

Transforming Education in Rhode Island



The Race to the Top Opportunity

Chariho 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 Chariho’s self-reported status against the Year 3 Race to the Top projects. During Year 3, Chariho has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Fixed-form Interim Assessments, the Instructional Management System, Educator Evaluation, and New Teacher Induction.

In addition, Chariho has begun planning for the implementation of the following Year 4 projects: professional development in the areas of formative assessment and data use.

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, Chariho continued to send a diverse group of participants, representing various levels of both LEA and building leadership, to the CLO meetings. 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. Lastly, RIDE would like to thank Chariho for allowing the use of their facilities for these meetings over the past two years.

As we near the end of the grant, we hope that Chariho 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 Chariho, 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, Chariho 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. As noted in their quarterly progress updates, the implementation of an aligned curriculum was on administrative and staff meeting agendas throughout the year, which helped ensure alignment.

Throughout the grant period, Chariho has identified opportunities for educators to deepen understanding of Common Core State Standards (CCSS). RIDE is pleased to note that Chariho received a grant for a mathematics professional learning community, geared towards continuing the work with the Dana Center writing team and developing capacity at the building level. Through this grant, Chariho was able to create lab classrooms and, starting in quarter three of the school year, other teachers were able to observe the new curriculum in these 'signature classrooms'. Additionally, Chariho was selected by RIDE to participate in performance assessment training, which will help social studies and science teachers support the work of the CCSS in mathematics.

Chariho has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. Over the past two years, Chariho has worked in partnership with RIDE, the Dana Center, and several other districts to create an aligned K-12 curriculum in mathematics. During the 2012-2013 school year, Chariho implemented this curriculum in grades K-10 and laid the foundation for full K-12 implementation in the upcoming school year (SY13-14). This was in large part due to teacher contributions to this curriculum during common planning time, staff meetings, and grade-level meetings. In addition, Chariho has contributed to an aligned curriculum in English language arts. RIDE is pleased to note that, at the conclusion of the 2012-2013 school year, both curricula were approved by the Chariho school committee.

We commend Chariho on their work in this area, and are happy to hear that Chariho has found access to expertise in other district's valuable. We look forward to hearing about additional opportunities that Chariho has created for further collaboration within their district and across the southern districts.

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, Chariho 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 Chariho, 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.

Chariho administered all three paper-based interim assessment fixed-form tests in both ELA and mathematics to the 3rd and 4th grade classrooms at one elementary school. To prepare for the administration of the tests, Chariho sent teachers, district administrators, and the building administrator to RIDE training in September 2012. The district then trained other teachers on the administration of the assessments, as well as the connections to instructional movement based on the data. Based on feedback provided during the CLO meetings, the district seemed to find the assessments to be a helpful tool in preparing for the transition to the PARCC assessment and noted that the items were rigorous. Looking ahead to the 2013-2014 school year, we encourage Chariho to continue thinking about how further engagement in the assessments will meet the unique needs of the district.

Chariho worked with their in-district data steward to upload the necessary Teacher Course Student data needed to allow educator access to the Instructional Management System. The district chose not to implement the Exceed RtI Module, but did train all principals and a group of teacher trainers in both the Pinnacle Instruction and RtI modules. RIDE has noted that, while the district did not deepen use of the IMS among all educators, they did utilize the IMS as part of the curriculum writing process with the Dana Center. Moving forward, Chariho has indicated that they need to examine their training and use of the system in light of the discontinuation of the curriculum portion of the IMS.

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

- Planning around rolling out IMS use on a large scale
- Complications for the planning process, given the timeframes for discontinuation of Pinnacle Instruction

In the upcoming school year, Chariho has indicated that they will fully participate in the Data Use professional development. Additionally, we anticipate that Chariho will provide teachers with access to the Formative Assessment professional development series. We look forward to hearing more about Chariho'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 st Fixed Form Test	2 nd Fixed Form Test	3 rd 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, Chariho 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 Chariho, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for Educator Evaluation.

During the 2012-2013 school year, all applicable Chariho administrators attended teacher and building administrator evaluator trainings. RIDE is also pleased to note that teachers and evaluators within the district participated in supplemental activities, such as Student Learning Objective workshops and the FFTPS calibration videos. We hope that participants found these supports helpful in increasing comfort with the evaluation process. Additionally, district administrators have attended and/or registered for applicable summer 2013 training. In the Collaborative Learning for Outcomes meeting, Chariho noted that they were able to utilize the Educator Performance and Support System (EPSS) to facilitate the evaluation process. 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.

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

- Capacity issues
- SLO development and implementation

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

RIDE was pleased to note that Chariho found the Beginning Teacher Induction program helpful, and that the feedback from both teachers and coaches was positive. In its quarterly progress reports, Chariho did not note any challenges around this work.

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

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.

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.

Chariho 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	85%	-	86%	87%	93%	89%	88%	91%		94%
<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>	20	-	-4.1	18	9	15	8	12		10
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	70	-	n/a	60	29	50	n/a	37		25
Students entering the fourth grade will be proficient in mathematics on NECAP	87%	-	89%	88%	89%	90%	87%	92%		94%
<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>	18	-	12	16	7	14	22	12		10
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	49	-	n/a	42	29	35	n/a	28		22
Students entering the eighth grade will be proficient in reading on NECAP	84%	-	90%	86%	92%	88%	92%	91%		94%
<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>	21	-	10	18	1	15	1	12		10
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	64	-	51	54	47	43	53	34		25
Students entering the eighth grade will be proficient in mathematics on NECAP	72%	-	78%	77%	78%	83%	76%	89%		94%
<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	-	17	22	6	18	11	14		10
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	45	-	44	40	56	36	44	32		23.5
85% of students who first entered 9th grade 4 years prior will graduate from high school	85%	-	n/a	87%	88%	89%	87	92%		95%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	73%	-	-	75%	-	77%	-	78%		80%
70% of high school students who enroll in an IHE within 16 months of graduation will at least one year's worth of credit within two years of enrollment in the IHE	83%	-	-	85%	-	87%	-	89%		92%

* 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.