



State of Rhode Island and Providence Plantations

DEPARTMENT OF EDUCATION

Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 3b
August 11, 2015

August 24, 2015

TO: Members of the Council on Elementary and Secondary Education

FROM: Ken Wagner, Commissioner

RE: **Approval of the 2015-2020 Rhode Island Strategic Plan for PK-12 and Adult Education**

The Council on Elementary and Secondary Education led the development of Rhode Island's 2015-2020 strategic plan over a ten-month period. During this time, the Council reviewed five plan drafts and discussed the strategic planning efforts at twelve meetings.

Attached are summary materials to support the Council's final discussion of the 2015-2020 Rhode Island Strategic Plan for PK-12 and Adult Education. In accordance with the June 22, 2015 Council discussion, the attachment presents all the key outcomes. The key outcomes presented in this summary - and embedded in the final version of the plan -- complete the draft of the proposed strategic plan.

The key outcomes summarized in this document fall into three categories: (1) aspirational statements that describe discrete characteristics of success; (2) measurable targets based on data currently available; and (3) measurable targets based upon likely future data collections.

All key outcomes presented with measurable targets were established using a combination of local and national data and reflect an ambitious-yet-achievable five-year goal.

The final and complete version of the proposed 2015-2020 Rhode Island Strategic Plan for PK-12 and Adult Education can be viewed at the following link:

www.ride.ri.gov/Strategic-Plan-Final-Draft.

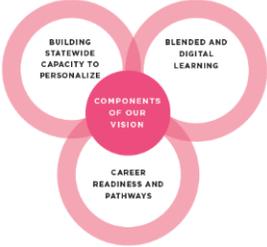
RECOMMENDATION: That, the Council of Elementary and Secondary Education approves the 2015-2020 Strategic Plan for PK-12 and Adult Education, as presented.

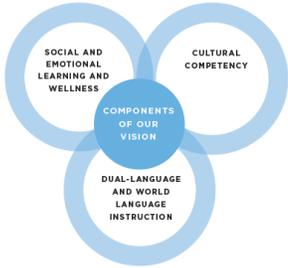
2015-2020 Rhode Island Strategic Plan for PK-12 Public Education: Proposed Key Outcomes

Priority	Component	Key Outcome	Status
 <p>Teacher and Leader Support</p>	Improved Educator and Leader Preparation	All new educators and building administrators are guaranteed supports in their first year of teaching or leading to help them master their practice	
		Aspiring educators in preparation programs engage in field experiences that have improved quality and extended duration	
		Educator-preparation programs meet rigorous standards of quality and prepare candidates to be ready to hire	
	High-Quality, Relevant Professional Development	Professional development for educators and leaders is aligned with the most important needs of students, educators, and leaders as identified through data	
		Students have equitable access to excellent educators and leaders, as evidenced by a reduction in equity gaps	
		Educators provide feedback and support for one another in professional learning communities	
	Focused Training for Educators Working in Urban Schools	Increased recruitment and retention of educators in underrepresented and hard-to-staff fields	<i>Future measure</i>
		Increased diversity of the educator workforce	<i>Future measure</i>
		Improve mutually beneficial, collaborative partnerships between educator-preparation programs and local education agencies	
	Effective Practices in Personnel Management	Increased percentage of high-quality educators retained in their first three years of practice in urban schools	<i>Future measure</i>
		Creation of a tiered educator-career pathway that fosters growth and leadership within and beyond their own classroom	
		Local education agencies implement a coherent and comprehensive approach to managing educator talent	

Priority	Component	Key Outcome	Baseline
 <p data-bbox="134 743 344 813">Early Childhood Education</p>	Collaboration and Coordination	Increase early childhood developmental screening rates for children ages 3-5 by 15% ¹	<ul style="list-style-type: none"> • 35% of 3-5 year olds screened
		A cohesive statewide system of early childhood education in which 100% of state and local education agency programs/initiatives related to children birth through grade 3 use aligned language, standards, and expectations for early learning programs, educators, and children	
	A Focus on Quality Standards	Develop and implement a tool to evaluate students at school entry using the kindergarten readiness profile	
		Increase students in grade 3 performing at grade level in mathematics and reading by 10%	<ul style="list-style-type: none"> • Pending baseline release
		Increase early learning programs reaching the highest state benchmarks for program quality by 28%	<ul style="list-style-type: none"> • 17% of early learning programs meet benchmark
	Targeted High-Quality Pre-Kindergarten	Increase the number of four-year olds enrolled in state-funded high-quality pre-kindergarten programs in Rhode Island’s highest-need communities by 16%	<ul style="list-style-type: none"> • 4.7% in state-funded early learning classrooms (300 students in 17 classrooms)
	Full-Day Kindergarten	Increase the percentage of Rhode Island school districts providing high-quality universal full-day kindergarten by 11% (2020 target: 100%)	<ul style="list-style-type: none"> • 89% of districts provide all-day kindergarten (7 districts offer partial-day kindergarten)

¹ Proposed increases presented in percentage points

Priority	Component	Key Outcome	Baseline
 <p>Personalized Learning Statewide</p>	Building Statewide Capacity to Personalize	Increased number of schools implementing a school-wide proficiency-based model for instructional delivery and educational advancement	
		Students attend schools are personalized to meet their individual needs	
		Increased number of students meeting high school course requirements in a learning experience outside of the school day	
	Blended and Digital Learning	Increase percentage of schools that offer full-time access to high-quality technology to support personalized learning	<i>Future Measure</i>
		Increased number of students in kindergarten through grade 12 are learning in environments that are using blended learning models.	<i>Future Measure</i>
	Career Readiness and Pathways	Students have the opportunity to enroll in flexible college and career pathways and programs that fit their needs	
		Double the number of credits awarded to students participating in dual and concurrent enrollment courses of their choice	<ul style="list-style-type: none"> 5000 credits earned (estimated based on SY14-15 enrollment rates)
		Increase students participating in Advanced Placement courses by 11%	<ul style="list-style-type: none"> 14% of graduating seniors participated in an at least one AP course
		Increase the percentage of juniors and seniors earning industry-recognized credentials by 5%	<ul style="list-style-type: none"> 8% of juniors and seniors earned at least one credential

Priority	Component	Key Outcome	2015 Baseline
 <p data-bbox="113 760 382 824">Globally Competent Graduates</p>	Social Emotional Learning and Wellness	Rhode Island graduates possess the social and emotional skills necessary to persevere through challenging circumstances, to work in partnership with others, and to develop a “growth mindset”	
		Increase the percentage of students and families who describe their school and their educators as welcoming and culturally respectful	<i>Future measure</i>
	Cultural Competency	Aspiring educators and leaders prepared through Rhode Island’s educator preparation programs have an increased amount of instruction on cultural competency and its role in classrooms and schools	
	Dual-Language and World Language Instruction	Increase students in pre-kindergarten through grade 12 accessing high-quality, proficiency-based language programs by 10%	<ul style="list-style-type: none"> • 37% of students in grades 6-12 were enrolled in at least one world language course
		Double students participating in dual-language programs that focus jointly on English and world language literacy and fluency	<ul style="list-style-type: none"> • 600 students currently enrolled in dual language programs
		14% of high-school graduates earn the Rhode Island seal of biliteracy	<ul style="list-style-type: none"> • New initiative

Priority	Component	Key Outcome	2015 Baseline
 <p data-bbox="96 927 399 1000">Informed Instructional Decision-Making</p>	Data and Assessment Literacy for Educators	Educators are skillful users of data on student learning to make instructional decisions that support increased student achievement	
		Rhode Island has published guidance and tools to build assessment literacy and the use of assessment data to support teaching and learning and inform curriculum development	<i>Future indicator</i>
	Multiple Measure Systems that Include Authentic Assessment	An increased number of schools and districts use multiple and high-quality assessments as part of a comprehensive, instructionally supportive assessment system to inform student learning	<i>Future indicator</i>
		The Rhode Island state and federal accountability system includes multiple valid and reliable measures of school performance	<i>Future indicator</i>
	Balanced and Useful Assessment System	Schools and districts achieve an appropriate balance between classroom instruction and the administration of high-quality assessments that support teaching and learning and inform curriculum development	
		School and district assessment practices include formative, interim, and summative tools that are useful in the day-to-day practice of teaching and learning	
	Stakeholder Understanding and Engagement	Educators, students, families, and the community-at-large understand the purpose of assessments and how the process of documenting and communicating student learning is used to improve teaching and learning and ensure that all students are making progress	
		Students are involved in their own assessment process so that they understand and can talk about their level of knowledge and skills and set goals based on this information	

Priority	Component	Key Outcome	2015 Baseline
 <p>Student Centered Resource Investment</p>	Increased Resource Flexibility	Increase competitive and philanthropic funding supports for the strategic priorities set forth in this strategic plan	<i>Future indicator</i>
		Increase flexibility in resource allocation that helps education leaders at the state and local levels	<i>Future indicator</i>
	Improved Use of Fiscal Data	School districts, school committees, and the community have access to and make good use of state and local financial reports and tools	
		Increase in the number of those who access RIDE-published fiscal data	<i>Future indicator</i>
	Improvement of the State Funding Formula	The funding formula for aid to education supports the ability of the state and local communities to provide equitable student access to high-quality educational programs, services, and facilities across Rhode Island	
		Responsible State and District Resource Investment	Through increased state, regional, and local efficiencies, service sharing, best practices, and cost management, Rhode Island has attained savings at the state and local level and redirects funds towards educational priorities
	Improved School Facilities	Statewide assessment of public school facilities is completed and results in a definable prioritization report based on Rhode Island adequacy standards for public school facilities	<i>Future indicator</i>
		Increase the number of schools below the minimum threshold of adequacy that receive state support through school housing aid	<i>Future indicator</i>
		A state and local school facilities program that focuses on ensuring our students attend safe, warm, dry, clean, and educationally appropriate facilities, while maximizing available space and cost efficiency, and on protecting our investment in school facilities	