

# Transforming Education in Rhode Island



## The Race to the Top Opportunity

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

In addition, Westerly has begun planning for expansion of these initiatives in Year 4.

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.

#### 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, Westerly continued to send a diverse group of participants to the CLO meetings, representing various levels of LEA and building leadership. The team consistently enriched the CLO discussions by sharing their experiences, learnings, questions, and concerns with the group. Additionally, we appreciate that the quarterly progress reports were submitted on time and contained rich information about the important progress that the district made throughout the year. We also appreciated Westerly’s practice-sharing on “owning the gap” during the quarter one meeting.

As we near the end of the grant, we hope that Westerly 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 Westerly, 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.

Throughout the grant period, Westerly has identified opportunities for educators to deepen understanding of Common Core State Standards (CCSS). The district walked educators through the lesson template during grade-level meetings, which facilitated the ongoing development of lesson plans and deeper understanding of the shifts in instruction needed to implement the CCSS. As a result, a bank of individual daily lessons and lesson plans were created and shared on the IMS. Additionally, educators from Westerly participated in RIDE supplemental professional development on key aspects of the common core transition; also, the district conducted K-12 grade level professional development quarterly.

Westerly has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. Over the past two years, Westerly has worked in partnership with RIDE, the Dana Center, and several other districts to create an aligned K-12 curriculum in mathematics and English language arts. To support their mathematics curriculum work, Westerly formed a Math Resource Council to evaluate the resources needed to fully implement the CCSS. RIDE is pleased to note that Westerly (along with other members of the SORICO curriculum cohort) received a mathematics mini-grant geared towards continuing the work with the Dana Center writing team and developing capacity at the building level.

In its quarterly progress reports, Westerly noted that it has encountered the following challenges around this work:

- Changing resources and materials to adjust to the new CCSS aligned scope and sequence has increased anxiety levels.
- The timeline of educator evaluation in concert with the CCSS transition generated a good deal of stress for a portion of the faculty.

We commend Westerly on their work in this area, particularly in light of the many additional initiatives that Westerly took on during Year 3. We are looking forward to hearing more about the ways in which Westerly 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, Westerly implemented all of the four Race to the Top projects in System of Support 2 (Formative Assessment professional development, Interim Assessments, Data Use professional development, and the Instructional Management System). Based on the quarterly progress reports submitted by Westerly, 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.

Westerly administered all three paper-based interim assessment fixed-form tests in Algebra I to a portion of their high school students during the 2012-2013 school year. Following the receipt of the data, the team spent considerable time analyzing the data and noted during the CLO meeting that the analysis was helpful. Looking ahead to the 2013-2014 school year, we encourage Westerly to continue exploring the implementation approach that will suit the unique needs of the district.

Westerly configured the Instructional Management System by assigning roles to key staff, and identifying a plan for training users and maintaining the system and applicable data on a daily basis. In addition to providing access to educators, the district scheduled training on each of the various components (i.e., Interim Assessments, Formative Assessment professional development modules). During the 2012-2013 school year, the high school utilized the system for the administration of the interim assessments. They also attended RIDE professional development on linking curriculum to courses, and completed linking their curriculum to courses district-wide. In the last quarterly update, Westerly indicated that they were planning to expand use of the system to connect courses and curriculum to teachers. RIDE is pleased to note that, in the quarterly progress update, Westerly indicated that having the opportunity to sit with a team from RIDE was a helpful way to resolve problems and concerns.

During the 2012-2013 school year, all four elementary schools, as well as the high school, participated in the Data Use professional development series. RIDE was pleased to hear during the quarterly progress update report that the district expressed that the teams found this training helpful and that they utilized the protocol to examine their NECAP data. The buildings that participated during Year 3 reported that the professional development was beneficial in expanding the discussion about differentiation and interventions. It has also helped teachers to deepen their understanding of the benefit, function of what data is and how they can use it to inform practice and grow student understanding.

Although not part of the original implementation plan, Westerly Middle School asked to participate in the Formative Assessment professional development during the 2012-2013 school year. As indicated in the quarterly progress update report, the training was slated to begin in January; however, the middle school was unable to make significant progress on the implementation and have postponed participation until next year.

In the upcoming school year, Westerly has indicated that they will expand their participation in the initiatives implemented during Year 3 and will participate in the Data Use professional development series, and provide teachers with access to the Formative Assessment professional development modules. We look forward to hearing more about Westerly'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, Westerly 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 Westerly, 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.

RIDE would like to commend Westerly on their work to support the educator evaluation implementation process. At the conclusion of the 2011-2012 school year, Westerly surveyed educators to identify areas of need for professional development. The data collected was used to establish a professional development plan for the year. As they shared in the CLO meetings, this process helped educators feel well supported and to ease their concerns about the evaluation process. Westerly will continue to adjust the professional development plan as evaluation data becomes available. The district also offered continuous professional development to teachers, probing deeper into the language of the rubrics and what the practices would look like in the classroom. As Westerly approached end-of-the-year conferences, they increased communication to administrators and staff around the system.

Westerly reported that, initially, it was a challenge to get all educators assigned to evaluators in the Educator Performance and Support System. RIDE is pleased to note that the district was able to overcome those challenges, and to utilize the system to support and streamline the evaluation process.

During the 2012-2013 school year, all applicable Westerly administrators attended teacher and building administrator evaluator trainings. 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 Westerly 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, Westerly participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Westerly, 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, Westerly has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

We would like to thank Westerly for releasing one of their own educators to be an Induction Coach for beginning teachers in their districts. RIDE was pleased to note that teachers in the district found the Beginning Teacher Induction program (in concert with the district’s new teacher orientation) helpful.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Westerly 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. We also look forward to partnering with all of the districts state-wide in thinking about how this program could be sustained by districts beyond Race to the Top.

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.

Westerly 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>	75%	-	78%	90%	82%	84%	87%	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>	-5	-	n/a	-	n/a	-	n/a	-		-
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	28	-	23.4	26	15	20	16	17		14
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	52	-	57	49	53	41	51	34		26
<b>Students entering the fourth grade will be proficient in mathematics on NECAP</b>	73%	-	22%	76%	78%	80%	82%	85%		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>	25	-	n/a	21	n/a	19	n/a	14		12.5
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	22	-	31	19	12	15	21	13		11
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	60	-	38	54	45	48	49	40		34
<b>Students entering the eighth grade will be proficient in reading on NECAP</b>	73%	-	84%	77%	87%	82%	84%	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>	17	-	18	15	16	13	23	10		8.5
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	54	-	55	48	49	40	51	35		27
<b>Students entering the eighth grade will be proficient in mathematics on NECAP</b>	57%	-	68%	62%	73%	66%	65%	70%		75%
<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	-	16	22	26	18	37	15		12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	51	-	66	48	62	43	65	35		25.5
<b>85% of students who first entered 9th grade 4 years prior will graduate from high school</b>	89%	-	n/a	90%	88%	92%	87%	93%		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>	73%	-	-	74%	-	75%	-	76%		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%	-	-	84%	-	86%	-	88%		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.