

Commissioner's Weekly Field Memo
Friday, October 16, 2015

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October 23: [Presidential Scholars](#) due
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Notes from Commissioner Wagner

1. Applications sought for XQ Super School Challenge Advisory Committee

Applications are now being accepted for a statewide advisory committee to support Rhode Island teams submitting proposals for the XQ Super School Project, in which teams will come up with plans to design their own school.

The project notes: “Our mission at XQ Super School Project is to empower parents, teachers, students, politicians – all of us—to rethink high school.” They do so through communications and mobilization efforts, through rigor, and through galvanizing activities that “bring together all participants necessary to create change.”

We have challenged communities to form teams and to take on this exciting and important challenge. We are now encouraging others who would like to play an advisory role to apply to support teams as they prepare their submissions.

As the XQ Super School folks noted:

Rethinking high school is an audacious goal—no one can do it alone. We need your support to reach every innovator, creator, maker, and builder to join this movement.

There are many ways to get involved, and we hope you'll learn more by visiting xqsuperschool.org and by downloading [these materials](#) that describe the movement.

If you are interested in being a part of the XQ Super School Challenge Advisory Committee, please send your resume and a short note explaining your interest by Friday, October 30, 2015 to:

info@ride.ri.gov.

For more information about the XQ Super School Challenge:

Explore the latest research.

Download resources and access expertise on school design. Start with modules on topics such as Students in the 21st Century, Youth Experience & Aspirations, and the Science of Adolescent Learning, at xqsuperschool.org/challenge.

Share what you learned with your colleagues and friends.

Let them know what excites you about this movement. And, consider sharing @XQAmerica on [Facebook](#) and [Twitter](#). Share your point of view on how you would [#RethinkHighSchool](#).

Join or start a team.

Tap your local networks or go to my.xqsuperschool.org. There you'll find the directory where people across the nation are raising their hands to help design the high schools our children deserve. (The Twitter hashtag is [#RethinkHighSchool](#).)

Watch and learn.

Visit our [Youtube channel](#) for videos on the history and necessity of rethinking high school. Share them with your network.

2. Reminder: Scholarships available for high-achieving high-school seniors with financial need – November 3 deadline

The Cooke Foundation offers the largest scholarships available to exceptionally high achieving, low-income students. Scholars receive up to \$40,000 a year to cover tuition, living expenses, books and other fees. Cooke Scholars come from every state with no restriction on background, race, ethnicity, religion, gender, political affiliation or citizenship status.

There is no nomination process, although each of the scholarships has rigorous eligibility criteria, including minimum GPAs and, in some cases, minimum standardized test scores. Financial eligibility for all of our scholarship programs require a student's family income generally not exceed \$95,000 per year. The average family income of Cooke Scholars is \$35,000 a year and many Cooke Scholars are eligible to receive Pell Grants.

In addition to assisting in covering tuition and expenses, Cooke Scholars receive:

- Academic advising
- Access to internship stipends
- Opportunities to study abroad
- Networking with alumni and community of scholars

Cooke College Scholarship

This scholarship is available to 12th graders. Applications are due by **November 3, 2015**. The Cooke College Scholarship is an undergraduate scholarship available to high-achieving high school seniors with financial need. They may enroll in any accredited state or private four-year college and university.

Cooke Community College Undergraduate Transfer Scholarship

The scholarship is available to community college students. Applications are due by **December 3, 2015**. The Cooke Undergraduate Transfer Scholarship makes it possible for the nation's top community college students to complete their bachelor's degrees by transferring to a four-year college or university.

Educators are obviously in the best position to help us get the word out about these scholarships. However, organizations that routinely have access to schools, school leaders, political officials and business leaders can help. Please visit www.jkcf.org/outreach to find more information about the scholarships. The Cooke Foundation encourages school systems in particular to share information about the scholarship with their students and families. Feel free to contact the foundation's Manager of Outreach Nara Lee by phone (571-209-1792) or email (nlee@jkcf.org) for further guidance about identifying candidates. Students and families can learn more by visiting www.jkcf.org/scholarships.

3. Kendra Bordon named 2016 Milken Award winner

In a surprise ceremony Wednesday morning at her school, Kendra Borden, an English teacher at Samuel Slater Junior High, in Pawtucket, was named the Rhode Island winner of a 2015 Milken Educator Award. The award, from the Milken Family Foundation, carries an unrestricted cash award of \$25,000.

A Rhode Island College graduate, Kendra Borden has taught at Samuel Slater since she started her career seven years ago. In addition to her classroom teaching, she is the credit-recovery coordinator for the school, the facilitator of the Positive Intervention and Support Team, a member of the Building Leadership Team and of the Curriculum Writing Team, and she has worked as a writing teacher for the College Crusade Saturday Academy.

The Milken Educator Awards program provides recognition and unrestricted financial awards of \$25,000 to exceptional elementary- and secondary-school teachers, principals, and specialists who are furthering excellence in American schools. This year, the Milken Family Foundation will honor up to 40 educators.

Congratulations to Pawtucket educators, particularly to Kendra Borden, on your commitment to great teaching and learning.

From RIDE

Professional Development

4. Registration now open for professional learning opportunities in math and science standards

The office of Instruction, Assessment and Curriculum is excited to offer two professional learning opportunities: *A Study of the Standards for Mathematical Practice* and a *Study of the NGSS*. These sessions are open to educators from all Rhode Island Local Education Agencies and will be offered on four different days, November 4th, 5, and 6th. All sessions will be held at Northern Rhode Island Collaborative (640 Wash. Hwy, Lincoln) from 8:30 a.m. to 3:30 p.m.

Mathematics

Learning Expectations:

Participants will...

- Explore each Standard for Mathematical Practice, and consider connections between the practices and the content standards in the CCSS-M.
- Strengthen understanding of the purpose of the CCSS-M components and how they work together as corresponding and connected sets.

Links to the registration for the Study of the Standards for Mathematical Practices are below:

November 4, 2015 Mathematics:

<https://www.eride.ri.gov/workshopReg/ViewWorkshop.aspx?workshopid=1339>

November 5, 2015 Mathematics:

<https://www.eride.ri.gov/workshopReg/ViewWorkshop.aspx?workshopid=1340>

November 6, 2015 Mathematics:

<https://www.eride.ri.gov/workshopReg/ViewWorkshop.aspx?workshopid=1341>

Science

Learning Expectations:

Participants will...

- Gain a common understanding of the structure of the Next Generation Science Standards in order to develop a strong working knowledge of the standards' effect on teaching and learning; and
- Identify the purpose and components of the curriculum framework documents, and determine the role of each in science planning and instruction.

Links for the Study of the NGSS are below:

November 4, 2015 Science:

<https://www.eride.ri.gov/workshopReg/ViewWorkshop.aspx?workshopid=1342>

November 5, 2015 Science:

<https://www.eride.ri.gov/workshopReg/ViewWorkshop.aspx?workshopid=1343>

November 6, 2014 Science:

<https://www.eride.ri.gov/workshopReg/ViewWorkshop.aspx?workshopid=1344>

Assessments

5. RIDE to host Webinars for Administrators and Teachers on PARCC Reports

In preparation for the release of the PARCC results in November RIDE will host webinars for administrators and teachers. These webinars will provide a brief overview of the PARCC assessments, the timeline and access to PARCC results, and resources available for this year's PARCC results release. Specific topics include a preview of the score reports and how educators will access them, a discussion of score expectations, and an explanation of the performance level setting process. Dates and registration information is provided below. These webinars will be recorded and available on RIDE's website.

PARCC Reports Preview for School and District Administrators

Oct 28, 2015 4:00 PM EDT: Please register at:

<https://attendee.gotowebinar.com/register/8334312802070916354>

Nov 05, 2015 3:30 PM EST: Please register at:

<https://attendee.gotowebinar.com/register/2415894597427155714>

PARCC Reports Preview for Teachers

Oct 29, 2015 3:30 PM EDT: Please register at:

<https://attendee.gotowebinar.com/register/6398086019697150210>

Nov 3, 2015 4:00 PM EST: Please register at:

<https://attendee.gotowebinar.com/register/230600943571389442>

6. PARCC Data Files Review Webinar

District and school leadership will receive PARCC results through the district exchange November 9, 2015. These results are embargoed until the RIDE public release. RIDE will host a webinar to walk school and district leaders through the data files and answer any questions they have about the data. The webinar is on November 9, 2015 at 8:30am.

Please register for the **PARCC Data Files Review Webinar** at:

<https://attendee.gotowebinar.com/register/6426417135810657026>.

7. PARCC Results Release Briefing

RIDE will be releasing PARCC results the third week in November. To help schools and districts prepare for the release RIDE will be hosting a series of PARCC Results Release Briefings for LEA teams comprised of School Committee Chairs, Superintendents, and Principals. The purpose of these meetings is to discuss the communication and context for the release of PARCC results. Tentative dates and times of the meetings are below; however locations have not been secured. Final registration information will be provided when it becomes available.

- November 9th from 4:30-6:00
- November 10th from 3:30-5:00
- November 12th from 9:00-10:30 at RIDE
- November 12th 3:30-5:00

8. PARCC Partnership Resource Center Ready for Educator Use

The PARCC Partnership Resource Center (PRC), located at prc.parcconline.org, is a single location for educators and administrators to get information about the PARCC

assessment design and implementation, and to discover useful professional development resources built by PARCC, states, and other providers. The PRC hosts a range of resources and tools:

- **Formative instructional tasks (K-2)** gather information in a way that is invisible to students and is a part of daily learning. The tasks provide information teachers can use to adjust instruction and help students.
- **Speaking and listening tools** include videos, model learning tasks, and rubrics to help teachers implement the speaking and listening standards in grades K-12 in all content areas.
- **The technology readiness tool** includes a System Check for schools and districts to determine if their technology platforms are ready to deliver PARCC assessments and a Testing Capacity Check of their network's capacity.
- **Released items** will include items and benchmark student work, with annotations for each score point on the rubric. In late October, the PARCC states will release one form's worth of items in both English language arts/literacy and mathematics at each grade, 3 through high school.
- **Professional development modules** inform educators about the PARCC assessment design, accessibility features, K-2 formative tasks, speaking and listening tools, and diagnostic tools. These interactive modules include videos and quizzes to guide viewers through the resources and can be used to facilitate conversations in large or small groups.
- **The library** houses evidence statements, blueprints, videos created in collaboration with the Teaching Channel, and other resources. Over time, educators will be able to submit content for the library, to be curated by PARCC experts.

To create an account on the PRC navigate to the PRC (prc.parcconline.org). Click on the "Human" icon in the upper right of the PRC, click "Create account", and then complete the information in the form. Educators from PARCC Member organizations will see field open to enter a "PARCC Member Code." Rhode Island's code is RI1790

9. Reminder: Fall Block Testing trials should be under way within the next few weeks

Those schools participating in Fall Block Testing should be conducting infrastructure trials in the next few weeks. Almost every aspect of the testing technology is new or significantly updated. The most recent technology bulletin has a technology-readiness

section that you should review. If you need any assistance or if you have questions regarding the testing technology or would if you would like someone from RIDE to be onsite for your infrastructure trial, you can contact Greg Martin, at Gregory.Martin@ride.ri.gov or 222-8495.

10. Pearson Access Next Student Registration Import

RIDE will be performing the initial import of student registration data for the 2015/2016 school year PARCC assessment using the data submitted to eRIDE. It will be the LEAs responsibility to validate the student registration, update the testing details and the personal needs profile data in the new student registration & personal needs profile (SRI/PNP) data file. If you have questions regarding the PARCC technology, please contact Greg Martin, at Gregory.Martin@ride.ri.gov or 222-8495.

Data Collection

11. Update: RIDE provides data-collection updates

As of Thursday, RIDE has had 100 percent of all LEAs submit their enrollment data. The October 1 enrollment snapshot is based on the enrollment data collected. These data are used for federal and state reporting, including funding LEAs. This is why it is critical to have the enrollment data submitted in a timely fashion.

Only 75 percent of LEAs submitted their Teacher-Course-Student (TCS) data. The TCS data are used for state reporting, assessment (PARCC student registration), accountability, teacher evaluation, and instructional support, among other things.

Just 13 percent of LEAs of those eligible have submitted their dual/concurrent enrollment data. This data collection supports Governor Raimondo's plan to pay for students to earn college credits while enrolled in high school. The first snapshot of this data for comparison to Postsecondary Education enrollment will be taken on October 16.

12. Reminder: RIDE announces changes to data-collection process

Starting with the October Enrollment reports (Submission and 10/1 Snapshot), we will no longer be accepting the signed reports via fax. The report instructions have been updated to display the eRIDEinternal@ride.ri.gov email address to which you should send the signed and scanned report.

13. Perkins Accountability Sequencing

The Perkins Accountability Sequencing collection was introduced this summer as a way for schools to review and sign off on the sequencing of career-technical education (CTE) courses. To date, the majority of schools have not signed off on their 2014-15 data. It is imperative that RIDE receives this information as it is used to complete several federally mandated reports, such as EdFacts and the Perkins Consolidated Annual Report.

The deadline for verifying and updating 2014-15 data has been extended to Friday, October 23. It is of particular importance that every course has a Course ID and a sequencing number.

For schools who do not sign off on their data by October 23rd, RIDE will assume the data are correct and will be used for reporting. Schools with incorrect data will not have an opportunity to update it once the deadline has passed.

If you have any questions about the Perkins Accountability Sequencing, please submit a help desk ticket, at: <https://support.ride.ri.gov>.

14. Dual / Concurrent Enrollment Collection

Aspen Student Information Systems has released an export for the dual enrollment collection on Wednesday. There was an initial glitch with the data format that has been resolved and tested. If you are an Aspen district, please utilize this new feature to submit your dual/concurrent enrollment data to RIDE daily.

If you have any questions about the Perkins Accountability Sequencing, please submit a help desk ticket, at: <https://support.ride.ri.gov>.

15. Reminder: Several data collections are open or due in the next month

The following are the data-collection deadlines for October and November:

- October 23: [October 1 Snapshot - Enrollment Census - Due](#) Duplicates and demographic differences need to be at zero
- October 23: [Submission and Snapshot 10/1 Reports - Enrollment Census - Due](#)
- November 10: [Non-Public Schools Attestations - Due](#)
- November 12: [Graduate and Dropout Reporting via Enrollment Census - Due](#)
- November 12: [Summer Exits Through Enrollment Census](#)
- November 13: [At-Home Instructed Students – Due](#)
- November 13: [June Graduating Class Fall Membership - Due](#)

- November 13: [Non-Certified Staff Report - Due](#)

Information about upcoming data collections can be found on the [data collection calendar](#). Weekly collection [webinars](#) provide details regarding upcoming collections, along with a question-and-answer period.

16. Reduction in UCOA reporting requirements

Over the past six months, RIDE has sought formal and informal feedback from superintendents and school business administrators on UCOA reporting requirements. This outreach, coupled with a close partnership with the Rhode Island Auditor General has resulted in the elimination of the first and third quarter UCOA reporting requirements for each fiscal year. The first UCOA submission of the fiscal year will be a cumulative file through December 31st which will be due January 15, 2016. This reduction is part of RIDE's ongoing efforts to minimize administrative burden on districts while still maintaining high quality data in our most important systems.
Educator Evaluation

17. RIDE seeks districts and special educators to participate in new study focused on the use of Framework for Teaching with special educators

RIDE would like to invite districts to participate in an important study taking place during the 2015-16 school year. The purposes of the study are to learn more about the effectiveness of the Framework for Teaching for evaluating special education teachers and to provide Rhode Island schools with information that can support administrators in evaluating special educators. This study has nothing to do with an individual's evaluation. Participating teachers do not need to be part of the evaluation cycle this year. Findings from this study will help inform how Rhode Island conducts teacher evaluations. Special educators working in grades 3-8 who agree to participate will be asked to videotape four lessons throughout the year and complete a short survey. Researchers from Boston University, ETS, and the University of Florida will apply the Framework for Teaching to the videos and use that data to better understand the validity of the FFT for use with special educators. Stipends will be awarded to participating schools. If you are interested in learning more about the study, please contact lauren.matlach@ride.ri.gov.

18. RIDE educator evaluation resources available to support effective teaching and learning

As educators begin to implement the 2015-16 evaluation process, these important resources and checklists can help facilitate rich conversations about teaching and learning:

- A. [SLO](#) and [SOO](#) Quality Review Tools – These checklists are easy-to-use tools to help establish and uphold consistent expectations for goal-setting. Evaluators should use them when approving SLOs/SOOs and teachers should use them as guides when writing their SLOs/SOOs.
- B. [Setting Targets in Student Learning Objectives](#) – This helpful document provides guidance on how to set targets during the SLO process and answers frequently asked questions about target setting.
- C. [SLO Modules](#) - Educators unfamiliar with SLOs/SOOs or seeking to refresh their memory about the process can benefit from reviewing these short modules.
- D. [Written Feedback Quality Review Tool](#) - High quality feedback is critical to the continuous support and development of an educator’s practice. The quality feedback review tool can help evaluators ensure that they are providing educators with high quality feedback and can help educators understand what to look for and expect when they receive feedback on their practice.
- E. [Rhode Island Model Evaluation and Support System Guidebooks and Forms](#) - This page includes online versions of guidebooks and forms. Use these to better understand how to set high quality goals (SLOs, SOOs, and PGGs) that, if met, will increase the quality of teaching and learning.

Looking for other resources or seeking additional support related to educator evaluation? Please contact alicia.reniere@ride.ri.gov.

RIDE will post this field memo on Tuesday, at:

<http://www.ride.ri.gov/InsideRIDE/FieldMemos.aspx>