Transforming Education in Rhode Island

The Race to the Top Opportunity

Segue Institute for Learning 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 Segue Institute for Learning self-reported status against the Year 3 Race to the Top projects. During Year 3, Segue fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Formative Assessment Professional Development, the Instructional Management System, Data Use Professional Development, Educator Evaluation, and New Teacher Induction.

We anticipate that, during Year 4, Segue will deepen their implementation of the Year 3 initiatives. Additionally, Segue should implement the Interim Assessments as 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.

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, Segue met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Segue sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership. Additionally, we appreciate your continued advice and input on how we can strengthen our implementation of our RTT work.

As we near the end of the grant, we hope that Segue 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 Segue, 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 Segue on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Segue noted that in Spring 2013, the school began its Common Core Academy for teachers. The Academy provided teachers with the resources and time needed to complete the school's transition to CCSS in ELA and math.

Segue 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, Segue completed the alignment of their curriculum to the CCSS in almost all ELA and math courses. As indicated in their quarterly progress update report, Segue planned to have teachers meet in groups to align curricula vertically.

We are encouraged by Segue's end of year report, and hope that the summer and weekend sessions will allow Segue to successfully implement their curriculum in the 2013-2014 school year. We look forward to hearing about additional opportunities that Segue has created for further collaboration within their school and with other schools and districts 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, Segue chose to implement two of the four Race to the Top projects in System of Support 2 (Interim Assessments, and the Instructional Management System). Based on the quarterly progress reports submitted by Segue, 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.

Segue decided not to implement the Interim Assessments during the 2012-2013 school year. In addition to configuring the Instructional Management System (IMS) to provide educator access to the Formative Assessment PD modules, Segue also utilized the Exceed RtI and curriculum and assessment portions of the IMS. Segue noted in their report that training and deepening understanding among all staff proved to be a challenging undertaking; the school intends to resume this work in Fall 2013.

During the 2012-2013 school year, Segue implemented the Formative Assessment online professional development modules with all core content area teachers. As noted in their quarterly progress update reports, the Director of Academic Supports worked with RIDE to ensure that communities of practice were facilitated in addition to teachers accessing the modules. As of the end of the year, Segue reported that teachers found great value in the modules, and they anticipated that staff would complete Module 1 and Module 2. In the 2013-2014 school year, Segue reported that they intend to better use the modules to meet the professional development needs of their teachers, and that they intend to make the series more interactive.

During the 2012-2013 school year, a data leadership team from Segue participated in the Data Use professional development series. In the QPU reports, the district expressed that the staff at Segue were very receptive to the data protocols, and found the process useful. To ensure implementation at all levels of the school, Segue embedded pieces of the data use training into everyday practice such as writing SLOs. Segue also developed a plan to deliver the training content to all staff beginning in August 2013, and they hoped to draw a direct and formal connection between the data use PD, formative assessment modules, and SLOs.

In the upcoming CLO sessions, we look forward to hearing about the Segue's plans for implementing new initiatives, or deepening engagement in initiatives implemented during the 2012-2013 school year. Additionally, as the school deepens their data use, we hope to hear more about the levers that they have used for engagement.

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, Segue 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. The school did not submit ratings for building administrators. Based on the quarterly progress reports submitted by Segue, 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, lead staff from Segue incorporated trainings and tools from evaluation trainings as part of internal Professional Development workshops addressing issues such as Student Learning Objectives, the Educator Performance and Support System, and model components. The school also chose to roll out the same practices for its non-educator staff to mirror the same process of evaluation and monitoring.

During the 2012-2013 school year, all applicable Segue 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 registered and/or attended 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. Additionally, as we enter into the final year of the Race to the Top grant, RIDE encourages Segue 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, Segue participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Segue, 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, Segue has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

In 2012-2013, Segue's beginning teachers were supported by RIDE-trained induction coaches. Throughout the year, Segue administrators met with the two coaches to discuss the needs and successes of the program. In their progress reports, Segue noted that the coaches have been readily available for their beginning teachers, and offered individual and group sessions focused on the needs of the staff. Additionally, the school indicated that teachers report positively on the program and that evaluations show dramatic improvement in beginning teacher performance throughout the school year.

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

Segue Institute 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	-		-
-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	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 reading on NECAP	n/a	-	n/a	77%	59%	82%	65%	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	-	9	-	38	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	16	-	5	-		-
-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	61%	41%	66%	35%	71%		75%
-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	-	18	-	65	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	6	-	4	-		-
-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.