mathematics and science units of study. In 2013-2014, the developed units of study will be accessible and distributed to all educators through the Instructional Management System. Engineering and technology standards will be integrated within the mathematics and science units of study developed over the next three years. The engineering and technology grade span standards were created to serve as guidelines that represent the aspects of engineering and technology that should be embedded in local curricula.

[Close](#)

[Back to the Top](#)

Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, 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.

State-reported response: No response provided.

[Back to the Top](#)

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[Back to the Top](#)

Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

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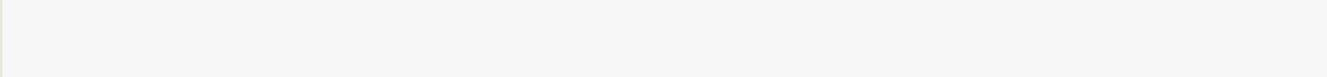
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Progress Updates on Invitational Priorities

- Innovations for improving early learning outcomes (Optional)
- Expansion and adaption of statewide longitudinal data systems (Optional)
- P-20 coordination, vertical and horizontal alignment (Optional)
- School-level conditions for reform, innovation, and learning (Optional)
- Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: In its approved application, Rhode Island did not report on this optional priority area.

[Back to the Top](#)

Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: In its approved application, Rhode Island did not report on this optional priority area.

[Back to the Top](#)

P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State’s progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: In its approved application, Rhode Island did not report on this optional priority area.

[Back to the Top](#)

School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in [increased learning time](#) (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to [high-need students](#) (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: In its approved application, Rhode Island did not report on this optional priority area.

[Back to the Top](#)

Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Rhode Island's approved plan: SY 2010-2011
Fourth grade NECAP reading: The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	(A)(1)(iii)	29	25	27
Eighth grade NECAP mathematics: The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	(A)(1)(iii)	33	32	31
Eighth grade NECAP mathematics: The gap between white and black students will be cut in half	(A)(1)(iii)	34	32	32
Eighth grade NECAP mathematics: The gap between white and Hispanic students will be cut in half	(A)(1)(iii)	33	33	31
Fourth grade NECAP mathematics: The gap between white and black students will be cut in half	(A)(1)(iii)	32	27	30
Fourth grade NECAP mathematics: The gap between students without IEPs and those with IEPs will be cut in half	(A)(1)(iii)	44	46	41
Fourth grade NECAP reading: The gap between white and black students will be cut in half	(A)(1)(iii)	27	24	26
Fourth grade NECAP reading: The gap between students without IEPs and those with IEPs will be cut in half	(A)(1)(iii)	50	50	47
Fourth grade NECAP mathematics: The gap between white and Hispanic students will be cut in half	(A)(1)(iii)	32	26	30

Fourth grade NECAP reading: The gap between white and Hispanic students will be cut in half	(A)(1)(iii)	28	25	26
Eighth grade NECAP reading: The gap between students without IEPs and those with IEPs will be cut in half	(A)(1)(iii)	50	45	47
Eighth grade NECAP reading: The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	(A)(1)(iii)	29	26	27
Eighth grade NECAP reading: The gap between white and Hispanic students will be cut in half	(A)(1)(iii)	31	29	29
Eighth grade NECAP mathematics: The gap between students without IEPs and those with IEPs will be cut in half	(A)(1)(iii)	47	45	44
Fourth grade NECAP mathematics: The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	(A)(1)(iii)	30	27	28
Eighth grade NECAP reading: The gap between white and black students will be cut in half	(A)(1)(iii)	28	24	26
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[Back to the Top](#)

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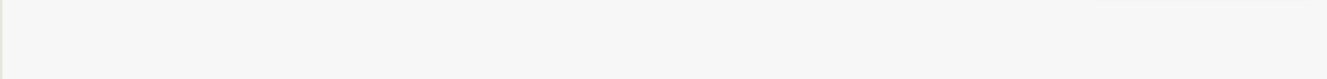
[Back to the Top](#)



Rhode Island

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Year One Budget

Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	342,081.00
2. Fringe Benefits	174,245.00
3. Travel	14,787.00
4. Equipment	19,537.00
5. Supplies	2,137.00
6. Contractual	956,618.00
7. Training Stipends	0.00
8. Other	9,708.00
9. Total Direct Costs (lines 1-8)	1,519,113.00
10. Indirect Costs	63,154.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,582,267.00
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0.00
15. Total Expenditure (lines 13-14)	1,582,267.00
View Table Key	

[Back to the Top](#)

Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: Rhode Island's SEA scope of work received approval from the U.S. Department of Education in April 2011. According to the instructions for this table, these figures represent expenditures through June 30, 2011. In a number of the projects listed below, work was not planned to be executed in year one. In addition, during this reporting period, the contracts developed to support major project activity expenditures will be reflected in year two. Given that LEA scopes of work and budgets were reviewed and approved in April 2011, reimbursements for LEA activities did not occur in this reporting period.

Rhode Island has communicated with its major stakeholders and the media the projected expenditures through September 30, 2011 which are different than the expenditures listed through June 30, 2011. For clarity, we have provided this

[Close](#)

[Back to the Top](#)

Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
State and Local Capacity	(A)(2)
Multiple Pathways through Virtual Learning Project	(B)(2)
Standards and Curriculum	(B)(3)
Quality Teacher PD Options	(C)(3)
Instructional Management System	(C)(3)(i), (C)(3)(ii), (C)(3)(iii), (B)(3)(ii)
Early Warning System	(C)(3)(iii)
Alternative Certification	(D)(1)(ii), (D)(3)(ii)
Educator Evaluator System	(D)(2)(i), (D)(2)(ii), (D)(2)(iii)
Compensation Reform	(D)(2)(iv)
Educator Certification Program and Data System Redesign	(D)(2), (C)(2)
New Teacher Induction	(D)(5)(i)
Academy of Transformative Leadership	(D)(5)(i)
Struggling School Intervention	(E)(2)(ii)
Charter Grants	(E)(2)(ii)

[View Table Key](#)

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State’s approved budget as of June 30, 2011

Project Name: State and Local Capacity Associated With Criteria: (A)(2)	
Expenditure Categories	Project Year 1
1. Personnel	71,077.00
2. Fringe Benefits	32,398.00
3. Travel	373.00
4. Equipment	4,180.00
5. Supplies	2,137.00
6. Contractual	520,060.00
7. Training Stipends	0.00
8. Other	9,708.00
9. Total Direct Costs (lines 1–8)	639,933.00
10. Indirect Costs	16,798.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	656,731.00
View Table Key	

Project Name: Multiple Pathways through Virtual Learning Project Associated With Criteria: (B)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: Standards and Curriculum Associated With Criteria: (B)(3)	
Expenditure Categories	Project Year 1
1. Personnel	46,662.00
2. Fringe Benefits	20,749.00
3. Travel	0.00
4. Equipment	1,057.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	68,468.00
10. Indirect Costs	7,019.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	75,487.00
View Table Key	

Project Name: Quality Teacher PD Options Associated With Criteria: (C)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	1,113.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	1,113.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,113.00
View Table Key	

Project Name: Instructional Management System Associated With Criteria: (C)(3)(i), (C)(3)(ii), (C)(3)(iii), (B)(3)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	36,300.00
2. Fringe Benefits	15,809.00
3. Travel	1,569.00
4. Equipment	3,282.00
5. Supplies	0.00

Project Name: Early Warning System Associated With Criteria: (C)(3)(iii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00

6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	56,960.00
10. Indirect Costs	4,189.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	61,149.00
View Table Key	

6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Alternative Certification Associated With Criteria: (D)(1)(ii), (D)(3)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Educator Evaluator System Associated With Criteria: (D)(2)(i), (D)(2)(ii), (D)(2)(iii)	
Expenditure Categories	Project Year 1
1. Personnel	160,273.00
2. Fringe Benefits	92,836.00
3. Travel	73.00
4. Equipment	5,451.00
5. Supplies	0.00
6. Contractual	272,715.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	531,348.00
10. Indirect Costs	26,628.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	557,976.00
View Table Key	

Project Name: Compensation Reform Associated With Criteria: (D)(2)(iv)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Educator Certification Program and Data System Redesign Associated With Criteria: (D)(2), (C)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	72,527.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	72,527.00
10. Indirect Costs	3,250.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	75,777.00
View Table Key	

Project Name: New Teacher Induction Associated With Criteria: (D)(5)(i)	
Expenditure Categories	Project Year 1
1. Personnel	27,769.00
2. Fringe Benefits	12,454.00
3. Travel	12,771.00
4. Equipment	1,117.00
5. Supplies	0.00
6. Contractual	91,317.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	145,428.00
10. Indirect Costs	5,271.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	150,699.00
View Table Key	

Project Name: Academy of Transformative Leadership Associated With Criteria: (D)(5)(i)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	1,113.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	1,113.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,113.00
View Table Key	

Project Name: Struggling School Intervention Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	2,225.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	2,225.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	2,225.00
View Table Key	

Project Name: Charter Grants Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Rhode Island APR Supporting Files Provided by the State

1. Year One Budget (page 12): "Spending in Year One"

Spending in Year One

Race to the Top Budget Summary: Year-One Projections (09.24.2010 - 09.30.2011)			
Budget Categories	Year-to-Date Spending	Year-to-Date Projections	Total
Personnel and Fringe Benefits (15 FTEs)	\$566,477	\$464,196	\$1,030,673
Project Management and Collaborative Learning for Outcomes	\$494,681	\$97,679	\$592,360
Transformation Support (Legal Counsel)	\$40,416	\$12,500	\$52,916
Certification and Licensure System	\$72,527	\$69,000	\$141,527
Educator Evaluation System	\$272,715	\$150,000	\$422,715
Student Growth Measures	\$0	\$75,000	\$75,000
Study of Standards and Intensive Curriculum Alignment	\$0	\$300,000	\$300,000
New Teacher Induction	\$91,317	\$120,000	\$211,317
Professional development reimbursement to LEAs for standards and curriculum trainings and educator evaluation system trainings	\$0	\$447,750	\$447,750
Other miscellaneous administration expenses such as travel, equipment, supplies, and federal grants management	\$111,209	\$84,029	\$195,238
Total Costs	\$1,649,341	\$1,820,153	\$3,469,494

- By the end of Year One (September 30, 2011), we expect to spend approximately \$3.4 million of our Race to the Top budget.
- During Year One, Rhode Island laid the foundation for work to come in years two through four:
 - We developed state and local plans and budgets with specific benchmarks and timelines. The U.S. Department of Education approved our plans in April 2011, at which point the state was able to begin drawing down funds.
 - We hired fifteen of the twenty-two Race to the Top staff positions in our budget.
 - We issued Requests for Proposals for expertise in developing and implementing Race to the Top projects, and we are moving through the purchasing process.
- **Rhode Island is on track to spend the full \$75 million over the four years of the grant.**