

Transforming Education in Rhode Island



The Race to the Top Opportunity

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

In addition, New Shoreham has begun planning for the implementation of the following Year 4 projects: Formative Assessment professional development, Interim Assessments, the Instructional Management System, and Data use professional development.

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.

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, New Shoreham met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and New Shoreham sent consistent participants to the quarterly meetings. We want to acknowledge that New Shoreham attempted to participate virtually when attending the meeting in-person was not possible. We also want to thank New Shoreham for their participation in a pilot of an online collaboration tool to support the sharing of practices and implementation strategies across the CLO group and statewide.

As we near the end of the grant, we hope that New Shoreham 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 New Shoreham, 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 New Shoreham on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, New Shoreham noted that they were able to move forward in mathematics in part due to the addition of a half-time mathematics coach. While there was an initial setback in ELA with the loss of the district subject matter expert, the district was able to establish a new contract with the EBEC to replace that support. Two teachers assumed a lead role to coordinate that work internally. The district also noted that the performance and commitment of teachers in implementing the CCSS is varying, which presents challenges in planning for differentiated professional development and support systems.

New Shoreham 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, New Shoreham rolled out the completed curriculum that the district developed in partnership with RIDE, the Dana Center, and the SORICO districts. In their quarterly progress updates, New Shoreham noted that the school committee approved an administrative re-organization plan for the upcoming year which will support the district's desire to focus on teaching and learning. RIDE is also pleased to note that New Shoreham received additional grant funding, along with other districts from the SORICO curriculum writing cohort. These funds will support the development of assessments aligned to the new curriculum.

Looking ahead, we are excited to hearing more about the ways in which New Shoreham 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, New Shoreham chose to not implement the Race to the Top projects in System of Support 2 (the Instructional Management System, Data Use professional development, interim assessments, and the formative assessment professional development modules). Based on the quarterly progress reports submitted by New Shoreham, 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.

During the 2012-2013 school year, New Shoreham did not implement the Formative Assessment online professional development modules. The district has begun planning for implementation in the 2013-2014 school year, and has been in contact with RIDE about those plans.

New Shoreham also chose not to implement the Interim Assessment fixed form/test construction tool during the 2012-2013 school year. We hope that the district will choose to explore this project during the upcoming school year.

During the 2012-2013 school year, New Shoreham did not participate in the Data Use professional development series. In the QPU reports, the district noted that they have identified potential 2013-2014 school year participants and held an introductory conversation with the vendor supporting this work. The training logistics present a challenge, though; we hope that New Shoreham will continue to reach out to RIDE and learn more about the ways in which we can incorporate greater flexibility into this project in order to support their implementation.

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

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	

'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

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, New Shoreham 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 New Shoreham, 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.

To support the educator evaluation implementation process, all New Shoreham administrators completed calibration training with FFTPS. Teachers also engaged in the FFTES tool and, as the district noted in their quarterly progress update report, the tools proved to be a helpful way of bringing reliability and validity to the classroom observations. The district also utilized their District Evaluation Committee to determine if they would apply for flexibility around Student Learning Objective implementation.

All designated evaluators completed training activities for the RI Model. 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.

The district noted that they inconsistently used the Educator Performance and Support System (EPSS) due to technical issues. We hope that the technical issues that prevented New Shoreham from fully using the system will be resolved, and that the district is able to access the support from RIDE needed, so that both teachers and administrators can utilize the system to streamline the evaluation process.

As we enter into the final year of the Race to the Top grant, RIDE encourages New Shoreham 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 New Shoreham, 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, New Shoreham has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

During the 2012-2013 school year, New Shoreham had two beginning teachers supported by a RIDE induction coach. RIDE is pleased to note that New Shoreham felt that the process was helpful and supportive.

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