

**RTT Performance Management Meeting:
 Educator Effectiveness**

Last EdStat:
 12/18/2012

Today's Date:
February 4, 2013

Next EdStat:
 3/11/2013

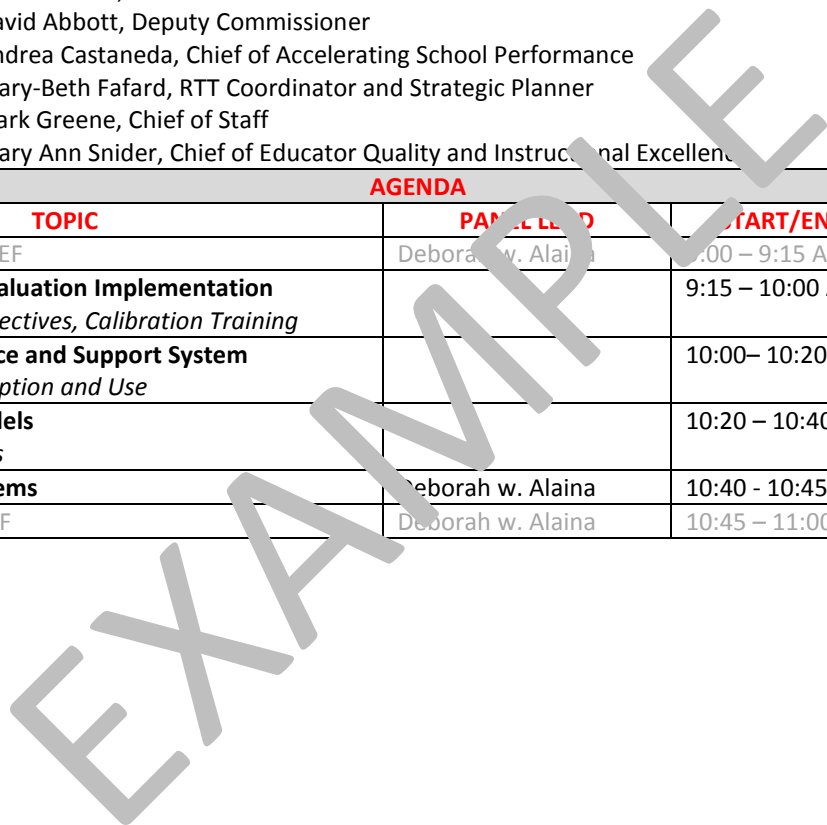
Ensure Educator Effectiveness

All educators will be effective and committed to accelerating student performance.

| | |
|-------------------------------------|--|
| Project Sponsor and Managers | Lisa Foehr, <i>Director of Educator Quality and Certification</i> Sarah Whiting, <i>Educator Quality Specialist</i> Tim Heavey, <i>Educator Quality Specialist</i> Jessica Delforge, <i>Educator Quality Specialist</i> Tamika Pollins, <i>Educator Quality Specialist</i> Sandy Forand, <i>Educator Quality Specialist</i> Shoba Annavarjula, <i>Sr. Data Systems Administrator</i> |
| Project Panel | Deborah Gist, <i>Commissioner</i> David Abbott, <i>Deputy Commissioner</i> Andrea Castaneda, <i>Chief of Accelerating School Performance</i> Mary-Beth Fafard, <i>RTT Coordinator and Strategic Planner</i> Clark Greene, <i>Chief of Staff</i> Mary Ann Snider, <i>Chief of Educator Quality and Instructional Excellence</i> |

AGENDA

| # | TOPIC | PANEL LEAD | START/END TIME | TIME |
|----------|---|-------------------|------------------|--------|
| | PANEL ONLY PRE-BRIEF | Deborah w. Alaina | 8:00 – 9:15 AM | 15 MIN |
| 1 | SY12-13 Educator Evaluation Implementation <i>Student Learning Objectives, Calibration Training</i> | | 9:15 – 10:00 AM | 45 MIN |
| 2 | Educator Performance and Support System <i>Technical Issues, Adoption and Use</i> | | 10:00– 10:20 AM | 20 MIN |
| 3 | New Evaluation Models <i>Support Professionals</i> | | 10:20 – 10:40 AM | 20 MIN |
| | Wrap up & Action Items | Deborah w. Alaina | 10:40 - 10:45 AM | 5 MIN |
| | PANEL ONLY DE-BRIEF | Deborah w. Alaina | 10:45 – 11:00 AM | 15 MIN |



| | |
|--|--|
| TOPIC 1: 9:15 – 10:00 AM (45 MIN) | SY12-13 Educator Evaluation Implementation Full Implementation |
|--|--|

I. ACTION ITEMS:

| # | ITEM | WHO | TIMING | STATUS |
|---|---|----------|---------------|-------------------------|
| 1 | Discuss quality of implementation and principal responsibilities re: PD | DAG/Team | RISSA Mtg | Complete |
| 2 | Professional Development for Supts on Leadership <i>Potential session for Supts on “managing through adaptive change”</i> | Team | (placeholder) | <i>Update in EdStat</i> |
| 3 | Identify partner districts | Team | 2/4 | Complete |

II. CRITICAL MILESTONES FOR SUCCESS:

- Launch All Module 1 PD sessions by December 2012 <COMPLETE!>
- Additional SLO related assessment toolbox materials to support SLO development to LEAs by April 2013 <ON TRACK>
- Launch Module 2 professional development session by April 2013 <ON TRACK>
- Send out survey requesting feedback on educator experience with the evaluation process by January 30th <COMPLETE>
- Finalize summer 2013 professional development logistics and communicate to field by March 2013 <ON TRACK>
- Complete further revisions to RI Model by May 2013 <ON TRACK>
- Finalize content and send guidebooks to the field by June 2013 <ON TRACK>
- 100% of Building Admins in LEAs will start the FFTPS training by Jan 1st <94% (a 10% increase since December)>
- 15% of Building Admins will be in progress w. FFTPS test by Jan 1st, 50% by Mar 1st, 100% by May 1st <35% (a 20% increase)>
- 100% of Building Admins will have passed the FFTPS by June 15th <21% have passed the FFTPS test>

III. DASHBOARD ASSESSMENT OF IMPLEMENTATION:

| | SEA | | LEA | |
|----------------------------------|-------------------|--|-------------------------------------|--|
| | Progress | Quality | Progress | Quality |
| Evaluation Implementation | <i>Milestones</i> | <i>Appendix 2&3 Survey and PD Data</i> | <i>Appendix 1: LEA Progress</i> | <i>Appendix 4: ISP Perception of Quality</i> |

IV. APPENDIX: IMPLEMENTATION DATA

See Appendix 1 for teacher evaluation survey results – progress against key milestones
 See Appendix 2 for teacher and administrator survey results
 See Appendix 3 for Module 1 Feedback
 See Appendix 4 for Administrator participation in PD and FFTPS

V. PROGRESS UPDATES:

- **Continued Model Refinement**
 - The team has created a vision statement, as well as 6 high level goals, for educator evaluations in RI. The team will use this document as a guide when making decisions related to work prioritization and model refinement
- **Professional Development:**
 - Midyear conference ‘meeting in a box’ materials and a webinar have been posted to the RIDE website. These materials will help teachers understand the conference process, as well as when/how SLOs should be revised.
 - A ‘meeting in a box’ on FFTPS was provided to building administrators to help them explain the model better
 - Module 1 (which started in Nov) has concluded. Based on feedback from administrators about time out of the classroom and preferred learning styles, the team has designed Module 2 as a 90 minute required online module and an optional workshop. The focus of Mod 2 is inputting data into the EPSS and end of the year conferences
- **FFTPS Calibration Tool:**
 - FFTPS has a new tool, ‘focus’, available for administrators. During the 1 hr module, an evaluator watches a video of a classroom lesson and then completes a scoring exercise. The tool provides component level feedback that is specific and provides recommendations for increased calibration. This is not required.
 - FFTPS remains available for teacher use through the RIDEmap platform.

VI. RISKS AND CHALLENGES:

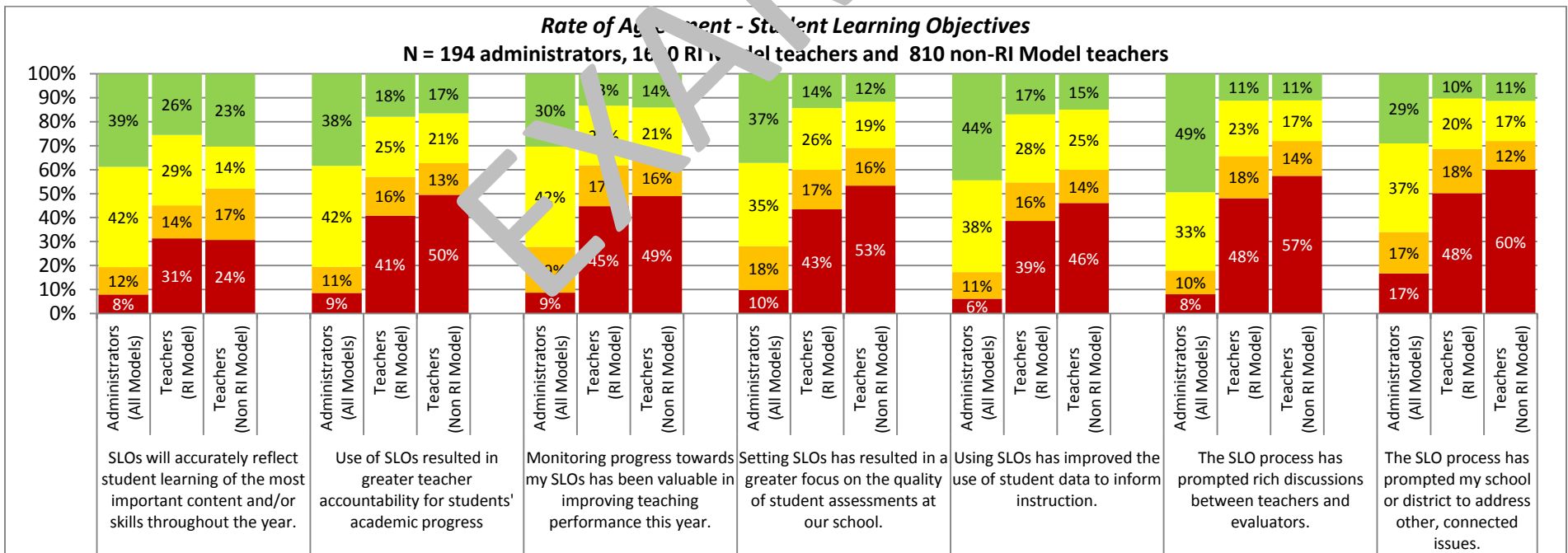
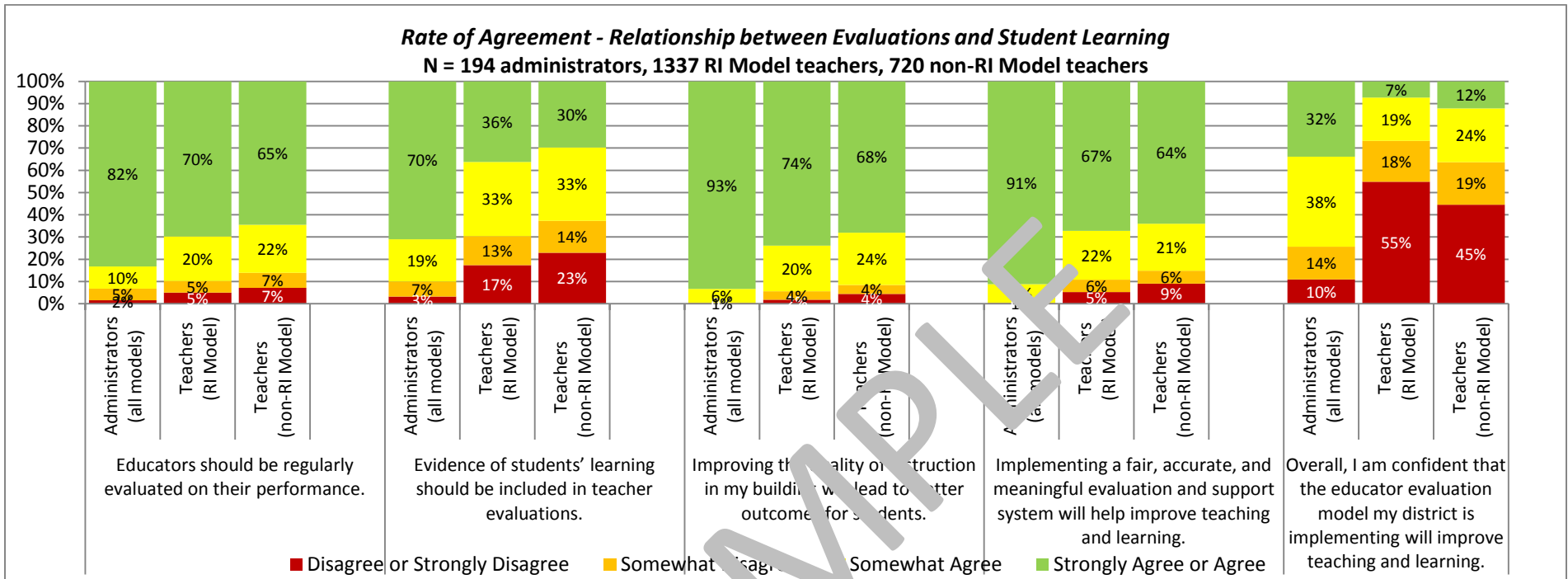
- Messaging from RIDE to central office/building administrators, and from administrators down to teachers, needs to be enhanced, clarified and aligned across all offices. It is currently not consistently delivered, which reduces effectiveness.
- There is a need to balance the field’s desire for changes with their capacity to manage and communicate effectively around further model changes – in addition to already planned changes to the process for next year (e.g., inclusion of growth data).
- Team capacity to synthesize all feedback received through various sources, and to validate the field input and incorporate it into the decision making process.

APPENDIX 1: Evaluation Survey Data - % of educators receiving key process steps

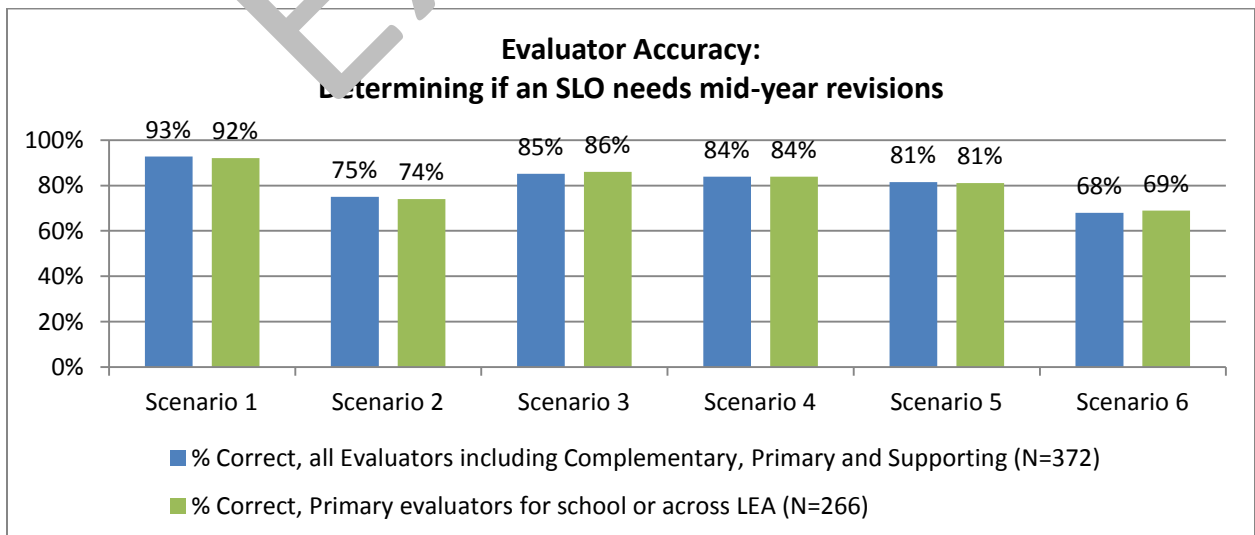
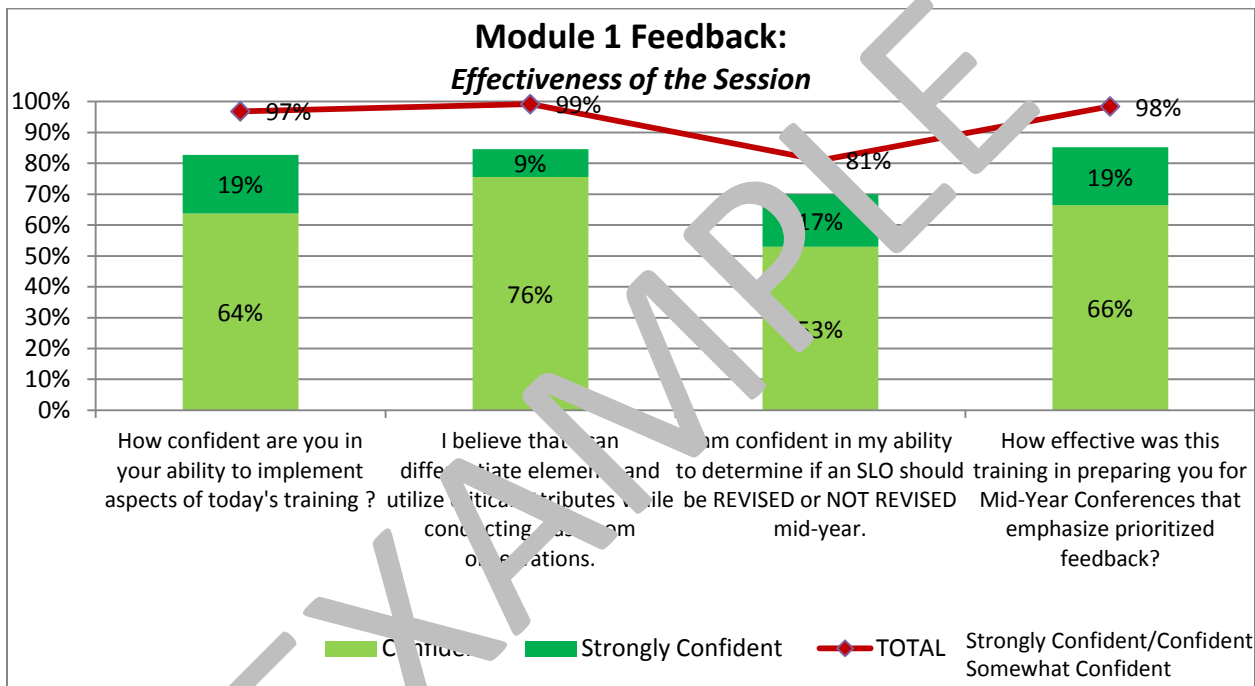
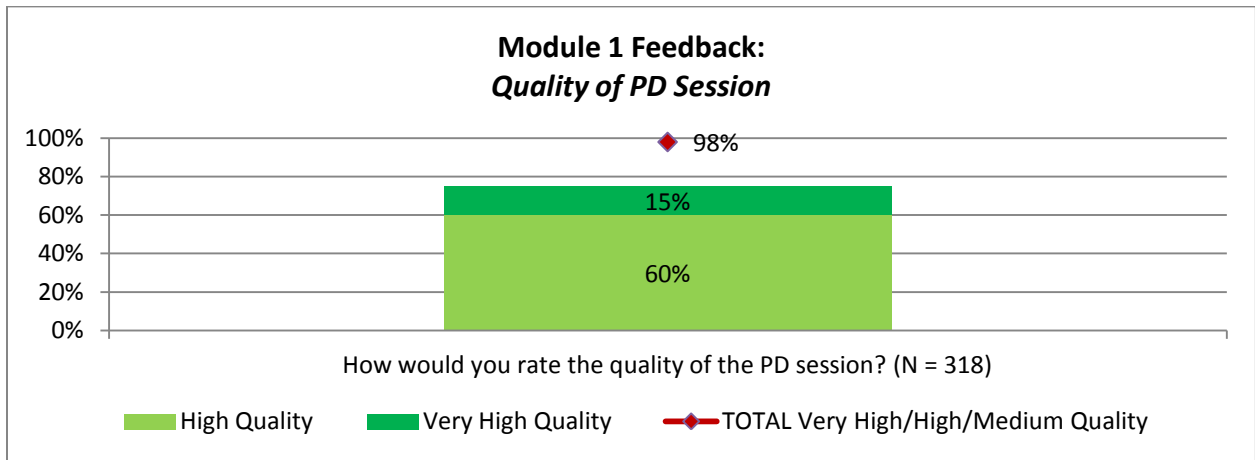
| | | | |
|-------------------------|-----------------------------------|-----------------------------|-------------------|
| 75-100% or High Quality | 50-75% or Moderate – High Quality | 25-50% Moderate-Low Quality | 0-25% Low Quality |
|-------------------------|-----------------------------------|-----------------------------|-------------------|

| Participating LEAs | Response Rate | Had a Beginning of Year Conference w. Evaluator | Set Student Learning Objectives | Had at least one Observations |
|------------------------------|----------------------|---|---------------------------------|-------------------------------|
| <i>Statewide</i> | <i>27%</i> | <i>87%</i> | <i>98%</i> | <i>77%</i> |
| Barrington | 47% (113 out of 242) | 98% | 99% | 81% |
| Beacon Charter School | 8% (1 out of 12) | 100% | 100% | 100% |
| Blackstone Academy | 0% (0 out of 19) | <i>No Survey Responses</i> | <i>No Survey Responses</i> | <i>No Survey Responses</i> |
| Blackstone Valley Prep | 51% (35 out of 68) | 88% | 100% | 100% |
| Bristol Warren | 29% (76 out of 266) | 93% | 100% | 100% |
| Burrillville | 42% (77 out of 182) | 97% | 100% | 93% |
| Central Falls | 11% (24 out of 216) | I3 Model | 100% | I3 Model |
| Chariho | 50% (156 out of 315) | 80% | 100% | 90% |
| Coventry | 52% (211 out of 407) | District-Designed Model | 96% | District-Designed Model |
| Cranston | 4% (38 out of 887) | I3 Model | 94% | I3 Model |
| Cumberland | 41% (146 out of 358) | 78% | 97% | 64% |
| Davies | 30% (22 out of 73) | 100% | 100% | 84% |
| DCYF/RITS | 0% (0 out of 33) | <i>No Survey Responses</i> | <i>No Survey Responses</i> | <i>No Survey Responses</i> |
| East Greenwich | 22% (45 out of 206) | 87% | 100% | 88% |
| East Providence | 46% (194 out of 422) | 83% | 79% | 76% |
| Exeter-West Greenwich | 59% (96 out of 163) | 57% | 91% | 62% |
| Foster | 4% (1 out of 23) | 100% | 0% | 100% |
| Foster-Glocester | 44% (38 out of 87) | 100% | 97% | 59% |
| Glocester | 33% (17 out of 52) | 81% | 86% | 86% |
| Highlander Charter School | 4% (1 out of 27) | 100% | 100% | 100% |
| International Charter School | 0% (0 out of 24) | <i>No Survey Responses</i> | <i>No Survey Responses</i> | <i>No Survey Responses</i> |
| Jamestown | 17% (9 out of 53) | 100% | 100% | 100% |
| Johnston | 7% (44 out of 259) | 92% | 92% | 57% |
| Kingston Hill Academy | 6% (1 out of 16) | <i>Skipped Question</i> | <i>Skipped Question</i> | <i>Skipped Question</i> |
| Lincoln | 48% (130 out of 271) | 97% | 98% | 70% |
| Little Compton | 6% (2 out of 35) | 100% | 100% | 50% |
| Middletown | 16% (31 out of 190) | 78% | 100% | 96% |
| Narragansett | 44% (66 out of 149) | 95% | 98% | 73% |
| New Shoreham | 33% (9 out of 27) | 100% | 100% | 86% |
| Newport | 15% (10 out of 111) | 92% | 90% | 74% |
| North Kingstown | 48% (111 out of 341) | 83% | 99% | 84% |
| North Providence | 15% (11 out of 289) | 76% | 97% | 75% |
| North Smithfield | 22% (33 out of 153) | 100% | 100% | 30% |
| Paul Cuffee School | 24% (18 out of 75) | 79% | 100% | 100% |
| Pawtucket | 31% (205 out of 654) | I3 Model | 95% | I3 Model |
| Portsmouth | 0% (0 out of 214) | 44% | 100% | 82% |
| Providence | 1% (407 out of 1710) | I3 Model | 96% | I3 Model |
| RI School for the Deaf | 23% (5 out of 22) | 75% | 75% | 0% |
| RINI | 0% (0 out of 13) | <i>No Survey Responses</i> | <i>No Survey Responses</i> | <i>No Survey Responses</i> |
| Scituate | 5% (6 out of 131) | 33% | 80% | 0% |
| Segue | 100% (13 out of 13) | 88% | 100% | 83% |
| Smithfield | 40% (85 out of 210) | 93% | 97% | 94% |
| South Kingstown | 34% (109 out of 317) | 91% | 98% | 56% |
| TAPA | 33% (1 out of 3) | 100% | 0% | 0% |
| The Compass School | 50% (5 out of 10) | 80% | 100% | 50% |
| The Greene School | 50% (7 out of 14) | 100% | 100% | 100% |
| The Learning Community | 4% (2 out of 53) | District Designed Model | 100% | District Designed Model |
| The Met | 5% (3 out of 65) | 100% | 100% | 100% |
| Tiverton | 20% (38 out of 145) | 94% | 100% | 89% |
| UCAP | 5 | 33% | <i>Skipped Question</i> | 0% |
| Warwick | 0% (3 out of 926) | 100% | 100% | 67% |
| West Warwick | 6% (18 out of 292) | I3 Model | 100% | I3 Model |
| Westerly | 50% (147 out of 295) | 96% | 98% | 72% |
| Woonsocket | 50% (217 out of 432) | I3 Model | 97% | I3 Model |

APPENDIX 2: Evaluation Survey Data



APPENDIX 3: Module 1 Feedback and Survey Analysis



Appendix 4: % of Building Admin Participating in Required PD (as of 1/28/13)

| | | | |
|------------------------|---------------------------------|------------------------------|-------------------|
| 75-100%/ High Quality) | 50-75% /Moderate – High Quality | 25-50%/ Moderate-Low Quality | 0-25% Low Quality |
|------------------------|---------------------------------|------------------------------|-------------------|

| Participating LEAs | Mod 1: % Bldg Admin Reg. | Accessed FFTPS (Took Test) |
|------------------------------|-------------------------------|-------------------------------------|
| <i>Statewide</i> | <i>51% of Building Admins</i> | <i>94% (35% of Building Admins)</i> |
| Barrington | 83% | 100% (0%) |
| Beacon Charter School | 100% | 100% (0%) |
| Blackstone Academy | 100% | 100% (0%) |
| Blackstone Valley Prep | 100% | 100% (100%) |
| Bristol Warren | 83% | 100% (100%) |
| Burrillville | 100% | 100% (0%) |
| Central Falls | NA – 13 | NA – 13 |
| Chariho | 100% | 100% (15%) |
| Coventry | NA – District Designed | NA – District Designed |
| Cranston | NA – 13 | NA – 13 |
| Cumberland | 100% | 100% (71%) |
| Davies | 100% | 100% (0%) |
| DCYF/RITS | 100% | 0% (0%) |
| East Greenwich | 100% | 100% (100%) |
| East Providence | 100% | 64% (18%) |
| Exeter-West Greenwich | 100% | 100% (100%) |
| Foster | 0% | 0% (0%) |
| Foster-Glocester | 0% | 100% (0%) |
| Glocester | 100% | 100% (0%) |
| Highlander Charter School | 0% | 100% (100%) |
| International Charter School | 100% | 100% (100%) |
| Jamestown | 100% | 100% (100%) |
| Johnston | 100% | 100% (0%) |
| Kingston Hill Academy | 100% | 100% (0%) |
| Lincoln | 100% | 100% (0%) |
| Little Compton | 0% | 0% (0%) |
| Middletown | 75% | 100% (0%) |
| Narragansett | 100% | 100% (33%) |
| New Shoreham | 100% | 100% (100%) |
| Newport | 67% | 66% (33%) |
| North Kingstown | 100% | 100% (37%) |
| North Providence | 80% | 100% (10%) |
| North Smithfield | 100% | 100% (100%) |
| North Weymouth School | 100% | 100% (0%) |
| Pawtucket | NA – 13 | NA – 13 |
| Portsmouth | 100% | 75% (25%) |
| Providence | NA – 13 | NA – 13 |
| RI School for the Deaf | 0% | 100% (0%) |
| RINI | 0% | 100% (0%) |
| Scituate | 100% | 100% (0%) |
| Segue | 0% | 0% (0%) |
| Smithfield | 83% | 100% (67%) |
| South Kingstown | 86% | 100% (87%) |
| TAPA | 0% | 100% (0%) |
| The Compass | 100% | 100% (0%) |
| The Greene School | 100% | 100% (100%) |
| The Learning Community | NA – District Designed | NA – District Designed |
| The Met | 0% | 100% (100%) |
| Tiverton | 100% | 100% (0%) |
| Warwick | 96% | 100% (35%) |
| West Warwick | 100% | NA – 13 |
| Westerly | 100% | 100% (50%) |
| Woonsocket | 100% | NA – 13 |

| | |
|---|--|
| TOPIC 2: 10:00 – 10:20 AM (20 MIN) | Support for the Educator Evaluation Process Educator Performance and Support System (EPSS) |
|---|--|

I. ACTION ITEMS:

| # | ITEM | WHO | TIMING | STATUS |
|---|--|---------------|----------------------|---------------------|
| 1 | Add EPSS training and support as EdStat conversation topic | Alaina w Team | Feb. 4 th | <i>EdStat convo</i> |

II. CRITICAL MILESTONES FOR SUCCESS:

- Gather business rules for launching EPSS 1.1 by January 2013 <COMPLETE>
- Develop and configure EPSS version 1.1 by April 2013 <ON TRACK>
- Test EPSS version 1.1 starting January 14th and ending by April 15th 2013 <TO BE COMPLETED POST DEVELOPMENT>
- EPSS version 1.1 go live date April/May 2013 <ON TRACK>
- Develop EPSS version 2.0 business requirements by June 2013 <ON TRACK>
- Implement EPSS version 2.0 by August 2013 <ON TRACK>
- Transfer EPSS ownership from My Learning Plan to ONIS by 2014 <ONGOING>

III. DASHBOARD ASSESSMENT OF IMPLEMENTATION:

| | SEA | | LEA | |
|------|-----------------------------|--------------------|------------------------|----------------------|
| | Progress | Quality | Progress | Quality |
| EPSS | <i>See milestones above</i> | <i>Uptime/Bugs</i> | <i>Log into System</i> | <i>Use of System</i> |

IV. APPENDIX: IMPLEMENTATION DATA

See Appendix 5 for login and use of system functionality (e.g. SLOs) attribute by LEA

V. PROGRESS UPDATES:

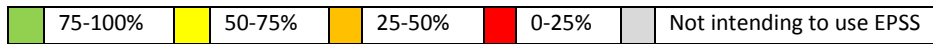
- **EPSS Functionality:**
 - The number of helpdesk tickets has been reduced since the launch. All major issues seem to be resolved, and the issues reported are minor in nature.
 - The team is preparing for the launch of EPSS version 1.2, which includes both necessary enhancements as well as desired changes to the SLO module which will increase performance.
- **EPSS support and training:**
 - The team is considering a dedicated ISP who will focus primarily on LEA support of the EPSS. LEAs would utilize their own ISP funding to access this person. The ISP will go to specific LEAs and provide EPSS support to both the teachers and administrators. *The team will share a one-pager with the panel outlining their tentative plan in this area.*

VI. RISKS AND CHALLENGES:

- Through EPSS training, the team is realizing the acute lack of technical ability among district users. Additional training is required and needed, but FTE resources are insufficient for accommodating what is needed (i.e., a FT person related to support, training and system development)

APPENDIX 6: % of Teachers *being evaluated* using the EPSS

Usage is calculated using the # of teachers being evaluated (i.e., not central office/support staff/admins) with EPSS access.



| District Name | Of those, % with a verified SSO ID | Approximate # of EPSS Users | From EPSS, Yes/No LEA usage | From Survey, % of LEA Usage |
|-------------------------|------------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Statewide | 75% | 8,692 | | 53% |
| Barrington | 92% | 222 | YES | 69% |
| Beacon Charter School | 92% | 11 | YES | 100% |
| Blackstone Academy | 63% | 12 | YES | |
| Blackstone Valley Prep | 96% | 65 | YES | 74% |
| Bristol Warren | 96% | 255 | YES | 70% |
| Burrillville | 69% | 126 | NO | 1% |
| Central Falls | 54% | 117 | NO | |
| Chariho | 89% | 281 | YES | 67% |
| Coventry | 97% | 394 | YES | |
| Cranston | 43% | 381 | YES | |
| Cumberland | 89% | 318 | YES | 68% |
| Davies Career and Tech | 89% | 65 | YES | 82% |
| DCYF/RITS | 11% | 3 | YES | |
| East Greenwich | 43% | 89 | NO | 4% |
| East Providence | 90% | 380 | YES | 6% |
| Exeter-West Greenwich | 94% | 154 | YES | 57% |
| Foster | 43% | 10 | NO | 0% |
| Foster-Glocester | 34% | 30 | NO | 13% |
| Glocester | 73% | 38 | NO | 6% |
| Highlander | 100% | 27 | YES | 100% |
| International Charter | 88% | 21 | YES | |
| Jamestown | 94% | 50 | YES | 56% |
| Johnston | 84% | 218 | YES | 73% |
| Kingston Hill Academy | 88% | 1 | YES | 0% |
| The Learning Community | 40% | 1 | NO | 0% |
| Lincoln | 94% | 255 | YES | 13% |
| Little Compton | 71% | 25 | NO | 0% |
| The Met | 26% | 1 | NO | 0% |
| Middletown | 34% | 64 | NO | 19% |
| Narragansett | 99% | 147 | YES | 64% |
| New Shoreham | 97% | 25 | YES | 56% |
| Newport | 68% | 133 | YES | 23% |
| North Kingstown | 90% | 310 | YES | 70% |
| North Providence | | 246 | YES | 63% |
| North Smithfield | 95% | 146 | YES | 61% |
| Paul Cuffee Charter Sch | 91% | 68 | YES | 67% |
| Pawtucket | 98% | 640 | YES | |
| Portsmouth | 97% | 207 | YES | 50% |
| Providence | 54% | 925 | NO | |
| RI School for the Deaf | 91% | 20 | YES | 60% |
| Scituate | 98% | 128 | YES | 50% |
| Segue | 77% | 10 | NO | 7% |
| Smithfield | 97% | 204 | YES | 69% |
| South Kingstown | 92% | 293 | YES | 41% |
| TAPA | 64% | 3 | NO | 0% |
| The Compass School | 70% | 7 | YES | 40% |
| The Greene School | 64% | 9 | YES | 76% |
| Tiverton | 95% | 138 | YES | 79% |
| Warwick | 94% | 872 | YES | 100% |
| West Warwick | 31% | 90 | NO | |
| Westerly | 85% | 250 | YES | 71% |
| Woonsocket | 35% | 152 | NO | |

| | |
|---|---|
| TOPIC 3: 10:20 – 10:40 AM (20 MIN) | New Model Design and Development Support Professionals and Central Office Staff |
|---|---|

I. ACTION ITEMS:

| | ITEM | WHO | TIMING | STATUS |
|---|---|------------------|---------|-------------------|
| 1 | Investigate the legal implications of <i>not</i> rolling out support prof. model | DAG, DVA, MAS | ASAP | <i>Not needed</i> |
| 2 | Provide update on the scope of work and plan for the new models Refine plan for delivery on new models | TEAM | Post #2 | Complete |

II. CRITICAL MILESTONES FOR SUCCESS:

- Develop 1 additional models for educator evaluation (support professionals) by March 2013 <ON TRACK>
- Finalize Support Professionals model for field testing by February 2013 <ON TRACK>
- Design and set up Support Professional evaluation field testing by February 2013 <ON TRACK>
- Conduct Support Professional field test (1 eval criteria per site) by June 2013
- Train Support Professional evaluators by August 2013
- Gradual implementation of Support Professional evaluations starting September 2013

III. DASHBOARD ASSESSMENT OF IMPLEMENTATION:

| | SEA | | LEA | |
|-----------------------|----------------------|---------|----------|---------|
| | Progress | Quality | Progress | Quality |
| Support Professionals | See milestones above | N/A | N/A | N/A |

IV. APPENDIX: IMPLEMENTATION DATA

Not Applicable

V. PROGRESS UPDATES:

Support Professionals

- Drafts of both rubrics have been developed. Corresponding guidance for the student learning component is in development.
- The team has confirmed 3 LEAs (NP, Dover, West Warwick and potentially Warwick) that are receptive to field test the model in the next few months

VI. RISKS AND CHALLENGES:

-