

# Transforming Education in Rhode Island



## The Race to the Top Opportunity

### West Warwick 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 West Warwick self-reported status against the Year 3 Race to the Top projects. During Year 3, West Warwick has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Formative Assessment and Data use professional development, Educator Evaluation, and New Teacher Induction.

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

<b>ON-TRACK</b>	The majority of tasks from the prior quarter are complete, and tasks from the current quarter are on-track to be completed.
<b>DELAYED</b>	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.
<b>OFF TRACK</b>	The majority of tasks anticipated to date have not been completed and/or the LEA is having significant challenges with some tasks.
<b>NOT APPLICABLE</b>	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, West Warwick 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. We also want to thank West Warwick for their participation in a pilot of an online collaboration tool to support the sharing of practices and implementation strategies across the CLO group and statewide.

As we near the end of the grant, we hope that West Warwick 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 West Warwick, 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 West Warwick on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, West Warwick noted that they have spent significant time and energy on providing educators with the opportunity to dig deeper into the standards. This work was well thought-out and communicated to all educators at the start of the school year. Included among the many critical activities rolled out to support this work were in-school office hours with math and ELA coaches, one-on-one meetings with the ELA coach geared towards understanding the shifts required by the CCSS, and collaborative planning time spent creating and sharing lesson plans and resources. In addition to the Study of the Standards sessions offered in Year 2, the ELA coach and other educators also attended supplemental RIDE professional development during Year 3, focused on key aspects of the CCSS transition such as text complexity and text-dependent questions. In their quarterly progress update report, West Warwick also shared that, during the 2012-2013 school year, the professional development staff began a new practice of reporting out at building principals' meetings on the professional development occurring with teachers during common planning time or other work sessions regarding standards, curriculum, assessment, or instructional strategies.

West Warwick 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, teachers in all grade levels taught to the ELA CCSS while simultaneously revising their curriculum documents. All teachers have been working on curricular development and alignment to the CCSS in a variety of individualized ways. The district has worked with individual common planning time groups to continue to develop resources and lessons to support CCSS implementation. The district has also expanded its curriculum work with social studies and science teachers K-12, and has formulated a curriculum workgroup in both areas. RIDE would also like to note West Warwick's work to help educators in their district think about how the PARCC assessment will impact curriculum development decisions. As shared in the CLO meetings, the webinar facilitated by their math coach, as well as the PARCC informational meetings hosted in the district, were key activities that have helped educators feel more comfortable with this adjustment.

We commend West Warwick on their leadership and hard work in this area, and look forward to hearing about additional opportunities that the district has created for further collaboration within their district, the CLO group, and across the state.

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.*

## System of Support 2: Instructional Improvement Systems

During the 2012-2013 school year, West Warwick chose to implement one of the four Race to the Top projects in System of Support 2 (Formative Assessment professional development). Based on the quarterly progress reports submitted by West Warwick, 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.

ELA and Math coaches in West Warwick participated in the Formative Assessment professional development modules in RIDE's Instructional Management System (IMS). In order to maximize the learnings from the modules, West Warwick chose to have the coaches embed the learnings from the series into district professional development sessions, common planning time, and curriculum development sessions as appropriate.

RIDE would also like to note that, while West Warwick opted not to participate in the Race to the Top-funded Interim Assessment tools and Instructional Management System curriculum and RtI platforms, the district has well-structured tools already in place to support these areas. We appreciate that West Warwick shared their implementation struggles and learnings, as well as data collection and analysis processes, with the broader group during quarterly meetings.

During the 2012-2013 school year, all West Warwick schools participated in the Data Use professional development series. Data teams consisting of the building principal and/or assistant principal as well as three to four teachers attended each of the sessions. The teams brought the data practices back to the building and incorporated the 'cycle of inquiry' and other learnings into daily practice. In the QPU reports, the district noted that the teams felt that the training provided a valuable foundation for building-level teams to utilize data when developing interventions for clusters of students.

In the upcoming CLO sessions, we look forward to hearing about the West Warwick's plans for deepening engagement in initiatives implemented during the 2012-2013 school year. In particular, we are excited to hear the results of the district data summit designed to identify sustainability of the data practices beyond the past year's implementation.

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				X
Coordinate participation of educators in training modules and communities of practice	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 the Year 1 and/or 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	X	X	X	X

\* 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.

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 <sup>st</sup> Fixed Form Test	2 <sup>nd</sup> Fixed Form Test	3 <sup>rd</sup> 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

### System of Support 3: Educator Effectiveness

During the 2012-2013 school year, West Warwick fully implemented all components of System of Support 3 - 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 West Warwick, 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.

West Warwick continued to support the Innovation Model for teacher evaluations, and the Rhode Island model for building administrator evaluations. As noted in their quarterly progress update reports, West Warwick has approximately 70 teacher evaluators who have been 'certified' through the Innovation Model trainings. Throughout the year, the district continued to provide opportunities for those evaluators to refresh their knowledge and to increase their calibration. Additionally, all new evaluators conducted two paired observations with a more experienced evaluator. To support teacher knowledge of the evaluation process, West Warwick provided one professional development day on the revised evaluation guidelines and rubrics, as well as writing professional growth goals and student learning objectives. For teachers requiring additional support in writing goals, the district provided access to the literacy and numeracy coaches.

RIDE would also like to note that the district evaluation committee (TEC) in West Warwick met regularly throughout the year in support of the evaluation process. The TEC developed evaluation guidance as well as an appeals process. Furthermore, the TEC supported West Warwick School Committee and the West Warwick Teacher's Association in drafting a memorandum of understanding which incorporated the evaluation system into contract language.

Based on last year's evaluation results, the embedded professional development day focused on four areas of need for teachers: designing student assessments; quality of questions, delivery techniques, and discussion techniques; projects, activities, and assignments as well as instructional materials; assessment criteria, monitoring student learning, and providing feedback to students. Throughout the year, West Warwick analyzed data collected from the formal observations and incorporated relevant areas of need into the second professional development day as well as common planning time meetings and activities.

West Warwick utilized Aspen to streamline the data entry component of the educator evaluations. As noted in their reports, the entire workflow is done through that system, and the data entered connects to district level data and classroom generated data aligned to Student Learning Objectives. Teachers, evaluators and administrators are able to view and analyze the student data aligned to the standards (CCSS, GLEs/GSEs or national content standards) dynamically throughout the school year.

As we enter into the final year of the Race to the Top grant, RIDE encourages West Warwick 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, West Warwick participated fully in the Beginning Teacher Induction program. RIDE was pleased to note that West Warwick released three teachers to serve as induction coaches for the 2012-2013 school year. Due to layoffs in the district, there were few new hires; however, all applicable beginning teachers were supported through the induction program.

Based on the quarterly progress reports submitted by West Warwick, 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, West Warwick has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

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

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## 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.

<b>West Warwick Performance Measures</b>	<b>2009-2010</b>	<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>		<b>2013-2014</b>		<b>2014-2015</b>
	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal
<b>Students entering the fourth grade will be proficient in reading on NECAP</b>	60%	68%	68%	73%	74%	78%	72%	83%		90%
<i>-The gap between white and black students will be cut in half</i>	22	20	n/a	18	n/a	16	n/a	14		11
<i>-The gap between white and Hispanic students will be cut in half</i>	3	2	22	1	-16	1	2	1		1
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	15	13	17	11	9	9	19	8		7
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	52	47	47	42	58	37	67	32		26
<b>Students entering the fourth grade will be proficient in mathematics on NECAP</b>	56%	60%	54%	65%	65%	70%	55%	75%		80%
<i>-The gap between white and black students will be cut in half</i>	28	25	n/a	22	n/a	19	n/a	16		14
<i>-The gap between white and Hispanic students will be cut in half</i>	8	7	22	6	-12	5	6	4		4
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	22	20	20	18	21	16	19	14		11
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	44	40	50	35	52	30	52	25		22
<b>Students entering the eighth grade will be proficient in reading on NECAP</b>	71%	75%	79%	79%	74%	83%	73%	87%		90%
<i>-The gap between white and black students will be cut in half</i>	6	4	n/a	3	n/a	3	n/a	3		3
<i>-The gap between white and Hispanic students will be cut in half</i>	5	3	-2.25	2	16	2	14	2		2
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	24	21	14	18	13	16	23	14		12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	52	47	52	42	64	37	60	32		26
<b>Students entering the eighth grade will be proficient in mathematics on NECAP</b>	62%	65%	55%	68%	59%	71%	59%	73%		75%
<i>-The gap between white and black students will be cut in half</i>	-3	0	n/a	0	n/a	0	n/a	0		0
<i>-The gap between white and Hispanic students will be cut in half</i>	-4	0	10	0	2	0	-3	0		0
<i>-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half</i>	24	21	15	18	18	16	19	14		12
<i>-The gap between students without IEPs and those with IEPs will be cut in half</i>	61	55	57	49	61	43	63	37		30
<b>85% of students who first entered 9th grade 4 years prior will graduate from high school</b>	69%	73%	n/a	76%	75%	79%	70%	82%		85%
<b>77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma</b>	65%	69%	-	73%	-	75%	-	76%		77%
<b>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</b>	82%	84%	-	86%	-	88%	-	89%		90%

\* 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.