

Transforming Education in Rhode Island

The Race to the Top Opportunity

Race to the Top Implementation Update: Coventry

The Annual Stocktaking provides both the state and the Local Education Agency with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period. 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. This report also identifies areas (if any) in which LEAs are struggling with their ability to meet the Race to the Top commitments and may need assistance and support to meet their goals. We have also included suggestions, based on the LEA's accomplishments and upcoming implementation activities, where we believe other districts would benefit from hearing their implementation strategies.

Stocktaking Overview

The table below shows Coventry's self-reported status against the year 2 Race to the Top projects. During Year 2, Coventry has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, Recruitment Platform, and New Teacher Induction.

In addition, Coventry has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, 'Data Use' Professional Development, and the Instructional Management System (IMS).

LEA	STUDY OF THE STANDARDS				MODEL CURRICULUM				EDUCATOR EVALUATION				RECRUITMENT (SchoolSpring)				INDUCTION			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Coventry																				

GREEN	Implementation is on track and there is evidence that the work is taking hold at the district/school level
YELLOW	Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the district/school level
RED	Implementation is at risk or off track; there are significant barriers to implementation that your district is facing in the short-term (3-6 mos)
NA	The district is not implementing this project, or the project implementation has not yet started.

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 the quality of RTT implementation is best supported through peer-to-peer sharing, and that the CLO meetings provide LEAs with an opportunity to learn from one another and to gain insights on how to address specific challenges of capacity and practice.

During the 2011-2012 year, Coventry met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Coventry sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group. Additionally, the participants reflected appropriate levels of LEA leadership, were knowledgeable about Coventry's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated that Coventry shared a promising practice with the group during the quarter 3 meeting.

In the upcoming year, we are looking forward to having more meaningful conversations around the implementation accomplishments and challenges faced by each district. With that in mind, we would encourage you to share the tools and strategies you are using in your district and have made suggestions in this report around areas that we would appreciate hearing about in greater detail.

System of Support 1: Standards and Curriculum

As of July 2012, Coventry is on-track against the System of Support 1 year 1 and year 2 commitments and tasks for Race to the Top, reflected in the tables below. Based on the quarterly progress reports submitted by Coventry, we have assessed the district as 'on track', 'delayed' or 'off track/at risk' on each task utilizing the criteria described on page 1 of this report.

Study of the Standards	Year 1: 2010-2011	Year 2: 2011-2012	
Identify educators to participate in the Study of the Standards	X*	X	X
Specify names and invite participants	X	X	X
Coordinate schedule with RIDE for all participants	X	X	X
Complete planned educator training	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.

Intensive Curriculum Alignment and Model Curriculum Development	Year 1: 2010-2011	Year 2: 2011-2012	
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	X	X
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	X
Conduct analyses of each core curricula to ensure that each is aligned to standards, guaranteed and viable	X		
Identify which, if any, curriculum development is needed as well as the method by which curriculum will be developed (i.e. Model Curriculum with the Charles A. Dana Center, through an LEA cohort, or individually)	X	X	
Create implementation plan, including the identification of aligned resources, to support roll out of new curricula		X	X
Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)		X	X

As noted in Coventry's quarterly progress reports, the district met and exceeded their RTT goals around training educators on the new common core state standards (CCSS). Through supplemental funds, Coventry reported that, in September 2011, they were able to send 70 teachers and building administrators to the Study of Standards training sessions. Furthermore, you developed a building-based plan to train the remaining staff, as schools were at different levels of readiness.

Coventry created and refined a multi-year transition plan towards developing a guaranteed and viable curriculum aligned to the new common core state standards and, as of the beginning of the 2011-2012 school year, had made progress on developing an aligned curriculum for K-8. In addition, the district is transitioning its reporting systems to align with the common core state standards. Through two RIDE mini-grants, Coventry partnered with other districts from May to June 2012 to develop and share transition resources focused on Math and ELA. Additionally, the district has attended supplemental professional development geared towards increasing readiness to transition through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards.

We want to commend Coventry on their collaboration (both in-district and cross-district) around resources and strategies that will deepen educator understanding of the new Common Core State Standards and accelerate the implementation of the new standards at the classroom level. For example, in your quarterly reports, you shared one strategy that your district took towards minimizing school-day disturbances occurring because teachers were being pulled out of the classroom for trainings. We appreciate hearing about how you created an on-line webinar in both math and ELA study of the standards sessions, and think that other districts might also benefit from hearing how you used this webinar, along with common planning time and faculty meeting discussions, to deepen educator understanding of the new standards. Additionally, we are excited to note that Coventry's Feinstein Middle School received a grant from RIDE to develop a professional learning community focused on improving the language arts curriculum.

In their quarterly progress report, Coventry noted that they have encountered the following challenges around this work:

- Educator resistance to professional development and collaboration during classroom hours
- Navigating the instructional gaps that may occur during the actual transition from NECAP to PARCC instructional years

We hope that you will take the opportunity to share the curriculum materials, close reading questions, student work exemplars, and revised school-wide rubrics with your fellow CLO colleagues, or with all districts through the Instructional Improvement System (IMS), in the upcoming CLO meetings. We look forward to hearing about your progress working collaboratively with the other districts, and on new in-district initiatives, as well as the successes and challenges you encountered along the way, as you (and all districts) begin planning for next steps following the common core state standards alignment.

System of Support 2: Instructional Improvement Systems

As of July 2012, Coventry is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Coventry has reported that they intend to implement the Formative Assessment online professional development modules in fall 2012. Additionally, the district has confirmed that they plan to engage school data leadership teams in 'Data Use' professional development starting in August 2012 and running through the remaining school year. Coventry has also registered for training on the Instructional Management System (IMS).

Beyond the tasks outlined in the Scope of Work, Coventry has been a thoughtful partner in the design and development stages for these systems. Through their attendance at bi-weekly data team meetings, as well as their voluntary participation in our data use focus groups, we have received valuable feedback on our implementation plans. Coventry also assisted RIDE in the development of our Formative Assessment PD modules by piloting formative assessment practices in their schools.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Coventry has encountered while implementing these systems. Additionally, for those participating in the 'Data Use' professional development, we would be interested in hearing some of the strategies that Coventry has learned around deepening collaboration around data and using data to change instructional outcomes.

	Year 1: 2010-2011	Year 2: 2011-2012	
Formative Assessment Online Professional Development Modules			
Create multiyear plan for implementation of formative assessment PD modules, including the process and timelines by which all educators will participate in the formative assessment training modules			X
Identify facilitators who will support the implementation of formative assessment practices in daily instruction			X

	Year 1: 2010-2011	Year 2: 2011-2012	
Instructional Management System (IMS)			
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	Identify LEA Data Steward	X	X
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
Review the RIDE <i>IMS Training Plan</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on <i>IMS Training Plan</i> guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and RtI Module) and LEA Trainers (i.e. staff to be trained as trainers)			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

	Year 1: 2010-2011	Year 2: 2011-2012	
'Data Use' Professional Development			
Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA			X
Based on RIDE implementation plan, determine the timing (i.e. Year 1, Year 2, or staggered across Year 1 and Year 2) of LEA participation in 'Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts*			X
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable			Year 1*
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 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.

Based on information provided to RIDE, we anticipate that Coventry will implement the interim assessments during school year 2013-2014. We look forward to hearing about Coventry's progress around developing protocols or expectations regarding the use of interim assessments in next year's quarterly progress update forms.

	Year 1: 2010-2011	Year 2: 2011-2012	
Interim Assessments			
Identify method by which all educators will have access to interim assessments			X
Develop timeline for training of all educators in the use of interim assessments utilizing train-the-trainer model			X
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*

* As per the description on page 1, this task is 'N/A' for Year 2 (2011-2012 school year) because Coventry is not implementing this project until the 2013-2014 school year.

System of Support 3: Educator Effectiveness

As of July 2012, Coventry is on-track against the System of Supports 3 year 1 and 2 commitments and tasks for Race to the Top.

Educator Evaluation	Year 1: 2010-2011		Year 2: 2011-2012	
	Participate in educator evaluation model design, development and refinement feedback opportunities	X	X	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams	X	X	X	X
Participate in field testing to support development of an educator evaluation model (as applicable)	X			
Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators	X			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	X	X	X	X
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			X
Complete required components of RIDE approved model for educator and building administrator evaluations		X	X	X
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

Based on their quarterly reports, Coventry implemented all components of their district-designed building administrator evaluation process, as well as the professional goal and student learning objective process for the educator evaluation process, during the 2011-2012 school year and has submitted the summative ratings for building administrators. Additionally, Coventry has provided RIDE with a list of their District Evaluation Committee members. We look forward to hearing how the district is utilizing the DEC to support the evaluation process.

In the quarterly progress reports, Coventry reported that all administrators and educator were evaluated against aligned Professional Practice and Professional Responsibilities goals, and that they set rigorous Student Learning Objectives. The district held administrative staff meetings specifically designed to provide training/support specific to the approved goals.

Coventry administrators attended RIDE-led trainings on Student Learning Objectives during the past school year and have registered for SLO-only training sessions during summer 2012. As part of the refinement processes for Coventry's evaluation model, and to deepen administrator understanding about the Educator Performance Support System, Coventry scheduled upcoming trainings with RIDE focused on Student Learning Objectives.

During the quarter 3 CLO meeting, Coventry shared their district's approach to implementation of district-wide, school-wide and/or grade-level professional goals and Student Learning Objectives in a way that streamlined the goal development and approval process, and also built structures that promoted collaboration towards a common focus. In the meeting, Coventry shared that this approach not only reduced the amount of time required by the evaluations, but also eased anxiety levels. The result of the district's aligned focus on a specific student learning objective was a marked increase in student proficiency.

In their quarterly progress report, Coventry noted that they have encountered the following challenges around this work:

- Time and capacity were ongoing concerns.
- The need to evaluate structures to support the process once the evaluation system is fully implemented
- Finalization of the teacher's union contract to include support for the new educator evaluation system
- Access to the supportive management tools that are being developed (EPSS) and opportunities to "tie in" to this technology support

RIDE has approved Coventry's evaluation model for the upcoming school year, and we are pleased to note that the contract negotiations with the Coventry's teacher's union were successful. Although Coventry is not implementing the Rhode Island model for educator evaluations, we have appreciated Coventry's collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming CLO sessions, RIDE looks forward to learning about the improvements/clarifications Coventry decided upon for the upcoming year and hope that Coventry continues to share the strategies and resources they are using to support their evaluation process.

System of Support 4: Human Capital Development

As of July 2012, Coventry is on-track against the System of Supports 4 year 1 and 2 commitments and tasks for Race to the Top.

Recruitment (SchoolSpring)	Year 1: 2010-2011		Year 2: 2011-2012	
	Provide RIDE with feedback on the desired functionality of a state-wide recruitment platform	X		
Attend orientation sessions with selected vendor and train relevant personnel as needed	X	X		
Post open positions using the state-wide Recruitment Platform (SchoolSpring)			X	X

Beginning Teacher Induction	Year 1: 2010-2011		Year 2: 2011-2012	
	Provide RIDE with feedback around the proposed design of the Induction Coach program	X		
If applicable, recommend potential Induction Coaches to RIDE	X			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			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	X	X	X

Coventry has continued their use of the SchoolSpring recruitment platform. In the quarterly progress reports, Coventry reported that there are no difficulties recruiting or retaining quality instructors, and did not need to rely on SchoolSpring to recruit out-of-area applicants.

During the 2011-2012 school year, Coventry had five beginning teachers which were supported by RIDE induction coaches. Additionally, Coventry supplemented RIDE's support with a district induction program that is aligned to the state guidelines. An in-house coordinator, trained by RIDE, oversees the implementation and progress of the program annually.

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.

Summary of Fiscal Spending-To-Date

The table below contains an overview of Coventry's fiscal spending through June 30th, 2012 as well as the total funds available for reimbursement from years 1 and 2 and for the remaining grant period.

As we approach Year 3 of our Race to the Top implementation, RIDE will be revising all LEA allocations in AcceleGrants as necessary to align with the updated State Scope of Work and the revised budget that was approved by the U.S. Department of Education in April. Our Race to the Top revised budget allowed us to redistribute unspent funds and savings realized after the first year-and-a-half of the program. Savings were primarily due to less spent on personnel, lower costs for contracts than anticipated, and revisions to some program designs. These revisions affected LEA budgets as well as the state budget. Savings in contracts were passed along to LEAs. We will be sending out instructions to all LEA business managers on the shifts in LEA direct allocations and set-asides and on how to amend Race to the Top budgets for the remaining funding available. If you have any questions on the revised allocations, please contact Crystal Martin, at 222-8482 or at crystal.martin@ride.ri.gov.

	Total Years 1-2 Allocation	Reimbursed through 6/30/12	Years 1-2 Funds Remaining	Total Award
STANDARDS & CURRICULUM	\$4,260.90	\$0.00	\$4,260.90	\$4,260.90
INSTRUCTIONAL IMPROVEMENT SYSTEMS	\$13,519.00	\$1,684.77	\$11,834.23	\$56,400.00 (\$23,500.00 in set-aside)
EDUCATOR EFFECTIVENESS	\$25,000.00	\$0.00	\$25,000.00	\$25,000.00
HUMAN CAPITAL DEVELOPMENT	\$36,000.00	\$0.00	\$36,000.00	\$109,077.00 (\$1,077.00 in Set-aside)
SCHOOL TRANSFORMATION AND INNOVATION	N/A	N/A	N/A	N/A
NON-COMMITTED	\$164,417.00	\$0.00	\$164,417.00	\$164,417.00
TOTAL	\$243,196.90	\$1,684.77	\$241,512.13	\$359,154.90