

Transforming Education in Rhode Island



The Race to the Top Opportunity

Race to the Top Implementation Update – Key Accomplishments

Year Three, Quarter Three: March 1 – May 31, 2013

☐ Administration and Progress Monitoring:

- SEA Performance Monitoring: RIDE continued to monitor the progress and quality of implementation of all projects using the EdStat process. To date, 90% of the Race to the Top Scope of Work projects are on track. There are time-table delays with three initiatives. Based on the U.S. Department of Education Year 3 progress review, project leads are examining ways to further support LEA implementation around transition to the Common Core State Standards, comprehensive systems of assessment, educator evaluation, and use of the instructional management system. RIDE project leads prepared and disseminated one-pagers for each of the Scope of Work initiatives that clarified LEA expectations for Year 4.
- LEA Performance Monitoring: The third set of quarterly Collaborative Learning for Outcomes (CLOs) meetings were conducted and completed with all 52 LEAs from March 2013 through April 2013. The fourth and final set of CLO meetings for Year 3 were held throughout May 2013. The CLO meeting discussions focused on examining problems of practice in implementation of user-friendly data systems, educator excellence, and/or world-class standards and assessments. LEAs shared strategies being used to implement the various projects, and specific attention was paid to PARCC readiness.
- Budgeting and Spending: The RIDE finance team continued to work with all LEAs to submit budget amendments for allocating funds for Years 3 and 4. LEA spending has increased as a result of the increased engagement. RIDE participated in an internal quarterly budget review; SEA spending is on track.
- Engagement: The Race to the Top Steering Committee second quarterly meeting for Year 3 was cancelled due to a major winter storm. The third quarterly meeting was held on May 30, 2013. Steering members engaged in a panel discussion with staff and LEA leaders on the “Data Use” professional development program being conducted with 134 schools and 592

participants. Further updates were provided on the results of the “I Pledge” campaign” (www.educationpledgeri.org), Year 3 spending to date, and progress being made in the implementation of the major project initiatives.

□ Year Three Projects:

- Standards and Curriculum: RIDE continued to support LEAs in their transition to the Common Core State Standards (CCSS), and the PARCC assessment. Over 450 educators have met or will meet as cohorts to engage in science, math, and English-language arts curriculum writing sessions. 90% of LEAs indicate that they are on track for implementation of the transition to the CCSS. RIDE has used input from the LEAs to develop additional Study of the Standards workshops, and CCSS professional development sessions.
- Data Systems and Online Tools for Educators:
 - The *Instructional Management System (IMS)*, which encompasses curriculum, assessments, professional development, and Response to Intervention support, has been used to varying degrees by 47 LEAs. LEAs have experienced technical challenges as they implement the system; RIDE continued to work closely with the vendor, Global Scholar, to resolve technical issues and to enhance basic functionality requirements needed by LEAs to ensure full utilization and access to the system.
 - As of May 2013, approximately 23 LEAs have accessed the *formative assessment online professional development modules* to some extent through the IMS; an additional 23 LEAs have confirmed plans to implement in the 2013-2014 school year. All five modules have been launched on the IMS. RIDE continued to work with LEAs regarding technical support regarding enrollment, scheduling, and access to the professional development series.
 - At the end of the testing window for the fall and winter *interim assessment* fixed-form tests, 21,260 were taken by students representing 19 LEAs and 69 schools; approximately 92 percent of the tests were administered online, with the remaining 8 percent administered in paper-based format. The test construction tool (TCT) is now available to LEAs, and a webinar on how to use it was conducted in April. The reporting functionality for the TCT is scheduled to be available by summer 2013. Item development for English-language arts, mathematics, science, and social studies has begun, and will be available via the TCT in fall 2013.
 - The *Educator Performance and Support System (EPSS)* continued to be used by LEAs to support evaluator and teacher communication regarding components of the evaluation, as well as for scheduling and entering notes on classroom observations. A training portal has been developed using non-confidential, scrambled data which allows LEAs to plan for large-group training sessions. RIDE is working with vendor, My Learning Plan, to refine EPPS Version 2, for launch in 2013-2014 school year.
 - All LEAs participating in *data use professional development* completed day eight of off-site training, and day nine of on-site training (final on-site visit). Day ten of training has been scheduled with 100% of the participating LEAs. Additionally, 99% of those LEAs have confirmed their continued participation in the 2013-2014 school year.
- Educator Evaluation: RIDE conducted a winter survey on educator evaluation. Approximately 4,123 teachers, 373 principals, and 57 central office administrators completed the survey. The results were analyzed and key findings were shared with district and school leaders in a series of four regional workshops held during March and April, 2013.

- Beginning Teacher Induction: RIDE has held two presentations to business administrators for the purpose of brainstorming financial planning options for the induction program beyond Race to the Top. Institutions of Higher Education are interested in the induction work that has taken place. Salve Regina University is working with RIDE and LEAs to pilot a student teaching partnership. All induction coaches have been shadowed this year, and have received letters regarding placements for next year.
- School Transformation: RIDE staff members continue to work with the New York City Leadership Academy and LEAs with the identified Cohort I and Cohort II Persistently Lowest Achieving Schools to realign the supports needed by school leaders. The Turnaround Leadership Program principal-residency school-year training is ongoing. The recruitment for the eight remaining candidates for the Turnaround Leadership Program yielded over 100 inquires, and 44 completed applications. Of the 44 applications, 25 were chosen for an interview, and 17 of the 25 were called back for a second interview, resulting in eight strong candidates for the turnaround leaders program. Mentor principal recruitment took place from March – May 2013.
- Virtual Learning Math Modules: There has been a substantial increase in enrollment and participation of the Virtual Learning Math Modules (VLMM). Currently, there are over 2,500 students enrolled, and over 480 students participating. RIDE continued to develop communication and outreach processes to increase the number of students enrolled and actively participating, in addition to a strategy to reengage districts with no enrollment data reported. The team at RIDE has also confirmed that districts are using VLMM as one of the strategies for providing math support to 11th grade students who have not met the required NECAP proficiency level.
- High-Performing Charter Schools: RIDE has awarded Charter School Program grants to Achievement First, Nowell, and Village Green; all are planning to open their doors in September, 2014. Race to the Top grants for Achievement First and Village Green have been awarded. Additionally, a dissemination grant has been awarded to Blackstone Valley Mayoral Prep Academy. Monitoring of the expansion grants to Paul Cuffee and the International Charter School continued.