

Transforming Education in Rhode Island



The Race to the Top Opportunity

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

In addition, Coventry has begun planning for the implementation of the following Year 4 projects: Formative Assessment professional development and Interim Assessments.

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, Coventry continued to send at least one district leader to the CLO meetings; we appreciate that Coventry was an active participant in the meetings, and 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.

As we near the end of the grant, we hope that Coventry continues to increase their participation in these meetings. 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 Coventry, 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.

Over the past two years, Coventry continued to ensure all teachers and building leaders understand the expectations for school level transition benchmarks, and that the plan for the district's curriculum transition is well communicated. In its progress reports, Coventry noted that the district successfully worked with East Bay Collaborative to provide teacher professional development in integrating the CCSS literacy model into other content areas. The district developed teacher leaders in each elementary school, consisting of (at minimum) the Principal and two teachers. Additionally, Coventry has taken advantage of supplemental professional development offered by RIDE in order to deepen understanding of key instructional shifts.

Coventry has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. RIDE is pleased to note that Coventry and the SORICO curriculum writing cohort received a grant from RIDE to further the LEAs' development of curriculum embedded assessments, particularly in the area of mathematics. The district developed a full ELA implementation plan for grades K-2, 6-8, 9 and 10 with the remainder of the grades exploring the standards in school year 2012-2013. Throughout the year, the district worked with their elementary ELA leadership team to ensure consistent integration and implementation of the CCSS in all classrooms. In parallel, the middle school and high school made progress in developing assessments, lesson plans, and classroom strategies to implement the CCSS.

All Coventry elementary schools piloted one of three different math series concurrently during the 2012-2013 school year. Coventry also developed district-wide common assessments and revised elementary math target maps in order to ensure alignment with the math scope and sequence created in school year 2011-2012 with the mathematics curriculum writing cohorts.

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

- Devoting sufficient resources to non-core (ELA and math) teachers

We commend Coventry on their work in this area. We look forward to hearing about additional opportunities that Coventry has created for further collaboration within their district and with other LEAs 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.

System of Support 2: Instructional Improvement Systems

During the 2012-2013 school year, Coventry chose to implement two of the four Race to the Top projects in System of Support 2 (Data Use professional development, and the Instructional Management System). Based on the quarterly progress reports submitted by Coventry, 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 the system, a team of five educators from Coventry attended Exceed RtI training and began utilizing both the RtI platform as well as the curriculum platform. In their quarterly progress update report, Coventry indicated that they have deepened their understanding of the Exceed RtI platform and hope to replace their current system (RtIdirect) with Exceed in preparation for the 2013-2014 school year.

During the 2012-2013 school year, all Coventry schools participated in the Data Use professional development series. In their progress reports, the district expressed that the teams found this training successful and that professional development coordinators gave the administration a presentation highlighting some of the tools and resources they had been exposed to through the training. As a result, Coventry has begun investigating on-line assessment systems that would augment the data use process.

Coventry noted that access to the Instructional Management System, and the systems and professional development accessed through the RIDEmap platform, has been challenging. Coventry initially attempted to implement the Formative Assessment online professional development modules. In their quarterly progress update reports, Coventry noted that participation was initially adopted as a school-wide professional development goal; however, due to technical issues, they were unable to continue their participation. RIDE is hopeful that with continued support, Coventry will be able to overcome those issues and participate in both the formative assessment professional development, as well as the interim assessments, at a scale appropriate for the district during the 2013-2014 school year.

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

'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.

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

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

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 st Fixed Form Test	2 nd Fixed Form Test	3 rd Fixed Form Test	

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Coventry fully implemented all components of System of Support 3 - 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 Coventry, 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.

Coventry spent significant time on educator evaluation system implementation during the 2012-2013 school year. All administrators participated in training activities and applicable professional development sessions, including a two-day professional development session focused on evaluator bias, evidence and judgment statements, and context. The district hired an Officer of Educator Quality to assist with the consistency and integrity of the system and process. Central office administrators also presented at each school in the district regarding clarifications to the process. Additionally, as noted in their quarterly progress update form, Coventry utilized their District Evaluation Committee to make revisions to their district-designed model in order to ensure alignment with changes made to the Rhode Island model.

Although Coventry noted initial difficulty with consistent access and speed to the Educator Performance and Support System (EPSS), they noted improvements were made and the district was able to successfully move ahead using the system to streamline their evaluation process.

As we enter into the final year of the Race to the Top grant, RIDE encourages Coventry 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, Coventry participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Coventry, 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, Coventry has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

During the 2012-2013 school year, Coventry had a small number of beginning teachers, all of whom participated in the beginning teacher induction program. RIDE is pleased to note that the district found this program helpful; Coventry presented on this program to the Coventry School Committee and have a district-level commitment to continue offering an effective model of beginning teacher induction and development services during the 2013-2014 school year.

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

Coventry 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	80%	-	79%	84%	86%	86%	80%	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>	16	-	17	14	11	13	18	12		11
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	64	-	51	52	62	44	57	38		32
Students entering the fourth grade will be proficient in mathematics on NECAP	76	-	71	81	80	84	81	87		89
<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>	12	-	22	11	13	10	16	9		8
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	65	-	47	53	46	45	68	39		32
Students entering the eighth grade will be proficient in reading on NECAP	80%	-	86%	84%	88%	86%	83	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>	12	-	12	11	17	10	17	9		8
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	44	-	44	36	41	32	55	28		24
Students entering the eighth grade will be proficient in mathematics on NECAP	65%	-	66%	69%	68%	71%	63%	73%		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>	23	-	25	20	21	18	29	16		14
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	43	-	51	36	52	32	58	28		24
85% of students who first entered 9th grade 4 years prior will graduate from high school	79%	-	n/a	81%	83%	83%	87%	86%		85%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	71%	-	-	73%	-	75%	-	76%		77%
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	81%	-	-	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.