# Transforming Education in Rhode Island

## The Race to the Top Opportunity

**Barrington 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 Barrington self-reported status against the Year 3 Race to the Top projects. During Year 3, Barrington has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Formative Assessment online professional development modules, Interim Assessments, the Instructional Management System, Data Use professional development, Educator Evaluation, and New Teacher Induction.

In the upcoming year, Barrington will continue to deepen their engagement in the initiatives that are best suited to the unique needs of their students.

| 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. We also appreciate that you have worked with RIDE this year on the compensation reform project, and have developed a core framework – Lead, Educate, and Promote the Profession (LEAPP) – that holds promise for other districts.

During the 2012-2013 year, Barrington met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Barrington sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership. The team from Barrington was quick to share their experiences, and aided to the practice sharing with other districts. We also want to thank Barrington for their role in facilitating a PARCC readiness 'carousel', and sharing their approach towards thinking through the infrastructure elements needed for administration of the PARCC assessment.

As we near the end of the grant, we hope that Barrington 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 Barrington, 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.

RIDE would like to commend Barrington on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Barrington noted that teacher leaders and department heads were meeting with the Director of Curriculum during common planning time and grade level meetings, as well as specific monthly meetings. In addition, monthly drop-in sessions allowed teachers not involved in the curriculum writing teams to review and provide feedback to the work completed by the curriculum team. The district also noted that the Director of Curriculum held various sessions on the ELA and math instructional shifts as well as updates on the PARCC frameworks. Educators from Barrington also attended supplemental RIDE professional development on these key instructional shifts.

Barrington has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. During the 2012-2013 school year, Barrington completed ELA and math units of study. Following the finalization of the units by teams, the units were moved to the district student information system. Additionally, in their quarterly progress update report, the district noted that the teams identified the resources necessary to support both curricula and had begun working to develop curriculum-based assessments to be implemented in fall 2013. In addition, RIDE is pleased to note that Barrington, along with several other districts, received supplemental grant funding to provide additional training to teachers focused on mathematical practices in the CCSS-aligned curriculum.

We commend Barrington on their work in this area, and are happy to hear that Barrington has found access to expertise in other district's valuable. We look forward to hearing about additional opportunities that Barrington has created for further collaboration within their district and across their neighboring districts.

| 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.*

## System of Support 2: Instructional Improvement Systems

During the 2012-2013 school year, Barrington chose to implement three of the four Race to the Top projects in System of Support 2 (Formative Assessment professional development, Interim Assessments, and Data Use professional development). Based on the quarterly progress reports submitted by Barrington, 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.

During the 2012-2013 school year, Barrington piloted the Formative Assessment online professional development modules with three teams at the middle school and high school levels. The district chose to accompany individual completion of the modules with a professional learning community 'book study' forum. Barrington also incorporated the module learnings into their mentor program in order to ensure long term sustainability. In their final quarterly progress update report, the district indicated that feedback from the teachers indicated that the modules were helpful. In the upcoming year, Barrington will engage all teachers in the formative assessment training and that the learning communities will be facilitated by principals at the elementary level and department heads and coordinators at the secondary level.

Barrington also piloted the fixed-form Interim Assessments during the 2012-2013 school year. The district administered the first fixed-form test online to grades 3-8 in ELA and math at the high school. In the quarterly CLO meeting, Barrington noted that they appreciated the level of rigor of the items, and that they found it helpful to see the question as well as the student responses. Based on the district's experience with the fall fixed-form assessments (i.e., technology issues and loss of instructional time), Barrington decided not to administer the winter and spring assessments; rather, the district anticipates that the test construction tool will better meet the needs of their students.

Barrington was an integral thought partner in the RIDE-RISSA-RISTE data team leading up to the roll-out of the Instructional Improvement System, and we appreciate the insight they provided. During the 2012-2013 school year, the district configured the Instructional Management System in order to allow educator access to the interim assessments and formative assessment professional development modules. In their quarterly progress update reports, Barrington noted that the systems required more configuration and work than originally anticipated. Based on their experience, Barrington will move forward utilizing their local system (Aspen) for their curriculum management and RtI work.

During the 2012-2013 school year, all six schools from Barrington participated in the Data Use professional development series. The district chose to create school data leadership teams with members from each building who also serve on their school improvement teams. In the CLO sessions, Barrington reported that educators found the training helpful, and felt it paired nicely with the formative assessment professional development.

In the upcoming school year, Barrington has indicated that they will expand their participation in the formative assessment professional development modules, and will potentially use items from the interim assessment item bank to create end of unit assessments. We look forward to hearing more about Barrington's plans for implementing these new initiatives, as well as the successes and challenges that they encounter.

| 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 |

| 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.*

## System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Barrington 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 Barrington, 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.

Barrington leveraged their RIDE trained Intermediary Service Provider (ISP) to provide additional professional development to principals and department heads on the evaluation process. The ISP worked with administrators to ensure that they felt comfortable in terms of the evaluation steps as well as the requirements. Additionally, the ISP provided training on the Educator Performance and Support System (EPSS) and, as a result, Barrington reported that they were able to utilize the system to streamline all data collection and evaluation reporting.

During the 2012-2013 school year, Barrington evaluators participated in all training activities, including the FFTPS observation calibration training modules. In their quarterly progress update report, the district also noted that the director of curriculum and superintendent reviewed the evaluations being submitted and provided recommendations in order to ensure that all evaluations were calibrated across the district. The district also noted that they created guidance for teachers and evaluators around evidence requirements for the professional foundations. Looking ahead, Barrington has registered and/or attended all evaluation trainings required. RIDE would like to remind the district of their responsibility to ensure that all personnel responsible for evaluating both teachers and building administrators participate in applicable training activities.

RIDE is pleased to note that Barrington has made progress ensuring that their district policies, including teacher evaluations and teacher-course-student policy, are aligned to the Basic Education Program. As we enter into the final year of the Race to the Top grant, RIDE encourages Barrington 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.

| 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, Barrington participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Barrington, 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, Barrington has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

All new teachers in Barrington received induction support during the 2012-2013 school year. Barrington chose to release two district educators to serve as the induction coaches for their new teachers, thereby ensuring the sustainability of the process in the long term once they return back to the district for the 2013-2014 school year. Additionally, Barrington chose to run their existing mentor program in parallel, and had their mentors trained in the Induction Coach model. In their quarterly progress update report, Barrington noted that the program was going well, and that the feedback from both teachers and administrators was positive. In its quarterly progress reports, Barrington did not note any challenges around this work.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Barrington 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. <u>Please note</u>: 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.

| Barrington Goals and 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** | 92% | 92.5% | 90% | 93% | 90% | 93.5% | 90.5% | 94% | | 94.5% |
| -The gap between white and black students will be cut in half | n/a* | - | n/a | n/a | 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 | n/a | n/a | - | | N/A |
| -The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half | 27 | 24 | n/a | 21 | 33 | 18 | n/a | 15 | | 13.5 |
| -The gap between students without IEPs and those with IEPs will be cut in half | 36 | 32 | 32.49 | 28 | N/A | 24 | n/a | 21 | | 18 |
| **Students entering the fourth grade will be proficient in mathematics on NECAP** | 88% | 89% | 83% | 89% | 85% | 90% | 85% | 91% | | 92% |
| -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 | 40 | 36 | | 32 | 29 | 28 | n/a | 24 | | 20 |
| -The gap between students without IEPs and those with IEPs will be cut in half | 41 | 37 | 33.78 | 33 | | 29 | n/a | 25 | | 20.5 |
| **Students entering the eighth grade will be proficient in reading on NECAP** | 92% | 92.5% | 94% | 93% | 95% | 93.5% | 92% | 94% | | 94.5% |
| -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 | 23 | 21.5 | n/a | 19 | n/a | 16.5 | n/a | 14 | | 11.5 |
| -The gap between students without IEPs and those with IEPs will be cut in half | 26 | 24 | 13.56 | 21 | 36 | 18 | 36 | 15 | | 13 |
| **Students entering the eighth grade will be proficient in mathematics on NECAP** | 88% | 88.5% | 87% | 89% | 90% | 90% | 86% | 91% | | 92% |
| -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 | 30 | 27 | n/a | 24 | n/a | 21 | n/a | 18 | | 15 |
| -The gap between students without IEPs and those with IEPs will be cut in half | 40 | 36 | 40.52 | 32 | 72 | 28 | 42 | 24 | | 20 |
| **85% of students who first entered 9th grade 4 years prior will graduate from high school** | 96% | 96.5% | 96% | 96% | n/a | 96.5% | 94% | 97% | | 97.5% |
| **77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma** | 82% | 82.5% | n/a | 83% | n/a | 83.5% | n/a | 84% | | 85% |
| **70% of high school students who enroll in an institution of higher education within 16 months of graduation will at least one year's worth of credit within two years of enrollment in the IHE** | 92% | 92.5% | n/a | 93% | n/a | 93.5% | n/a | 94% | | 94.5% |

***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.***