Transforming Education in Rhode Island

The Race to the Top Opportunity

Kingston Hill Academy Race to the Top Implementation Update: School Year 2012-2013 (Year 3)

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The Annual Stocktaking provides both the state and the Local Education Agency (LEA) with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period (i.e., from September 2010 to date). In this summary, RIDE has included relevant LEA-reported data as well as other evidence sources (e.g., training participation) for the purposes of reviewing programmatic successes. The contents of this report were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

This report also includes areas that LEAs self-identified as challenges in their ability to meet Race to the Top commitments. Additionally, Appendix A provides a summary of LEA progress against the student achievement targets set at the start of the grant.

LEA Self-Assessment of Year Three Performance

The table below shows Kingston Hill Academy self-reported status against the Year 3 Race to the Top projects. During Year 3, Kingston Hill Academy has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Formative Assessments, Interim Assessments, Educator Evaluation, and New Teacher Induction.

CURRICULUM ALIGNMENT				FORMATIVE ASSESSMENT PD				INTERIM ASSESSMENTS				INSTRUCTIONAL MANAGEMENT SYSTEM				DATA USE PD				EDUCATOR EVALUATION				NEW TEACHER INDUCTION			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
🟩	🟩	🟩	🟩	🟨	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟨	🟨	🟨	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩

ON-TRACK	The majority of tasks from the prior quarter are complete, and tasks from the current quarter are on-track to be completed.
DELAYED	Some tasks from the prior quarter are complete, but others have yet to be completed, and/or the district may have difficulty completing the current tasks in the anticipated time frame.
OFF TRACK	The majority of tasks anticipated to date have not been completed and/or the LEA is having significant challenges with some tasks.
NOT APPLICABLE	The district elected not to participate in this project during the 2012-2013 school year.

Performance Management Participation

As you know, participation in the Collaborative Learning for Outcomes (CLO) process and the submission of the corresponding quarterly progress report is our method for monitoring LEA progress against implementing RTT. More importantly, though, we believe that quality implementation of RTT is best supported through peer-to-peer sharing and that the CLO meetings provide LEAs with an opportunity to gain insights on how to address specific challenges of capacity and practice.

During the 2012-2013 year, Kingston Hill Academy met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Kingston Hill Academy sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership.

As we near the end of the grant, we hope that Kingston Hill Academy continues to participate at this exemplary level. We are looking forward to rich and meaningful conversation around implementation accomplishments and challenges, as well as the changes that LEAs will sustain beyond the grant period. With that in mind, we encourage you to be an active voice in shaping the focus of these meetings during Year 4.

System of Support 1: Standards and Curriculum

Based on the quarterly progress reports submitted by Kingston Hill Academy, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district as 'on track (green),' 'delayed (yellow),' 'off track/at risk (red)', or 'not applicable (grey) on each of the Year 3 System of Support 1 scope of work tasks for Race to the Top. This assessment is reflected in the table below. Please note that further description of these statuses can be found on page one of this report.

Prior to the 2012-2013 school year, Kingston Hill completed the alignment of their K-5 curriculum to the Common Core State Standards (CCSS). During the 2012-2013 school year, they implemented kindergarten and 1st grade curriculum. As noted in the quarterly progress update, the school reviewed the RIDE curriculum available on the Instructional Management System, as well as other public curricula, to determine what would work best for their school.

Kingston Hill spent the 2012-2013 school year focusing on learned strategies through their lesson plans. Additionally, they used established professional development days over the summer to focus on grade-level curriculum with individual teams. To ensure that all staff members were prepared to implement the aligned curriculum, Kingston Hill worked to deepen educator and administrator knowledge of the CCSS through supplemental professional development and trainings offered by RIDE and other venues; RIDE is pleased to note that the school found the trainings to be helpful and informative.

We commend Kingston Hill Academy on their work in this area, and are happy to learn that Kingston Hill has taken advantage of the professional development opportunities available. We look forward to hearing about additional opportunities that Kingston Hill Academy has created for further collaboration within their school and across other elementary schools state-wide.

Intensive Curriculum Alignment and Model Curriculum Development	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Develop and communicate a multi-year Transition Plan for the Common Core State Standards implementation, including clear expectations for school level transition benchmarks and a plan for developing a curriculum aligned to the CCSS in grades K-12	x	Modify as needed	Modify as needed	Modify as needed
Identify opportunities for educators to work collaboratively to deepen understanding of CCSS (e.g. Common Planning Time, grade level team, department meetings, faculty meetings)	x	Modify as needed	Modify as needed	Modify as needed
Create implementation plan, including the identification of aligned resources, to support roll out of new curricula	x	Modify as needed	Modify as needed	Modify as needed
Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)	x	x	x	x

Please note: the 'x' in the above table represents the anticipated completion timeline set by RIDE, not when the district completed the task. Additionally, for further clarification on the criteria used to select each status, consult the description on page one of this report.

System of Support 2: Instructional Improvement Systems

During the 2012-2013 school year, Kingston Hill Academy chose to implement all of the four Race to the Top projects in System of Support 2 (Formative Assessment professional development, Interim Assessments, Data Use professional development, and the Instructional Management System). Based on the quarterly progress reports submitted by Kingston Hill Academy, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for those applicable projects.

In addition to configuring the Instructional Management System (IMS) to provide educator access to both Interim Assessments and the Formative Assessment PD modules, Kingston Hill Academy also utilized the Exceed Response To Intervention platform in the IMS. In their quarterly progress updates, Kingston Hill noted that despite initial difficulty with data and configuration, the school was able to train a small group of staff to create interventions during professional development time. The staff was then able to monitor progress across multiple classrooms for one specific, targeted group of students.

During the 2012-2013 school year, Kingston Hill Academy implemented some of the Formative Assessment online professional development modules. The school used professional development time to complete the modules together as a whole staff, which made it less daunting for teachers. In the quarterly progress update report, Kingston Hill noted that they had better discussions completing them as a group.

Kingston Hill Academy also administered the Interim Assessment fixed form assessments to grades three through five during two of the three testing windows in the 2012-2013 school year. While the school found the assessments easy to administer, they noted that the testing window was not accommodating. During the quarterly CLO meeting, Kingston Hill mentioned that teachers appreciated the experience of students taking it on the computer, and that it reduced anxiety about the upcoming PARCC assessment.

During the 2012-2013 school year, a second grade and fourth grade cohort from Kingston Hill participated in the Data Use professional development series. In the QPU reports, the district expressed that the teams found this training very useful, and supported a redirection of staff focus to areas of need versus individual students. The school also indicated that they have a plan for continued implementation and expansion to other grade levels in the 2013-2014 school year.

In the upcoming CLO sessions, we look forward to hearing about the Kingston Hill Academy's plans for implementing new initiatives, or deepening engagement in initiatives implemented during the 2012-2013 school year.   Additionally, looking ahead towards the PARCC assessment, we hope to hear more from districts about how these initiatives are supporting their transition to the common core.

Interim Assessments (accessed via the Instructional Management System)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results	X			
Send LEA-determined facilitators to RIDE provided training on both the Fixed-Form assessment tool and the test-building tool	Fixed Form	Test Builder		
Train of educators in the LEA on the administration and use of interim assessments utilizing RIDE-trained facilitators	X	X	X	X
Administration of Interim Assessments in selected grades and content area(s)	1st Fixed Form Test	2nd Fixed Form Test	3rd Fixed Form Test	

Instructional Management System (IMS)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives	As needed	As needed	As needed	As needed
Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner	X	X	X	X
Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities	X	X	X	X
Deepen the understanding and use of the IMS among all educators	X	X	X	X

'Data Use' Professional Development	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable				Year 2
Identify and provide RIDE with the leadership team members from each school who will participate in Year 2 training cohorts, as applicable				Year 2
Following 'Data Use' professional development, identify district and school practices to sustain and deepen data use and collaboration	Year 1	Year 1	Year 1	Year 1

* Please note that, for this project, 'year 1' refers to cohort 1 taking place during the 2012-2013 school year, and 'Year 2' refers to cohort 2 taking place during the 2013-2014 school year.

Formative Assessment Professional Development Modules (accessed via the Instructional Management System)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Identify facilitators who will support the implementation of formative assessment practices in daily instruction				SY13-14
Coordinate participation of educators in training modules and communities of practice	SY12-13	SY12-13	SY12-13	SY13-14

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Kingston Hill Academy fully implemented all components of System of Support 3 - the Rhode Island model for teacher and building administrator evaluations; and final effectiveness ratings for all teachers and building administrators have been submitted to RIDE using the Educator Performance and Support System. Based on the quarterly progress reports submitted by Kingston Hill Academy, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for Educator Evaluation.

To support the educator evaluation implementation process, administrators took part in calibration training videos. Additionally, Kingston Hill utilized their Intermediary Service Provider (ISP) to help teachers and administrators fully understand all components of the model, as well as the process for conducting evaluations. The ISP also helped train staff on the use of the Educator Performance and Support System (EPSS) – the online technology platform designed to make the evaluation process more efficient. RIDE also would like to note that Kingston Hill provided valuable feedback on the system, as well as the evaluation process. In summer 2013, evaluators attended the required training for teacher and building administrator evaluators.

As we enter into the final year of the Race to the Top grant, RIDE encourages Kingston Hill Academy to continue to engage their CLO peers in thinking about continuous support for evaluation implementation, as well as how evaluation data is being used to identify professional development needs. Additionally, we would like to remind the school that they are responsible for ensuring that all evaluators attend required training components throughout the year.

Educator Evaluation	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Participate in educator evaluation model design, development and refinement feedback opportunities	X	X	X	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams				X
Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators				X
Send all required evaluators to RIDE-provided evaluator training on model; Send evaluators and system administrators to training on the Educator Performance Support System (EPSS) data system			Mid-year half-day training	Mid-year half-day training
Examine LEA Policies and Contracts for Challenges; where applicable, consider memorandums of understanding or contract renewal language which will support district implementation of evaluations	X	X	X	X
Create a plan for the appropriate use of funds to support implementation of educator evaluation system				X
Complete required components of RI Model for educator and building administrator evaluations	SLOs and Goals	Midyear Conference	Midyear Conference	EOY Report & Summative rating
Submit evaluation data and documentation (e.g. component and summative level ratings, verified rosters); provide other requested information to support RIDE research and system improvement	X	X	X	X
Use Evaluation Data to identify individual and school/district-wide professional development needs and act on those needs			X	X

System of Support 4: Human Capital Development

During the 2012-2013 school year, Kingston Hill Academy participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Kingston Hill Academy, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for Beginning Teacher Induction. Additionally, Kingston Hill Academy has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

The beginning teacher at Kingston Hill was fully supported by a RIDE-trained induction coach during the 2012-2013 school year. RIDE was pleased to note that Kingston Hill teacher found the Induction Coach to be valuable and supportive.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Kingston Hill Academy and other LEAs have made to their hiring policies, timelines, and processes in order to support broader human capital initiatives including recruitment of highly qualified and diverse candidates and providing data-driven induction support to beginning teachers.

Beginning Teacher Induction	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
If applicable, recommend potential Induction Coaches to RIDE				x
Review and revise hiring policies, timelines and processes in order to support appropriate and timely projections for anticipated hires requiring induction coach services			x	
Provide RIDE with list of beginning teachers who will receive Induction Coach support in a timely manner in order to ensure that all beginning teachers have coaching	x			x
Participate in RIDE-provided information opportunities in order to learn about induction coach program				x
Provide feedback to RIDE on the development and integration of existing mentorship programs into a sustainable, instructionally-focused state or district-wide Induction Coach model			x	x

Appendix A: Overall District Goals and Performance Measures

The table below contains each district's previously established performance measures. These measures provide the state and district with a baseline from which to monitor progress, be held accountable, and recognize success as we advance toward our goals. Please note: The RTT accountability goals set below are separate and performance against those goals does not have an impact on the state-wide accountability system. Additionally, since setting the goals, the US Department of Education has requested that the state revise its goals on college enrollment and college course completion. Therefore, at this time, we have not updated your progress towards these post-secondary goals. Each district has an opportunity to review their current data and revise the goals to better align with the state goals on these measures.

Kingston Hill Performance Measures	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		2014 2015
	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal
Students entering the fourth grade will be proficient in reading on NECAP	86%	75%	n/a	79%	95%	83%	88%	85%		90%
-The gap between white and black students will be cut in half	n/a*	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the fourth grade will be proficient in mathematics on NECAP	52%	57%	n/a	67%	95%	77%	85%	87%		90%
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the eighth grade will be proficient in reading on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the eighth grade will be proficient in mathematics on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
85% of students who first entered 9th grade 4 years prior will graduate from high school	n/a	-	n/a	-	n/a	-	n/a	-		-
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-
70% of high school students who enroll in an IHE within 16 months of graduation will at least one year's worth of credit within two years of enrollment in the IHE	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-

* n/a indicates that the data is not available, either because the n size is below 20 or because there are no students in that category.
Additionally, a hyphen (-) indicates that the LEA did not set a goal for the applicable performance measure.