

# Transforming Education in Rhode Island



## The Race to the Top Opportunity

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

In addition, North Kingstown has begun planning for expansion of these initiatives in Year 4 as well as the implementation of the Formative Assessment professional development modules.

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

<b>ON-TRACK</b>	The majority of tasks from the prior quarter are complete, and tasks from the current quarter are on-track to be completed.
<b>DELAYED</b>	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.
<b>OFF TRACK</b>	The majority of tasks anticipated to date have not been completed and/or the LEA is having significant challenges with some tasks.
<b>NOT APPLICABLE</b>	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. We also want to recognize North Kingstown’s preparation for and participation in the year three on-site visit from the U.S. Department of Education in February 2013.

During the 2012-2013 year, North Kingstown met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and North Kingstown sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership. We also appreciated North Kingstown organizing and facilitating the quarter three CLO group discussion on planning for a comprehensive assessment system and identifying ways to work together in implementing unit of study assessments associated with curriculum work.

In the upcoming year, we are looking forward to continuing our meaningful conversations around the implementation accomplishments and challenges faced by each LEA, as well as discussing how LEAs are building the necessary capacity to sustain this work beyond Race to the Top. With that in mind, we would encourage you to continue sharing the tools and strategies you are using in your district and have made suggestions in this report regarding areas that we would appreciate hearing about in greater detail from you and other LEA leaders.

## System of Support 1: Standards and Curriculum

Based on the quarterly progress reports submitted by North Kingstown, 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 North Kingstown on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, North Kingstown noted the various professional development opportunities that the district has provided to their teachers –including teacher and administrator participation in RIDE workshops focused on text complexity, text-dependent questions, and argument writing.

North Kingstown 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, the focus for North Kingstown was on continued collaboration around lesson plans and assessments aligned to the ELA and math scope and sequence previously developed in partnership with RIDE, the Dana Center, and other districts. RIDE is also pleased to note that North Kingstown, as part of the SORICO curriculum writing cohort, was the recipient of additional grant funds to support the development of lesson plans and assessments. The elementary grade-level teams (grades 2-5) also developed report cards that aligned to the CCSS, and used these report cards to document student progress throughout the school year. Grade-specific brochures explaining the report cards and the CCSS, as well as a letter from the Assistant Superintendent, accompanied the report cards.

Looking ahead, we are excited to hearing more about the ways in which North Kingstown has integrated the many initiatives in support of their transition to a common core aligned curriculum.

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

Following the configuration of the Instructional Management System, North Kingstown was able to pilot the fixed-form Interim Assessment tests in their middle schools and high school. While less than initially desired, the district was able to successfully administer the fall, winter and spring assessments online in both mathematics and ELA. Educators also attended professional development sessions offered by RIDE on the scoring of the assessments. Looking ahead, the district expressed a desire to expand this implementation to the elementary level during the 2013-2014 school year.

In addition to configuring the Instructional Management System (IMS) to provide educator access to the Interim Assessments, North Kingstown also utilized the IMS for the curriculum and assessment platform (Pinnacle) and the Exceed Rtl component. The district uploaded curriculum documents and the ELA scope and sequence developed through the Dana Center curriculum writing cohort. The Assistant Superintendent and district data manager also participated in training on course-curriculum alignment, and the data manager was able to link the elementary courses to curriculum.

During the 2012-2013 school year, data teams from all schools in North Kingstown participated in the Data Use professional development series. In their quarterly progress update report, North Kingstown reported that the data team members have successfully expanded the strategies taught in the series to others in their school, and that as a result teachers are using cycles of inquiry, root cause analysis, and multiple data sources to conduct low-stakes data conversations.

North Kingstown did not implement the Formative Assessment online professional development modules during the 2012-2013 school year. In preparation for implementation in the 2013-2014 school year, the Assistant Superintendent outlined implementation options at a district administrative council meeting. The district also attended facilitator orientation sessions offered by RIDE in summer 2013. Based on the quarterly progress update report, RIDE anticipated that the district will have teams of teachers from each school complete one or two of the modules.

In the upcoming CLO sessions, we look forward to hearing about the North Kingstown'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.

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

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 <sup>st</sup> Fixed Form Test	2 <sup>nd</sup> Fixed Form Test	3 <sup>rd</sup> Fixed Form Test	

'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 the Year 1 and/or 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	X	X	X	X

\* 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				X
Coordinate participation of educators in training modules and communities of practice	X	X	X	X

### System of Support 3: Educator Effectiveness

During the 2012-2013 school year, North Kingstown 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 North Kingstown, 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.

During the 2012-2013 school year, all building and district administrators in North Kingstown participated in all required training activities. Additionally, representatives from the teacher's union also attended the Summer Academy in order to better support the district's teachers. To support the educator evaluation implementation process, North Kingstown provided various opportunities (e.g., a forum with high school faculty) to address educator concerns regarding implementation of the educator evaluation system. The District Evaluation Committee (DEC) also played a vital role in determining the policies and procedures for topics such as length of observations, requests by teachers for a different evaluator, performance improvement plans, and the appeals process.

RIDE is pleased to note that, despite initial challenges, North Kingstown was able to utilize the Educator Performance and Support System (EPSS) to streamline the evaluation process. To support educator use of the system, the district's Intermediary Service Provider (ISP) led training on the system, as well as how to write high-quality, attainable, rigorous Student Learning Objectives and professional growth goals.

In the quarterly CLO meeting, North Kingstown indicated that the discussions based on the evaluation rubrics were valuable, and were impacting instruction positively. Looking ahead, RIDE is excited to hear more about how that has been carried out in the district. As we enter into the final year of the Race to the Top grant, RIDE encourages North Kingstown 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

Based on the quarterly progress reports submitted by North Kingstown, 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, North Kingstown has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

During the 2012-2013 school year, North Kingstown released one teacher to serve as a full-time RIDE Induction Coach. The two coaches for the district continue to support the district's nine beginning teachers. The district also maintained their local teacher mentor program which supports teachers new to the profession or to a grade level, as well as teachers who need additional support. In the CLO meetings, North Kingstown indicated that the feedback received from beginning teachers was that the program was beneficial, and that the teachers are grateful for the support. The district also noted in their quarterly progress update report that the induction coaches conducted an after-school professional development for both new and veteran teachers focused on aligning the teaching strategies outlined in the book *Teach like a Champion* with the RI Model for Educator Evaluations.

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

North Kingstown Performance Measures	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal
<b>Students entering the fourth grade will be proficient in reading on NECAP</b>	79%	-	80%	80%	83%	83%	83%	86%		90%
<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>	24	-	29.71	20	16	17	30	14		12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	67	-	23.12	60	60	52	41	44		34
<b>Students entering the fourth grade will be proficient in mathematics on NECAP</b>	73%	-	75%	77%	80%	83%	78%	87%		90%
<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>	23	-	35.58	20	29	17	31	14		12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	55	-	18.14	50	64	44	40	36		28
<b>Students entering the eighth grade will be proficient in reading on NECAP</b>	84%	-	88%	85%	88%	86%	88%	88%		90%
<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>	32	-	17.94	28	30	24	30	20		16
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	60	-	35.89	50	43	42	57	36		30
<b>Students entering the eighth grade will be proficient in mathematics on NECAP</b>	69%	-	77%	73%	76%	77%	71%	81%		85%
<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>	44	-	27.3	36	35	32	35	28		22
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	53	-	46.49	48	63	42	63	35		27
<b>85% of students who first entered 9th grade 4 years prior will graduate from high school</b>	92%	-	n/a	93%	88%	93%	88%	94%		94%
<b>77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma</b>	79%	-	n/a	81%	n/a	82%	n/a	83%		84%
<b>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</b>	91%	-	n/a	92%	n/a	92%	n/a	93%		93%

\* 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.