



Beacon Charter School Race to the Top Implementation Update: School Year 2012-2013 (Year 3)

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 Beacon Charter School self-reported status against the Year 3 Race to the Top projects. During Year 3, Beacon has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Data Use professional development, Educator Evaluation, and New Teacher Induction.

In the upcoming school year, we anticipate that Beacon will implement the remaining initiatives at a scale appropriate to the needs of their school.

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.

Summary of 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, Beacon attended two out of the four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Beacon sent consistent participants to the two quarterly meetings, representing appropriate levels of LEA leadership. Looking ahead, we want to remind Beacon that attendance at the CLO meetings is part of the formal performance monitoring of the Race to the Top grant, and that they are a valued participant in these meetings.

As we near the end of the grant, we hope that Beacon 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 Beacon, 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 Beacon on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). We appreciate that, during the CLO meetings, Beacon shared their experience with tools such as the 'curriculum mapping project'. Beacon also shared that the tool provided access to the standards and objectives, as well as texts and activities aligned to the common core. In the CLO meeting, the school reflected that looking at the resources available brought to light the increased rigor of these standards as opposed to the grade span expectations (GSEs). Beacon also shared that they started hosting 'café conversations' where groups of subject-matter or grade level educators gathered to talk deeper about specific standards and the instructional shifts between it and prior standards.

Beacon has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. Beacon chose to implement the CCSS based on the New England Common Assessment Program (NECAP) versus the Partnership for the Assessment of Readiness for College and Careers (PARCC) timelines; during the 2012-2013 school year, Beacon focused intensively on implementing an aligned English Language Arts (ELA) and mathematics curriculum for their 9th grade students, and then followed that same cohort through their grade progression - that is, intensively focus on 10th grade in 2013-2014 and 11th grade in 2014-2015. In its progress reports, Beacon noted that summer 2013 involved building the 10th grade English language arts and math curriculum, as well as reviewing the curriculum for 9th grade.

We commend Beacon on their work in this area, and are happy to hear that Beacon has found access to expertise in other district's valuable. We look forward to hearing about additional opportunities that Beacon has created for further collaboration within their district and with other charter school districts and/or secondary schools.

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, Beacon chose to implement two of the four Race to the Top projects in System of Support 2 (Data Use professional development, and the Instructional Management System). Based on the quarterly progress reports submitted by Beacon, 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.

Beacon did not implement the Formative Assessment online professional development modules in SY12-13. In preparation for the upcoming school year, the team held a visit with the RIDE program lead for this initiative, and discussed how to implement the modules in 2013-2014 with a cohort of four teachers.

The Academic Dean from Beacon attended the information session on Interim Assessments in order to better understand the challenges to implementation. Based on the quarterly progress update report, Beacon noted that they must first put in place a grading system. We hope that Beacon is able to implement the assessments and/or utilize the item bank at a scale appropriate to their needs as part of their strategy to prepare for the upcoming Partnership for the Assessment of College and Career Readiness (PARCC) assessment.

In addition to configuring the Instructional Management System (IMS) to provide educator access to both Interim Assessments and the Formative Assessment PD modules, Beacon also noted that they aggressively worked to train all appropriate staff on the use of the IMS for curriculum.

During the 2012-2013 school year, a school data leadership team from Beacon participated in the Data Use professional development series. In the QPU reports, the district expressed that the team was working with RIDE to identify key practices regarding the use of data to assess their own performance and that of their students.

We look forward to hearing more about Beacon's plans for implementing the interim assessments and formative assessment professional development initiatives, as well as how Beacon has continued to deepen the use of data within their school.

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)	1 st Fixed Form Test	2 nd Fixed Form Test	3 rd 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, Beacon 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 Beacon, 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.

Beacon served as a pilot school for the Rhode Island model in the 2010-2011 school year and then completed full implementation during the 2011-2012 school year. During their first year of implementation, Beacon chose to implement a school-wide Student Learning Objectives (SLOs). While this created buy-in and reduced anxiety among staff, feedback from educators indicated that they wanted to create their own SLOs. RIDE is pleased to note that the school felt that this worked well and led to success during the 2012-2013 school year. As noted in their quarterly progress update reports, the school continues to work at shifting the culture in their school from one where the teachers focus on the numbers, as opposed to the qualitative feedback received throughout the evaluation process. Still, the school noted that the conversations around the evaluations were of the highest caliber.

To support the educator evaluation implementation process, Beacon utilized the Educator Performance and Support System. All teachers were able to use all components of the system; we appreciate that Beacon was able to adapt their school's semester-long SLOs to meet the system's requirements that both SLOs be submitted at the same time.

During the 2012-2013 school year, all applicable Beacon administrators attended teacher and building administrator evaluator trainings. RIDE is also pleased to note that teachers and evaluators within the district participated in supplemental activities, such as Student Learning Objective workshops and the FFTPS calibration videos. We hope that participants found these supports helpful in increasing comfort with the evaluation process. Additionally, district administrators have attended and/or registered for applicable summer 2013 training. Looking ahead, 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.

As we enter into the final year of the Race to the Top grant, RIDE encourages Beacon 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, Beacon participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Beacon, 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, Beacon has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

RIDE was pleased to note that Beacon found the Beginning Teacher Induction program helpful, and that they were 'highly pleased' with the induction coach experience. In its quarterly progress reports, Beacon noted that one challenge for this year was the lack of communication between the coach and the school regarding the support and progress of the new teachers, and that they found the approach of last year's coach to be more conducive to a collaborative support approach for struggling teachers.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Beacon 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

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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.

Beacon 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	n/a*	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between white and black students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between white and Hispanic students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the fourth grade will be proficient in mathematics on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between white and black students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between white and Hispanic students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	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	-		-
<i>-The gap between white and black students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between white and Hispanic students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	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	-		-
<i>-The gap between white and black students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between white and Hispanic students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	n/a	-	n/a	-	n/a	-	n/a	-		-
85% of students who first entered 9th grade 4 years prior will graduate from high school	57%	65%	n/a	70%	77%	75%	n/a	80%		85%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	56%	60%	n/a	65%	52%	70%	n/a	75%	n/a	77%
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	52%	60%	n/a	65%	n/a	70%	n/a	80%	n/a	90%

* 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.