



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

In addition, Warwick has begun planning for the implementation of the remaining Year 4 projects, as well as deepening engagement in the initiatives taken on during Year 3.

| 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.

During the 2012-2013 year, Warwick met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Warwick sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership.

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 Warwick, 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 Warwick on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Warwick noted that they repurposed some of their Race to the Top funds in order to send district educators to supplemental RIDE professional development on key CCSS instructional shifts (i.e., text complexity, writing an argument, and math common core standards for elementary grades). Warwick also aligned all new common tasks and assessments to the appropriate CCSS. This work has provided many teachers the opportunity to delve deeper into the standards and to have discussion around them.

Warwick 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, Warwick fully implemented an aligned math curriculum. As part of this implementation process, grade level and subject area teachers worked with Warwick's math coordinator to develop benchmark assessments aligned to the math curriculum. In the upcoming 2013-2014 school year, Warwick noted that they will work with West Ed to create an aligned ELA curriculum. In preparation, they applied for and received supplemental grant funding to introduce their elementary school teachers to the tri-state review rubric for mathematics, which has been endorsed by the Partnership for the Assessment of Readiness for College and Careers (PARCC).

We commend Warwick on their work in this area, and are happy to hear that Warwick has been able to move forward in a meaningful way on the creation of an aligned and viable curriculum. We look forward to hearing about additional opportunities that Warwick has created for deepening educator knowledge of the standards across all disciplines, and about creating a comprehensive assessment system that supports their transition as well as increases student readiness for the PARCC assessment.

| 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, Warwick 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 Warwick, 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.

In addition to configuring the Instructional Management System (IMS) to provide educator access to both Interim Assessments and the Formative Assessment PD modules, Warwick also loaded their curriculum into the IMS.

The district experienced some technical difficulties in configuring the platform for educator use, though, which delayed their implementation of the formative assessment and interim assessment projects. Additionally, in their quarterly progress update report, Warwick noted that the Warwick teacher's union and the administration were unable to reach an agreement on teacher stipends for participating in the formative assessment professional development modules. We are pleased that, at the conclusion of the school year, the issues had been resolved and that the district plans to move forward with this initiative in the upcoming school year.

Warwick also noted that, while they were unable to make use of the fixed form interim assessments or test construction tool during the 2012-2013 school year, they downloaded and printed a copy of the spring assessment in both ELA and math for the purpose of viewing the items. The district indicated in their final quarterly progress update report that they plan to use the test construction tool in the upcoming school year.

During the 2012-2013 school year, 17 schools from Warwick participated in the Data Use professional development series. In the QPU reports, the district expressed that the teams found this training helpful, and that their district-wide data conversations using the protocols have proven to be effective.

In the upcoming school year, Warwick has indicated that their remaining five schools will participate in the Data Use professional development, and that they will participate in the Formative Assessment professional development modules. Additionally, we anticipate that Warwick will engage educators as appropriate in the fixed-form Interim Assessments or test construction tool. We look forward to hearing more about Warwick's plans for implementing these new initiatives.

| 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 |    |

| 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, Warwick 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. Based on the quarterly progress reports submitted by Warwick, 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.

Warwick noted in their quarterly progress update reports that, during the 2012-2013 school year, the district worked to adapt the Rhode Island model to fit their local needs and contexts. This included working with their District Evaluation Committee (DEC) and Director of Human Resources to support district implementation by establishing complementary evaluators for high school and junior high schools. They also defined evaluation responsibilities for teachers who are on a part-time status, or are on maternity and/or sick leave, and how teacher participation on building and district committees is factored into professional foundation ratings. Looking ahead, district leadership created a staffing proposal and requested additional funding for a district-wide Intermediary Service Provider (ISP) to provide continued support.

During the 2012-2013 school year, Warwick utilized the Educator Performance and Support System (EPSS) district-wide to streamline their evaluation process. Throughout the year, Warwick leveraged their internal technology team as well as their DEC to address technical difficulties with the system, as well as ongoing training for educators on the system. The district evaluation office provided one-on-one assistance and open labs for teachers and administrators in order to trouble shoot the system.

To date, Warwick has participated in all required training activities. Additionally, evaluators have registered for/attended upcoming professional development offered by RIDE as needed. 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.

Warwick indicated in their quarterly progress update reports that the district had not yet started using evaluation data to determine individual and/or school and district professional development needs. As we enter into the final year of the Race to the Top grant, RIDE encourages Warwick 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, Warwick participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Warwick, 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, Warwick has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

During the 2012-2013 school year, all applicable beginning teachers were paired with RIDE Induction Coaches. As noted in their quarterly progress reports, the feedback from Warwick’s principals was overall positive. RIDE was pleased to hear that Warwick is already planning how they can align their existing mentoring program to the induction program once the funding is not available.

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

| Warwick 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>  | 76%       | -         | 72%    | 81%       | 73%    | 81%       | 77%    | 87%       |        | 90%       |
| <i>-The gap between white and black students will be cut in half</i>  | 12        | -         | n/a*   | 10        | -3     | 10        | n/a    | 7         |        | 6         |
| <i>-The gap between white and Hispanic students will be cut in half</i>   | 0         | -         | 14     | 0         | 13     | 0         | 13     | 0         |        | 0         |
| <i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>   | 18        | -         | 17     | 15        | 12     | 13        | 12     | 11        |        | 9         |
| <i>-The gap between students without IEPs and those with IEPs will be cut in half</i>   | 56        | -         | 46     | 44        | 49     | 39        | 49     | 33        |        | 28        |
| <b>Students entering the fourth grade will be proficient in mathematics on NECAP</b>  | 70%       | -         | 68%    | 78%       | 71%    | 78%       | 70%    | 86%       |        | 90%       |
| <i>-The gap between white and black students will be cut in half</i>  | 19        | -         | n/a    | 15        | 6      | 13        | n/a    | 11        |        | 9.5       |
| <i>-The gap between white and Hispanic students will be cut in half</i>   | 17        | -         | 11.53  | 14        | 26     | 12        | 26     | 10        |        | 8.5       |
| <i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>   | 15        | -         | 13.75  | 12        | 14     | 10        | 14     | 8         |        | 7.5       |
| <i>-The gap between students without IEPs and those with IEPs will be cut in half</i>   | 52        | -         | 42.38  | 42        | 41     | 36        | 41     | 31        |        | 26        |
| <b>Students entering the eighth grade will be proficient in reading on NECAP</b>  | 76%       | -         | 78%    | 81%       | 84%    | 84%       | 84%    | 87%       |        | 90%       |
| <i>-The gap between white and black students will be cut in half</i>  | -18       | -         | n/a    | -         | 14     | -         | 14     | -         |        | 0         |
| <i>-The gap between white and Hispanic students will be cut in half</i>   | 8         | -         | -0.85  | 6         | 8      | 5         | 8      | 4         |        | 4         |
| <i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>   | 17        | -         | 18.43  | 14        | 13     | 12        | 13     | 10        |        | 8.5       |
| <i>-The gap between students without IEPs and those with IEPs will be cut in half</i>   | 40        | -         | 48.12  | 32        | 45     | 28        | 45     | 24        |        | 20        |
| <b>Students entering the eighth grade will be proficient in mathematics on NECAP</b>  | 55%       | -         | 55%    | 63%       | 58%    | 63%       | 58%    | 71%       |        | 75%       |
| <i>-The gap between white and black students will be cut in half</i>  | 1         | -         | n/a    | 0.8       | 5      | 0.7       | 5      | 0.6       |        | 0.5       |
| <i>-The gap between white and Hispanic students will be cut in half</i>   | 12        | -         | 14.7   | 10        | 13     | 9         | 13     | 7         |        | 6         |
| <i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>   | 19        | -         | 26.52  | 15        | 23     | 13        | 23     | 11        |        | 9.5       |
| <i>-The gap between students without IEPs and those with IEPs will be cut in half</i>   | 44        | -         | 50.74  | 35        | 56     | 31        | 56     | 26        |        | 22        |
| <b>85% of students who first entered 9th grade 4 years prior will graduate from high school</b>   | 75%       | -         | n/a    | 79%       | 82%    | 81%       | 82%    | 83%       |        | 85%       |
| <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>  | 76%       | -         | n/a    | 76.4%     | 70%    | 76.6%     | 68%    | 76.8%     |        | 77%       |
| <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> | 83%       | -         | n/a    | 86%       | 77%    | 87%       | n/a    | 89%       |        | 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.