Transforming Education in Rhode Island

The Race to the Top Opportunity

The Rhode Island School for the Deaf Race to the Top Implementation Update: SY 2012-2013 (Year 3)
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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 The Rhode Island School for the Deaf self-reported status against the Year 3 Race to the Top projects. During Year 3, the School for the Deaf has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, and New Teacher Induction.

In addition, Deaf has begun planning for the implementation of the following Year 4 projects: 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, RI School for the Deaf met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time and RI School for the Deaf sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership.

In the upcoming year, we are looking forward to continuing our meaningful conversations around the implementation accomplishments and challenges faced by each LEA, as well as discussing how LEAs are building the necessary capacity to sustain this work beyond Race to the Top. With that in mind, we would encourage you to continue sharing the tools and strategies you are using in your district and have made suggestions in this report regarding areas that we would appreciate hearing about in greater detail from you and other LEA leaders.

System of Support 1: Standards and Curriculum

Based on the quarterly progress reports submitted by RI School for the Deaf, 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 RI School for the Deaf on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, RI School for the Deaf noted that all teaching staff and counselors completed training on the Common Core. To see evidence of alignment, basic information was shared with all staff on the importance of targeting grade-level standards regardless of the current skill level of the students. As noted in their quarterly progress update report, this represented a cultural change for the staff, many of whom were more comfortable planning for non-grade level standards. American Sign Language classes, focused on the language of critical thinking and higher, more precise content vocabulary, have also been offered to faculty to help them grow in their ability to deliver curriculum at the level required of the standards.

RI School for the Deaf 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, RI School for the Deaf required CCSS and GLE-aligned lesson plans for each two-week interval. To prepare for this shift, the school conducted workshops for all staff on the purpose of regular lesson planning, and how to write lesson plans geared to grade-level standards and the CCSS. Another challenge noted in the school's progress reports was around the procurement of actual texts and materials that are both aligned to the CCSS and appropriate for the unique needs of their student body. Additionally, all curriculum required modifications to meet the needs of the students, of whom 100% are on Individualized Education Plans.

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

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, RI School for the Deaf chose to implement three of the four Race to the Top projects in System of Support 2 (Formative Assessment professional development, the Instructional Management System, and Data Use professional development). Based on the quarterly progress reports submitted by RI School for the Deaf, 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 both Interim Assessments and the Formative Assessment PD modules, RI School for the Deaf also anticipated that they would use the IMS for both the curriculum and RtI platforms. They did not implement the Interim Assessment fixed form/test construction tool during the 2012-2013 school year; however, the school configured the IMS and conducted some initial training as needed for educators. The school reported that, as of the end of the year, staff members were slowly gaining confidence in their use of the IMS for daily tasks.

The School for the Deaf delayed their implementation of the Formative Assessment professional development modules until RIDE was able to transcribe the modules. While the module transcription was made available in January 2013, the school noted that the quality and completion of it was not ideal and, as a result, the school determined that they would wait on full school implementation until the transcription was updated.

During the 2012-2013 school year, RI School for the Deaf participated in the Data Use professional development series. In the QPU reports, the district expressed that the teams found this training of good quality and helped the school to re-frame discussions around data use and data collection – a new concept for the staff. Additionally, the school noted that the data use team increased membership by two volunteers, which they took as a sign that the initiative was taking hold.

We look forward to hearing more about RI School for the Deaf's plans for deepening the use of data throughout their school. In the upcoming school year, we encourage the staff to continue to reach out to their colleagues for best practice and strategies around implementation of new initiatives, such as the formative assessment professional development modules or the interim assessments.

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)	1st Fixed Form Test	2nd Fixed Form Test	3rd 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, RI School for the Deaf 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 RI School for the Deaf, 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.

The RI School for the Deaf made significant progress during the 2012-2013 school year. Because the school did not engage in gradual implementation, this was the first year that staff underwent the evaluation process. Furthermore, while most staff had been in the school or many years, they had never been formally evaluated. In the quarterly progress update report, they reported that the process was time consuming; however, it provided for a good discussion, and the use of Student Learning Objectives allowed for a more precise focus on unique student needs. To support teacher understanding of the evaluation system, the School for the Deaf provided a 2-1/2 hour workshop to teachers in September. Additionally, a second rubric was developed specifically for teachers to provide formal input into the expected criteria for addressing deaf and hard-of-hearing students.

All designated evaluators attended evaluation trainings in summer 2012 and registered/attended for summer 2013 training. RIDE would like to remind the School for the Deaf that ensuring evaluator calibration and attendance at professional development sessions is a district responsibility, and we hope that the school will continue to actively participate during the 2013-2014 school year. Additionally, as we enter into the final year of the Race to the Top grant, RIDE encourages RI School for the Deaf 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, RI School for the Deaf had no eligible teachers and, therefore, did not participate in the Beginning Teacher Induction program.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that RI School for the Deaf 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

System of Support 5: School Transformation and Innovation

During the 2012-2013 school year, RI School for the Deaf implemented key school turnaround activities to ensure that the school moved forward on their plan to increase student achievement. We appreciate that, during the 2012-2013 school year, RI School for the Deaf worked closely in partnership with RIDE to ensure that they remained on track for the scope of work tasks and commitments under Race to the Top and their school turnaround plan. We encourage the school to refer to the monitoring and reporting completed under the school turnaround efforts for a more robust synopsis of that work.

School Achievement Specialists	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Work with RIDE to establish progress monitoring plan for School Achievement Specialist vendor	X			
Monitor the effectiveness of cohort I and II school achievement specialists supporting identified schools in collaboration with RIDE				X
Adjust and modify School Achievement Specialist supports to PLAs as needed	X			

Turnaround Principal Leaders Corps	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Identify and recommend to RIDE school-based, district-based and non school-based leaders within the LEA as potential participants for the turnaround principal leadership corps group I and group II			II	II
Turnaround Principal Corps members attend residency and professional development as offered by RIDE	X	X	X	X
Determine the placement for Turnaround Principal Leader corps members following successful completion of residency program			X	X

Spring 2012 and Summer Leadership Institute	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Provide feedback on the design and delivery of spring 2012 and summer institutes			X	
Identify a core team to attend spring 2012 and summer institutes			X	
Attend spring 2012 and summer institute training			Summer 2013	
Identify the need for up to 5 days of additional job-embedded follow-up to spring 2012/summer institute and coordinate delivery with the RIDE vendor			X	

Teacher Evaluation Support	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Hire/procure Teacher Evaluation Support services	X			
Work with RIDE to establish progress monitoring plan for Teacher Evaluation Support services and/or vendor	X			
Monitor the effectiveness of Teacher Evaluation Support vendor/services	X	X	X	X

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. <u>Please note:</u> 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.

School for the Deaf 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	n/a*	-	n/a	-	n/a	-	n/a	-		
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
Students entering the fourth grade will be proficient in mathematics on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
Students entering the eighth grade will be proficient in reading on NECAP	n/a	-	0%	-	n/a	-	n/a	-		
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
Students entering the eighth grade will be proficient in mathematics on NECAP	n/a	-	10%	-	n/a	-	n/a	-		
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
85% of students who first entered 9th grade 4 years prior will graduate from high school	n/a	-	n/a	-	n/a	-	n/a	-		
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	41%	-	n/a	50%	67%	59%	100%	68%		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	n/a	-	n/a	-	100%	-	n/a	-		

*****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.***