



# EdStat in Rhode Island

## A Case Study of Race to the Top Performance Management

As Rhode Island Commissioner of Education Deborah A. Gist and her leadership team began implementation of Race to the Top, they knew that a crucial ingredient for the State's success would be its system of performance management for the \$75 million award. They needed a process to collect and analyze pertinent data from the Rhode Island Department of Education (RIDE) and participating local educational agencies (LEAs), a transparent structure for discussion and decision-making based on the data, and a way to track action items intended to address challenges.

The State Education Agency (SEA) Capacity Building work stream of the Reform Support Network (RSN) seeks ways to strengthen the organizational capacity of SEAs by supporting their ability to implement and sustain their proposed Race to the Top reforms over time. To accomplish its purpose, the SEA Capacity Building work stream seeks to support SEAs in:

- Sharpening and defining their roles as they move from compliance to support;
- Building system capacity and alignment, specifically in the SEA and local educational agency (LEA) relationship, ensuring that resources such as finances, data systems and personnel support reform goals; and
- Delivering on their reform goals over time, ensuring that priorities such as equitable distribution of teachers, development and/or choice of high quality instructional materials and closing of the student achievement gap are realized.

Using webinars, case studies, working groups, connections with experts and onsite technical assistance, the SEA Capacity Building work stream focuses on three interconnected areas:

- Performance Management
- Expanded System Capacity
- Sustainability

Enter "EdStat"—a system of performance management that has enabled RIDE to monitor the progress of its participating LEAs and its own offices on Race to the Top implementation and outcomes. The structured, ongoing system of information gathering and data analysis includes almost-weekly two-hour meetings during which RIDE project managers update Commissioner Gist and RIDE's leadership team, answer questions about progress or challenges and strategize ways to overcome State and local challenges inherent in implementing bold reforms.

RIDE leaders say that EdStat gives them a strong handle on how the agency is managing both the process and the quality of Race to the Top implementation across all LEAs. EdStat is one of several performance management tools used by RIDE. It helps them answer key questions about Race to the Top progress: What did we say we would do? Is that happening? How well is it going? What's getting in the way? How do we know? RIDE leaders also credit the introduction of EdStat in June 2011 with shifting the agency's culture in noticeable ways. [View an interview with Commissioner Gist](#)



The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.

“EdStat is something I think we use not only to get results and track performance and solve problems,” Commissioner Gist said. “It also serves the role of changing the culture and helping the members of our team—who are incredibly smart and educated and wonderful—to think about performance in a different way, to think about tracking our progress in ways that are much more embedded in data and results.”

## The “Stat” Process

### What is “Stat”?

The term “stat” refers to a process through which agencies track data for a particular project or initiative, analyze and share the data with leadership teams for discussion, develop a concrete action plan with resources and follow up to measure progress. City governments and police departments have used the “stat” process to pinpoint trends—sudden spikes in crime in a police precinct, for example, or availability of recycling bins in a neighborhood—and devise targeted solutions. One of the key features is that the managers of the offices whose data are being presented meet directly with senior leaders to answer questions, request feedback or get support and advice. Ideally, the data and the problem under analysis link to one of the agency’s larger strategic challenges or goals.

### Bringing “Stat” to a State Education Agency

Commissioner Gist used the “stat” process when she served as State superintendent in the District of Columbia, and felt that it would be a valuable way to monitor the Race to the Top grant progress. She brought it to RIDE with the help of UPD Consulting, a firm that has helped LEAs and governments employ “stat” as a performance-management tool. EdStat started as a tool just for Race to the Top projects, but RIDE has broadened it to include four of the five areas in its five-year strategic plan, which was the foundation for its Race to the Top

## Rhode Island Public School Demographics (2011–2012)

**300** public schools

**54** LEAs (including **13** independently operated charter schools and one regional collaborative)

**142,854** students

**44%** of students eligible for subsidized lunch

**6%** of students receive English learning services

**16%** of students receive special education services

**64%** Caucasian; **22%** Hispanic;

**8%** African-American

Source: <http://infoworks.ride.ri.gov/state/ri>

## Race to the Top Initial Award Details

Award amount: **\$75,000,000**

**50** participating LEAs, **2** involved LEAs

**298** participating or involved schools

**141,311** students in the participating or involved schools

Source: Rhode Island Department of Education

application. In using EdStat to manage change across the agency, RIDE hopes to bring overall coherence to its planning efforts. [View an interview with Mary-Beth Fafard and Alaina Restivo](#)



EdStat at RIDE generally follows this sequence:

- RIDE decides which projects to elevate to an EdStat meeting. Forty-one projects, the majority of which are Race to the Top projects, are grouped together for regular EdStat reviews based on the strategies to which they are aligned in the department's five-year strategic plan.
- RIDE conducts an EdStat review of each project grouping every four to six weeks, roughly one EdStat meeting each week. Within each EdStat meeting, there are topics, and each topic is an overview of the major bodies of work or projects under that area.
- Before the meeting, project teams update their action items from the previous meeting and provide data relevant to the issues that the current EdStat meeting will discuss. Each project team forwards their data and action items to the performance management executive, who meets with the project team and writes a briefing memo analyzing the data according to a template, including relevant work plan updates and context for the data.
- The performance management executive and the project team review the briefing memo together and discuss strategies to address the data and solutions as needed.
- The performance management executive prepares an annotated version of the briefing memo, highlighting suggested areas for discussion, and sends this to the EdStat panel—composed of Commissioner Gist, her division chiefs and the State's Race to the Top strategic coordinator—who review it in advance of the meeting.
- The commissioner facilitates the EdStat meetings, which typically last 90 minutes. Additionally, there is a 15-minute "prebrief" of the panel to review the memo content, and a 15-minute debrief afterward, when the

performance management executive discusses the meeting's accomplishments with the panel. The project lead and division chief in charge, as well as the project team, walk the panel through the key projects and data to be discussed, as well as updates from the previous meeting.

## EdStat Panel Leadership Team

- Deborah A. Gist, Commissioner
  - David V. Abbott, Deputy Commissioner and Chief Legal Officer
  - Andrea Castañeda, Chief of Accelerating School Performance
  - Carolyn Dias, Chief of Fiscal Integrity and Efficiencies
  - Mary-Beth Fafard, Race to the Top Strategic Coordinator
  - Clark Greene, Chief of Staff
  - Mary Ann Snider, Chief of Educator Excellence and Instructional Excellence
- Panel members ask questions about the data, trends and unanticipated findings, and project leads bring up issues for which they need the panel members' support.
  - The performance management executive keeps a running list of action items to be reviewed by the attendees before the meeting ends. Action items can include follow-up phone calls with SEA or LEA staff, requests for more data gathering or strategic communications by the commissioner.
  - The performance management executive debriefs the meeting with the panel and provides feedback and overall thoughts.
  - The project team and the panel begin or complete their assigned action items prior to the next EdStat meeting.

RIDE staff on both sides of the EdStat table—the project teams and the panel—mostly praise the discipline and focus that EdStat has brought. But it was not an easy transition, staff members recall. When UPD held its first EdStat training in April 2011, “There was enormous hesitation at every level of the agency,” recalled Mary-Beth Fafard, RIDE’s Race to the Top strategic coordinator.

“The first thing—no matter what the commissioner said—people feared it was to get you: ‘We’re going to figure out which staff are not performing, and we are going to get rid of them and hold them accountable for not being able to do this work even when you haven’t been given the resources, time or support.’ And that was where the biggest hesitation was.”

To address the hesitation, the commissioner and her staff reiterated that EdStat was about support, not staff punishment. They also emphasized that EdStat was personalized for Rhode Island’s needs. For example:

- Unlike other agencies that have used the “stat” process, EdStat is not about an employee’s individual performance or his or her personnel evaluation—perhaps “the hardest thing to get across to people,” said Alaina Restivo, the performance management executive at RIDE.
- Meetings will not dwell on an employee’s negative performance—even if it shows up in the data—because that person’s manager will handle the issue.
- The performance management executive drafts the memo, and the project teams contribute and verify the accuracy of the memo content; however, they do not write the memo, and the analysis of progress towards goals is completed by the performance management executive for the purpose of creating an objective analysis.
- The memo is one of the unique features of EdStat, and panel members set aside time to


read it in advance so they can be prepared for the detailed discussion at EdStat meetings. The document helps focus EdStat meetings by providing, in a clear and consistent format, the project goals, measures of success, relevant data, implementation activities and risks/ challenges. In addition to providing information to the panel, it provides a framework for discussion and keeps panel members on task. For a sample annotated memo, see [Appendix A: Race to the Top Performance Management Memo: Educator Effectiveness](#).

- Not every project is “statted.” The 41 projects cut across four different assurance areas that also align to RIDE’s strategic plan. RIDE found that challenges in one project also affect others, so RIDE bundled projects for efficiency to avoid multiple and overlapping EdStat sessions, with the added benefit of breaking down silos between the offices that handled these projects.

One challenge was tracking the early stages of Race to the Top projects, when milestones tended to be more process-oriented, such as initial trainings with LEAs. The attention to limited measures at first seemed incongruent with EdStat’s purpose in the minds of RIDE project team leads who had crafted long-term student achievement goals. But EdStat’s focus on the milestones critical to successful

“Performance and conversations about results and tracking progress and solving problems—all of that is permeating throughout the agency in the way we work with one another. I do think EdStat played a role to anchor and serve as a model of how to do that.”

Deborah Gist  
Commissioner of Education,  
Rhode Island Department of Education

implementation helped get them off the ground. [View an interview with Mary-Beth Fafard and Alaina Restivo](#) 

“Initially, it was really hard for us. When you’re in that mode of designing brand-new systems and protocols, you don’t have a whole lot of data, and sometimes the question of quality is more about, ‘Are you just keeping up with the pace? Are you getting things delivered? Are people coming to trainings?’” said Mary Ann Snider, chief of educator excellence and instructional effectiveness at RIDE. “We began by focusing on things that were easy to measure and easy to talk about. So the team’s frustration was that there were 50,000 other things behind that one thing that we were focusing on in the EdStat process, which we were also deeply concerned about and knew ultimately would have a large impact on the overall quality of the work. But we were reducing the content to something very narrowly focused. In retrospect, we needed to do that to get where we are today.”

## A Typical EdStat Meeting

A senior consultant from the Reform Support Network observed the EdStat meeting that took place on June 6, 2012. EdStat meetings have a uniform agenda, starting with a “pre-brief” between the facilitator and the panel. The panel and the project team then discuss each project’s action items, measures of success, data on assessment of implementation (with red, yellow and green indicators), and the risks and challenges set out in the briefing memo. Sometimes, projects have an appendix of supporting data to assess the quality of implementation.


Commissioner Gist runs the meetings, and the performance management executive tracks action items on her computer, whose screen is projected onto the wall for all to view.

At the EdStat meeting on June 6, RIDE focused on the project work supporting the agency’s educator

effectiveness goals as defined in RIDE’s strategic plan:

- By 2012, 75 percent of educators will be evaluated using a rigorous performance evaluation that includes student achievement data.
- By 2015, all students will be supported by educators who demonstrate effective performance.

The three topics up for discussion under these goals were new teacher induction, certification and recruitment, and educator evaluation. Commissioner Gist’s leadership team sat on one side of the table, and the project team sat across from them. The bulk of the meeting was devoted to discussion of each project’s successes, challenges and next steps. For the last 15 minutes, the project team was excused, and the performance management executive debriefed the panel on the session’s accomplishments and areas to watch for the next meeting.

The meeting was efficient, with no sidebar conversations. Ninety minutes passed before any participant checked his or her cell phone. Questioning was focused but not aggressive or pointed, and any data analysis that highlighted a challenge resulted in an action item. When survey data suggested that one LEA was struggling with a Race to the Top project on induction coaches for beginning teachers, Commissioner Gist asked that a member of the project team follow up with her point of contact in the LEA—with the expectation that the project team would provide an update at the next EdStat meeting. Participants were similarly focused on numbers when they explored the number of alternatively certified teachers. [View a video clip of an EdStat Meeting](#) 

The panel pushed the team to be concrete. Regarding the caseload of induction coaches, Commissioner Gist asked, “It says in the memo that

you're anticipating a larger than usual number of retirees. Is that anecdotal?"

The answer was "yes." The project team expected more retirees, which would lead to more vacancies, which potentially would lead to larger caseloads of beginning teachers for induction coaches. Since coaches are expected to provide an average of 75–90 minutes of support a week for each beginning teacher, knowing their expected caseload is critical to managing their time. But projected estimates of retirees thus far have been "chatter," not grounded in actual data, explained Lisa Foehr, the director of educator quality and certification, who leads the team. Without concrete data from LEAs about anticipated retirements, the project team would have difficulty accurately forecasting caseload and deployment of induction coaches.

After discussion, Commissioner Gist said, "Rather than these guessing games around data sharing, around better reporting, do we want to capture that, maybe not as a short-term action item, but something we want to keep in the parking lot? We could set up a meeting with the chairman of the retirement board." The suggestion to move forward on a data-sharing agreement became an action item for the deputy commissioner and chief of fiscal integrity and efficiencies.

Sometimes, it is more difficult to draw conclusions from EdStat data. At the same meeting, the group discussed the State's new software program for posting vacancies, called "School Spring." The vendor report showed that 34 percent (or 18) of the LEAs participating in that project reported not using School Spring. This was contrasted with the LEA quarterly progress self-assessment, where 72 percent reported that they were on-track. Foehr cautioned that the data report from the vendor was reporting on the postings on a single day, rather than over time, and they had since requested more detailed reports from the vendor, which might reveal LEAs using School Spring at different times during the year. The panel requested an updated analysis be included in the next EdStat meeting.

The meeting ended with Restivo, the performance management executive, recapping the action items and then debriefing the panel after Commissioner Gist thanked the project team for its time. Restivo coached the panel on what to do differently the next time. "You did a good job covering the robust content under induction," she said. "I thought you guys worked really well together." But she also told them to be more disciplined in their questioning the next time they received an update on recruiting, and to distinguish between curiosity about a project versus pushing for performance. [View a video clip of an EdStat Meeting](#)



One of the advantages of EdStat, according to RIDE staff, is that the agency can respond to problems and propose solutions before the problems escalate. Project teams benefit from having RIDE's top staff observing and advising in response to trends—particularly in response to data coming from LEAs, who gather quarterly for "Collaborative Learning for Outcomes" meetings, or CLOs (see additional publication, "Collaborative Learning for Outcomes: Connecting LEAs with the Rhode Island Department of Education"). The CLO process captures LEA data that subsequently feed into EdStat meetings, connecting RIDE to its LEAs in a way that did not exist before, and providing a window into challenges LEAs are facing. For a sample CLO progress report, see [Appendix B: Race to the Top Collaborative Learning for Outcomes \(CLO\) Group 1 – May 15, 2012](#).

For example, one of RIDE's Race to the Top deliverables was a "study of the standards" project that involved training 4,300 educators in the Common Core State Standards (CCSS) by August 2012. On paper, it appeared that schools were meeting their training attendance requirements. But an EdStat review of attendance data disaggregated by educator role made it clear that schools were not necessarily sending the core instructional staff to whom the training was geared. That discovery enabled RIDE to clarify attendance guidelines and make sure to sponsor enough trainings for LEAs that were not sending the correct staff or encourage them to send core staff. It also led to a discovery



that some collective-bargaining agreements did not allow the schools to define who could attend. The team set a goal for the percentage of training attendees who were considered “high” priority for Common Core implementation (for example, high school English teachers) versus “low” (for example, school nurses).

EdStat also enables cross-functional decisions across RIDE offices that previously would have required more meetings, memos or emails. A question concerning the alignment of the State’s virtual math modules with the CCSS led to the project team’s asking one of the State’s partners, the Dana Center, to undertake a review. The review led to clarifications as to whether the contract with the Dana Center should be amended—a small detail that saved time because an omission was caught early.

“Pre-EdStat, we’d all have said we’re committed to excellence, we want to have good products, and all trainings and all the things we are doing would be of the highest quality. But they were rather vaguely stated, and if things started to drift away from that initial vision, there really wasn’t a way to catch it in process as it was unraveling,” Snider said. “It would be a year later that we’d say, ‘Well, that didn’t work out so well,’ but we didn’t have any opportunity to call that out as it started to unravel.”

## Advice for States

Commissioner Gist has employed EdStat at two different SEAs and believes that any SEA, regardless of its size, could avail itself of the process successfully. She and other RIDE staff involved in EdStat offer advice to States interested in creating a similar performance management system:

- **Engage the support of leadership:** The SEA’s leader, usually a commissioner of education or State superintendent, must believe in the process and reinforce the value with staff.
- **Perserverence:** The leadership team also must also perservere through the growing pains

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Mary Ann Snider  
Chief of educator excellence  
and instructional effectiveness at RIDE

of training and initial execution and reinforce with tenacity that the time commitment is worthwhile.

- **Customize the process:** SEA staff cannot learn the EdStat process through a book or a PowerPoint; it must be customized to each agency’s needs and vision. RIDE, for example, allowed project teams to offer feedback to shape the EdStat memos that precede each meeting. Such participation does not occur in all stat processes, but fits the culture that Commissioner Gist wanted to build.
- **Learn by doing:** RIDE has adjusted EdStat’s format and structure (bundling related projects, for example), especially during the start-up phase, with the purpose of continuous improvement to ensure the meetings fit RIDE’s needs. SEAs should not be afraid to fine-tune their performance management systems; no process should be static.
- **Assign staff to work on EdStat:** With an EdStat meeting nearly every week, the performance management executive’s role on EdStat amounts to a full-time assignment—compiling the data, meeting with project teams, writing the memo, facilitating the EdStat sessions and following up on action items. Depending on

their size, SEAs may need at least one person dedicated to EdStat management. Additionally, depending on the culture of the agency, a background in organizational dynamics and change management would be helpful.

- **Make the time commitment:** Both project teams and the panel must abide by the time commitments of EdStat, which include preparation and follow-up post-meetings in addition to the two-hour stat meeting. Also, the EdStat panel identifies action items during the course of the meeting for both project teams and panel members, and they expect the assigned staff member to complete those items within the anticipated timeline. At RIDE, EdStat time is sacred because the return on investment of that time is so evident.
- **Ensure participants understand their roles:** The role of the panel is not to make insinuations or inferences about project personnel or to micro-manage the project team's work. It is rather to push the team to think broader and deeper, and to provide perspective, expertise and assistance that will help the team succeed. The role of the project team is to provide context and candor about successes and challenges, not to sugar-coat or to engage in blame. The performance management executive should maintain an objective viewpoint, helping the project team understand the kinds of questions the panel may ask, while coaching the panel on engaging thoughtfully with project team members.

Commissioner Gist said that EdStat likely will continue after Race to the Top. "Performance and conversations about results and tracking progress and solving problems—all of that is permeating throughout the agency in the way we work with one another," she said. "I do think EdStat played a role to anchor and serve as a model of how to do that." [View an interview with Commissioner Gist](#)



Questions to consider:

1. What are the most interesting features of EdStat, in your mind?
2. Can a performance management system really change the culture of an SEA?
3. What other building blocks have to be in place?
4. Do numbers tell the whole story with project implementation? What other considerations should EdStat take into account?
5. Can EdStat be adopted for your agency? Why or why not?

See [Appendix C: The EdStat Process in Action](#), for an illustration of how a problem gets discussed at an EdStat meeting and what data points inform the discussion.

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## **Appendix A**

### **Race to the Top Performance Management Memo: Educator Effectiveness**

| <b>Ensure Educator Effectiveness</b>  |   |                     |                     |        |
|---|---|---------------------|---------------------|--------|
| <i>All educators will be effective and committed to accelerating student performance.</i> |   |                     |                     |        |
| <b>Project Sponsor and Managers</b>   | Mary Ann Snider, Chief of Educator Excellence and Instructional Effectiveness<br>Lisa Foehr, Director of Educator Quality and Certification<br>Tim Heavey, Educator Quality Specialist<br>Sarah Whiting, Educator Quality Specialist<br>Jessica DelForge, Educator Quality Specialist<br>Andre Audette, Educator Quality Specialist<br>Mary Keenan, Educator Quality Specialist<br><i>Hilda Potrzeba, Educator Quality Specialist (tentative attendee)</i><br><i>Donna Okrasinski, Educator Quality Specialist (tentative attendee)</i> |                     |                     |        |
| <b>AGENDA</b>   |   |                     |                     |        |
| #   | TOPIC   | PANEL LEAD          | START/END TIME      | TIME   |
|   | PANEL ONLY PRE-BRIEF  | Deborah w. Alaina   | 12:30 AM – 12:45 AM | 15 MIN |
| <b>1</b>  | <b>New Teacher Induction</b><br><i>SY12-13 Planning</i>   | Deborah & Clark     | 12:45 AM – 1:00 PM  | 15 MIN |
| <b>2</b>  | <b>Certification &amp; Recruitment</b><br><i>Alternative Certification Pathways (TNTP and TFA)</i><br><i>Certification Redesign</i><br><i>Certification Systems (RICERT &amp; Current System)</i>   | Deborah & Mary-Beth | 1:00 PM – 1:15 AM   | 15 MIN |
| <b>3</b>  | <b>Educator Evaluation</b><br><i>SY11-12 LEA Summative Rating Reporting</i><br><i>SY12-13 Planning</i><br><i>EPSS Implementation and Build</i>  | Deborah & Dave      | 1:15 – 2:00 PM      | 45 MIN |
|   | <b>Wrap up</b>  | Alaina              | 2:00 - 2:15 PM      | 15 MIN |
|   | PANEL ONLY DE-BRIEF   | Deborah w. Alaina   | 2:15 PM – 2:30 PM   | 15 MIN |

**OVERALL NOTES:**

In addition to out-of-state guests, there are two staff members attending who are new to EdStat. Jessica DelForge is the new Educator Quality Specialist focused on the summer evaluator training. Tamika Pollins is attending as the project lead for Student Learning Objectives.

- **TOPIC 1 (INDUCTION)** My suggestion is to focus on the data collection processes used by the team, and how they can strengthen the collection in order to assess progress towards goals in the upcoming year. Additionally, we should make sure the timing/plan for the ‘parking lot’ action items is understood by all.
- **TOPIC 2 (CERT & RECRUITMENT)** Both alternative certification vendors have missed their cohort size goal of 30. We should determine what implications, if any, this has on RTT and if additional actions need to be taken.
- **TOPIC 3 (EVALUATION)** There is an action item around discussing Student Learning Objectives. Additionally, we have started receiving data from the first evaluator training academy. From reviewing the data, evaluator confidence and understanding of SLOs is still not as strong as the other evaluation components. I would use that data to frame the discussion of SLO training and support in the upcoming year. Lastly, topic 3 contains preliminary summative ratings from 5 LEAs. It would be helpful to understand what level of discussion the panel would like to have about this data moving forward.

|  |   |
|--|---|
| <b>TOPIC 1:</b><br>12:45 – 1:00 PM<br>(15 MIN) | <b>New Teacher Induction</b><br>Review the data from the end of year survey and discuss ways that the team is using that feedback to adjust their approach for the upcoming year. |
|--|---|

**I. ACTION ITEMS:**

| # | ITEM  | WHO        | TIMING      | STATUS     |
|---|---|------------|-------------|------------|
| 1 | Follow-up with [LEA 1] regarding their CLO Challenge/feedback               | Hilda      | July 12th   | Complete   |
| 2 | Monitor confirmed hiring of beginning teachers over SY11-12 numbers         | Team       | Ongoing     | [see memo] |
| 3 | Meet w. Retirement Board to discuss data sharing agreement with RIDE        | CD/LF/MAS  | Parking Lot | N/A        |
| 4 | Initial draft of barriers to more effective/efficient human capital systems | MAS/LF/DVA | Parking Lot | N/A        |
| 5 | ALT discussion re: statues & policies to support human capital planning     | MAS w. LF  | Parking Lot | N/A        |

- **Item #1:** [LEA 1]s feedback was that the central office knew little about IC support/assignments. What did Hilda learn?
- **Item #2:** cover in questions below
- **Remaining items.** What does ‘parking lot’ mean? Next quarter versus next year?

**II. MEASURES OF SUCCESS:**

1. 75% of beginning teachers agree/strongly agree that the Induction Coach model is valuable (July 2012)
2. 75% of building administrators will agree/strongly agree that the Induction Coach model is valuable (July 2012)
3. 100% of participating districts will confirm the number of beginning teachers needing Induction Coach support (Sept 2012)
4. *By Sept, the team will recruit/retain coaches as to maintain a caseload of ≤ 17 BTs per IC (Starting Sept 2012)*

See additional data-related questions in Appendix 1.

- **Measure #3:** How many RTT LEAs are ‘participating’ AND have vacancies that might be filled by a beginning teacher? This should inform the goal AND planning. i.e. if there are 70 vacancies then there can’t be more than 70 beginning teachers.
- **OTHER:** Is the team planning to streamline minutes of support per week reported during SY12-13?

**III. ASSESSMENT OF IMPLEMENTATION:**

|   | Task Completion | RIDE’s Quality of Implementation | LEA Participation |
|---|-----------------|----------------------------------|-------------------|
| SY12-13 New Teacher Induction [Hilda & Donna] |                 |                                  |                   |

- **ASSESSMENT – Quality:** The CLO data, shared in earlier EdStat sessions, suggested that some district and building administrators feel that they had insufficient communication about beginning teacher support during the year.
  - o How does that factor into the quality assessment?
  - o What goals or aspirations does the team have around improving this communication in the upcoming year?
  - o How will they collect and report on that data during SY12-13?
- **ASSESSMENT – LEAs:** What evidence is being used for this assessment? Can this be based off Measure #3 in SY12-13?

The SY12-13 Induction program is on track. The team has confirmed LEA participation for next year and, for those participating, is starting to receive estimates regarding the number of beginning teachers. They anticipate that caseloads will be initially drafted by the end of July or early August (much earlier than last year), but will likely not be confirmed until September. *See above questions around Measure of Success #3.*

Since the last EdStat, 6 candidates were offered induction coach positions for the 2012-2013 school year. In addition, nine candidates were offered alternate spots and the opportunity to receive training over the summer. Three LEA-sponsored educators will receive the full training as non-release coaches to support the district as they feel appropriate. During June, the team met with LEA HR staff to reinforce quality standards for collecting and reporting beginning teacher data.

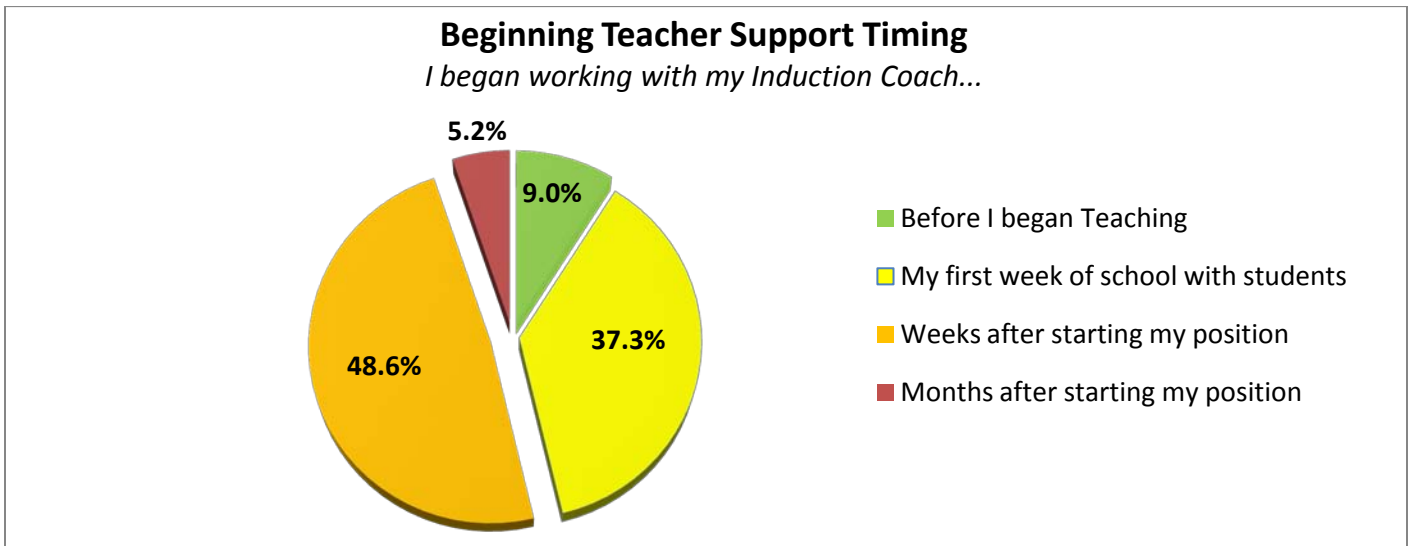
Upcoming milestones include:

- Finalize LEA participation (April – July 2012) – COMPLETE
- Recruit and select new coaches (May 2012) – COMPLETE
- Train new induction coaches (June-July 2012) – On Track
- Schedule 2012-2013 academies and forums (June 2012) - COMPLETE
- Match coaches to new teachers (June-September 2012) – On Track

**IV. RISKS AND CHALLENGES:**

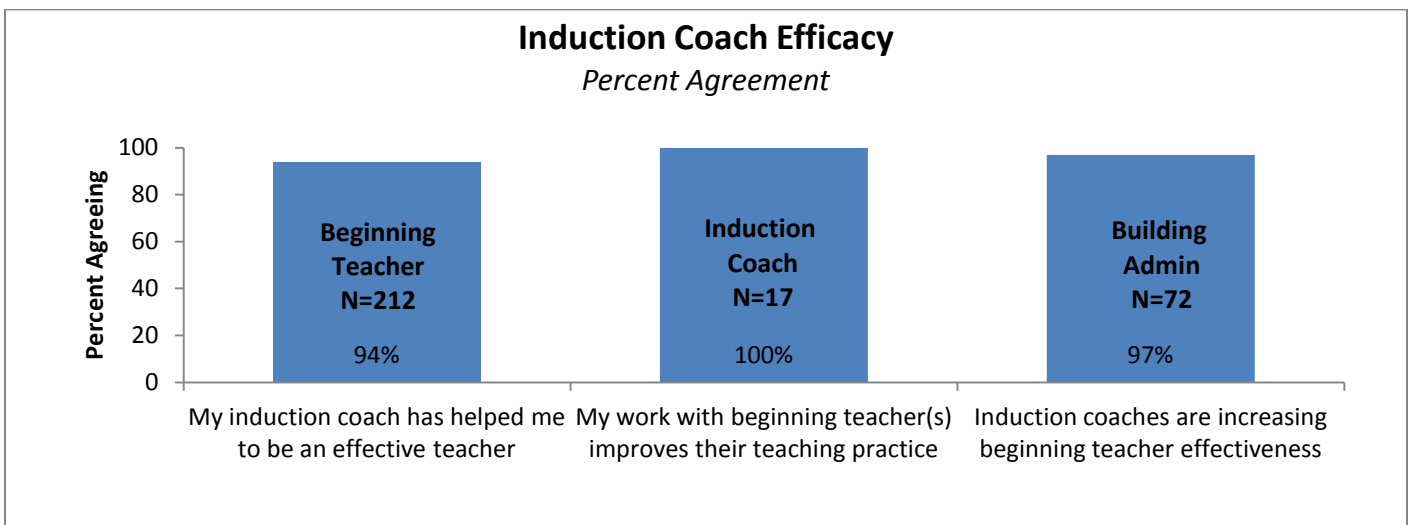
None.

## APPENDIX 1: Induction Program End of Year Survey Results



The data above indicates that 5% of beginning teachers began working with their coach months after starting.

- Has the team analyzed this data compared to when they confirmed the hire and matched the BT to a coach?
- Does the team have goals related to this data for the upcoming school year?



The data above is related to Measure #1 & 2:

The data presented suggests that 95% of Beginning Teachers and 97% of Building Admin agree that the induction program increased beginning teacher effectiveness.

- Is the 'effectiveness' a yes/no question?
- Will that data, and other data collected, make a strong case for the value of the Induction Coach model more than other district-provided resources? i.e. sustainability

|   |   |
|---|---|
| <b>TOPIC 2:</b><br>1:00 – 1:15 PM<br>(15 MIN) | <b>Certification Redesign &amp; Alternative Certification Pathways</b><br>Review progress towards cohort placement for TNTP and TFA |
|---|---|

**I. ACTION ITEMS:**

**II. MEASURES OF SUCCESS:**

1. By SY12-13, a redesigned licensure renewal process will be fully implemented (on track)
2. 100% of participating LEAs with openings utilize SchoolSpring during the SY12-13 hiring season (on track)
3. By September 2013, 100% of initial certification candidates will take the new regents-approved licensure tests

**III. ASSESSMENT OF IMPLEMENTATION:**

|   | Task Completion | RIDE's Quality of Implementation | LEA Implementation |
|---|-----------------|----------------------------------|--------------------|
| Alternative Certification [Hilda]       |                 |                                  | Cohort size        |
| Certification Redesign [Andre and Mary] |                 |                                  | NA                 |
| Certification System [Shoba]            |                 | Kevin & kyran \$                 | NA                 |

**Alternative Certification (TNTP and TFA):**

Both TFA and TNTP have reported final cohort sizes that are slightly below the goal of 30 corps members/fellows. Since the last EdStat, TNTP completed interviews and has a final cohort of 28 fellows; as of July 10<sup>th</sup>, they have placed 4 out 28. TFA has placed 23 out of 29 corps members.

- What are the RTT implications for not meeting the targeted TFA/TNTP cohort size?
- How confident is TNTP that they will be able to place the remaining 24 fellows?

**Certification Redesign:**

Since the last EdStat, the Board of Regents approved and passed 45 of 46 proposed certification tests. The Board of Regents requested that the English Speakers for Other Languages (ESOL) certification test be further studied and additional information brought before the Regents for their consideration. They have reviewed this additional information and are scheduled to vote on the ESOL test on July 19<sup>th</sup>. The team does not anticipate this will delay the September 2013 implementation of the licensure tests; in parallel, they have begun developing communication materials for the 45 regents-approved tests and passing scores.

Upcoming milestones include:

- Process for review/collection of professional development per certification regulations (Fall 2012)
- Process for reinstatement of a certificate lost due to poor job performance (Fall 2012)
- Policy work around certification redesign (ongoing)

**Certification System:**

The timelines for the certification system (now called eCert) have been pushed back, and the system is now planned for a November release. The business requirements have been reviewed and finalized, and the project is now on track based on the new timeline.

Upcoming milestones include:

- Completion of business rules for RICERT (August/September) – On Track
- Testing of new RICERT (June - October 2012) – On track
- Launch of Personnel Data Collection RICERT add-on (Fall 2012) – On Track

**IV. RISKS AND CHALLENGES:**

- If not approved on July 19<sup>th</sup>, approval of the ESOL test may present challenges to implement that specific certification test on schedule (i.e. with the recently approved tests that will go into effect on 9/1/13).
  - Although the eCert timeline will not substantially impact users, it does have cost implications because it requires the team to maintain the existing system.
  - The team has not yet been able to procure Kevin's expertise on a consultative basis. While the contract is in the works, they need to clarify whether prior state employees can serve as consultants.
- Does the team need help determining how to cover the Kyran costs, or is that already settled?
  - What will happen if the team cannot contract Kevin on a consultative basis?

|   |  |
|---|--|
| <b>TOPIC 3:</b><br>1:15-2:00 PM<br>(45 MIN) | <b>Educator Evaluation</b><br>The team should present an overview of LEA SLO support and training for SY12-13. Additionally, the panel should review the Academy 1 training data and training registration data. |
|---|--|

**I. ACTION ITEMS:**

| # | ITEM  | WHO           | TIMING      | STATUS       |
|---|---|---------------|-------------|--------------|
| 1 | Escalate LEA Building Admin registration/participation as needed  | Lisa Foehr    | As needed   | [Appendix 4] |
| 2 | Determine LEA contract assistance needed re: BEP personnel policy req's<br>- Review school-level data noted in CLO meeting notes and QPU reports<br>- Determine the nature/level of detail and timing of sample language<br>- Create a map of CBA lifespan across LEAs (i.e. who is 'up' for renewal)<br>- consider training with school committees and superintendents | Lisa w. DVA   | Parking lot | N/A          |
| 3 | Review LEA EPSS concerns (technical, access by RIDE to LEA data, etc.)  | MAS, LF w. MF | Ongoing     | In Process   |
| 4 | Communicate aspects of evaluation completed in the EPSS to the field  | Team          | Ongoing     | In Process   |
| 5 | Add LF/MAS to PVD biweekly meeting agenda in order to discuss EPSS  | Andrea C.     | ASAP        | Not Needed   |
| 6 | Review RIDE access to data (absenteeism, etc) as Q1 deliverable   | MAS @ DGB     | Q1 (Sept+)  | N/A          |

- **Item #1:** See Appendix 4 for a list of LEAs who have not yet registered. What outreach has the team done already?
- **Item #2:** This is a long term item and the panel suggested several interim steps. Our notes also indicated that the team would present differentiated strategies at the next EdStat. Given all that is happening on the Eval side, that was likely too aggressive – however, the panel should review what progress has been made since the last EdStat.
- **Item #3-5:** I suggest discussing these as part of the EPSS topic below.

**II. MEASURES OF SUCCESS:**

1. 100% of districts submit aggregate final evaluation summative ratings (July 2012) [SEE APPENDIX 3]
2. 100% of districts register and participate in summer academies/applicable training [SEE APPENDIX 3]
3. 80% of training attendees agree that the session met its intended objectives [SEE APPENDIX 4]
4. 100% of districts have a District Evaluation Committee – IN PROGRESS (90% of LEAs submitted to RIDE)

For Measures #1, #2 and #3, please see questions embedded in Appendix 3 and 4.

- **Measure #3:** What districts have not provided District Evaluation Committee names to RIDE? What outreach was done?

**III. ASSESSMENT OF IMPLEMENTATION:**

|  | Task Completion | RIDE's Quality of Implementation | RIDE's Assessment of LEA Participation |
|--|-----------------|----------------------------------|--|
| <b>SY11-12 Evaluation Implementation</b>   | NA              | NA                               | <i>See Appendix 4</i>                  |
| <b>SY12-13 Evaluation Planning &amp; Implementation</b><br>- Summer Academy Training<br>- FFTPS Calibration Tool<br>- Messaging/Support for SLOs |                 | <i>See Appendix 3</i>            | <i>See Appendix 4</i>                  |
| <b>Educator Performance Support System</b>   |                 |                                  | <i>Use of EPSS - ongoing</i>           |

**SY11-12 Implementation**

Since the last EdStat, the team has started collecting SY11-12 summative ratings from LEAs [SEE APPENDIX 4].

**SY12-13 Implementation:**

The team is on-track for implementation in the upcoming school year. They have hired an evaluation specialist and a district fellow (a former ISP from [LEA 2]). They approved the evaluation model proposal for The Learning Community. Additionally, since the last EdStat, the team has distributed building admin and teacher guidebooks to all districts. Based on the summer training pre-survey data, the majority of evaluators received and reviewed the guidebook.

***Summer Training Academies [Sarah Whiting]***

There are five 4-day Academy trainings being offered from June through August and all teacher and building administrator evaluators must attend one of the Academy training sessions. All facilitators have been trained and the first Academy (week 1) is complete. The team has done some initial analysis on the survey feedback [SEE APPENDIX 3] but will continue to review the feedback from the first two Academies in order to inform content changes in time for the final Academy trainings (weeks 3-5).

***School Year Implementation and Planning [Lisa Foehr]***

The team is comparing the number of ISP support days committed to LEAs and comparing that caseload to the ISPs already hired. Based on that analysis, they will determine whether they need to utilize Summer Academy facilitators as



ISPs. Two have already been contacted to support LEAs moving forward. The ISP hiring and training, along with LEA assignments, will be finalized by September.

***“FFTPS” Calibration Tool [Sarah Whiting]***

The team has provided ETS TeachScape with usernames and passwords so that evaluators can log into the FFTPS observation calibration tool during the summer academy training.

**See risks and challenges below.**

- Based on the survey data and feedback from the sessions, how is the FFTPS enhancing evaluator calibration?
- The team has an expectation that evaluators will complete 10+ hours of PD over the course of the year using the FFTPS tool. How will they provide LEAs with data to track whether this is actually being done?

***Student Learning Objectives [Lisa Foehr and Tamika Pollins]***

The exit survey analysis from Modules 3 and 4 evaluator training indicated that evaluators would like to see better guidance on how to choose appropriate SLO assessments. This feedback was incorporated into Edition II of the evaluator guidebook, and the SLO team has created a rigorous and hands-on SLO training that will be launched as a part of the summer Academy.

**EPSS:**

The EPSS system is on-track and the team has finalized the forms and screens for the EPSS components that will be active starting August 2012. The team is meeting with non-RI Model districts as well as RI Model ‘non users’ (e.g. [LEA 3]) to highlight the EPSS features. Upcoming milestones include:

- Design validations and user-interface for the personnel data collection module (June) - COMPLETE
- Finalization of EPSS business requirements (May/June) - COMPLETE
- Planning for summer technical training and fall system administrator training (May/June) – COMPLETE
- The panel suggested several steps to encourage LEA adoption of the EPSS, including outlining in a clear communication to the field what **MUST** be done in the EPSS and the BEP requirements and standards that would be satisfied in the EPSS. Since then, the team discussed this at IOC and with the Data Team. Do those tasks still apply, or has the need changed?
- The team has been talking to the Innovation districts and West Warwick. How are those conversations progressing?

**IV. RISKS AND CHALLENGES:**

- The FFTPS observation tool needs to be integrated into the Single Sign-On tool. This requires matching certification IDs to the evaluators, and matching that information to the SSO User IDs.
- Some week 1 Academy participants had difficulty logging into the FFTPS observation calibration tool on Day 1 of the training. The majority of the issues were related to email SPAM filters or inability for RIDE to link the evaluator with a certification ID (and, therefore, they did not have SSO accounts created). The team is making adjustments to their communication with Academy 1 participants.
- The communication around requiring online training and tests for observation calibration (using the FFTPS) has been distributed through different venues; however the team continues to get pushback from districts and participants.

### APPENDIX 3: LEA Participation

#### Summer Academy Training Registration (As of July 11<sup>th</sup>, 2012)

The goal for training registration is that *at least* one person per building register for teacher evaluator training and that at least one district representative register for building administrator training. As of July 10<sup>th</sup>, the following LEAs have not yet met our training registration goal.

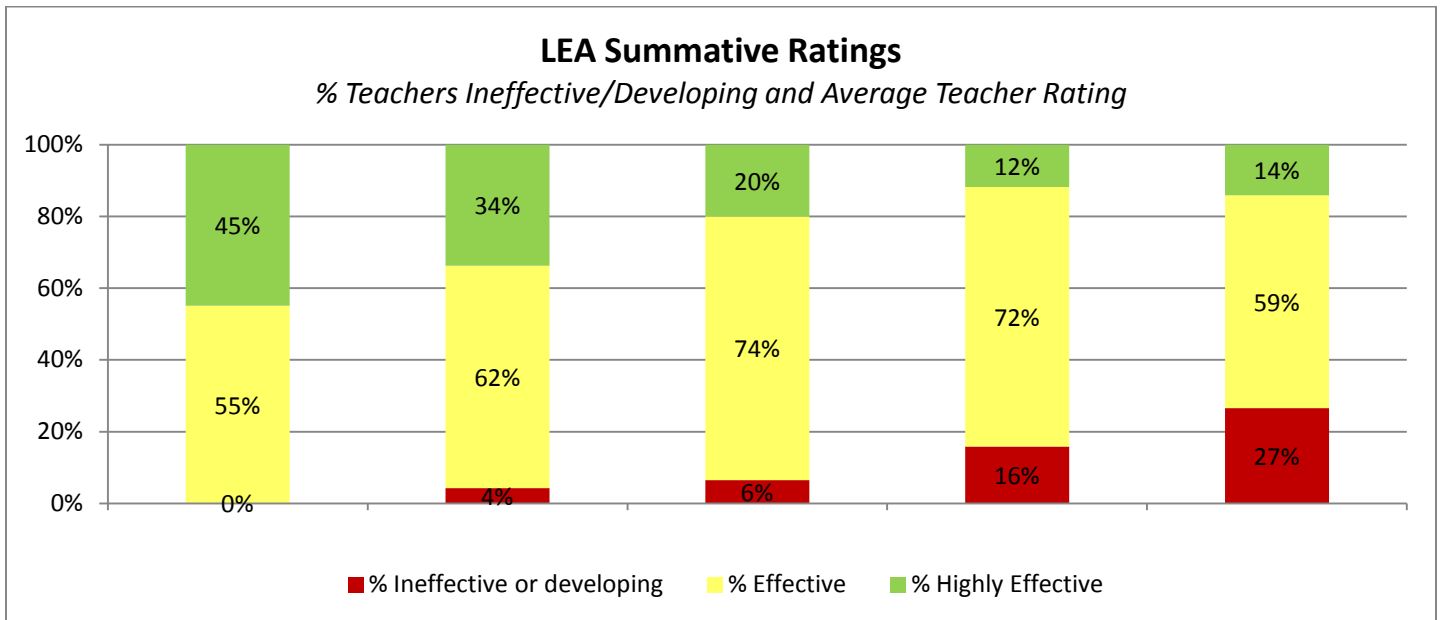
| <b>Educator Evaluator Academy Registration</b><br><i>% of LEA Schools with at least 1 evaluator registered for</i> |       |              |             | <b>Building Admin Evaluator Academy</b><br><i>At least 1 building admin evaluator</i> |       |
|--|-------|--------------|-------------|---|-------|
|  | LEA   | % Registered | # Remaining |   | LEA   |
|  | LEA 1 | 83%          | 1           |   |       |
|  | LEA 2 | 77%          | 3           |   |       |
|  | LEA 3 | 60%          | 2           |   |       |
|  |       |              |             |   |       |
|  | LEA 4 | 96%          | 1           |   | LEA 1 |
|  |       |              |             |   | LEA 2 |
|  |       |              |             |   | LEA 3 |
|  |       |              |             |   |       |
|  |       |              |             |   | LEA 4 |

LEA has not yet meet goal

Academy registration may have been discussed as part of the action items. What outreach has been done to the districts that have not yet fully registered for training?

#### LEAs reporting Summative Ratings (as of July 11<sup>th</sup>, 2012)

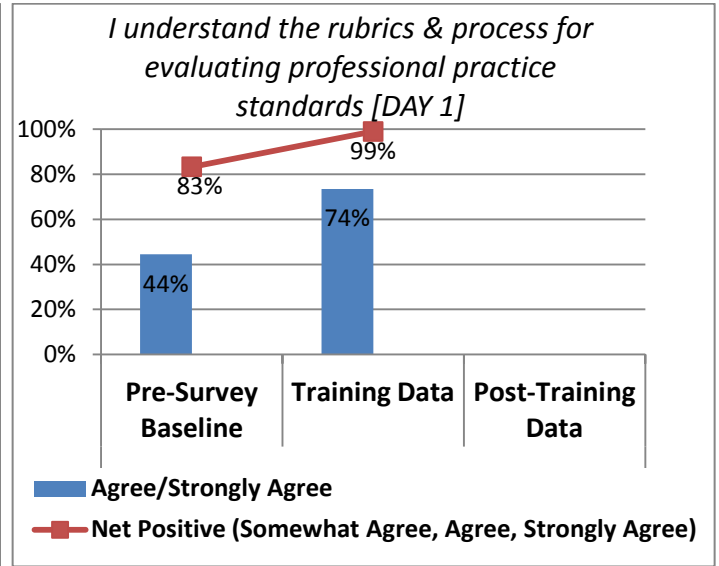
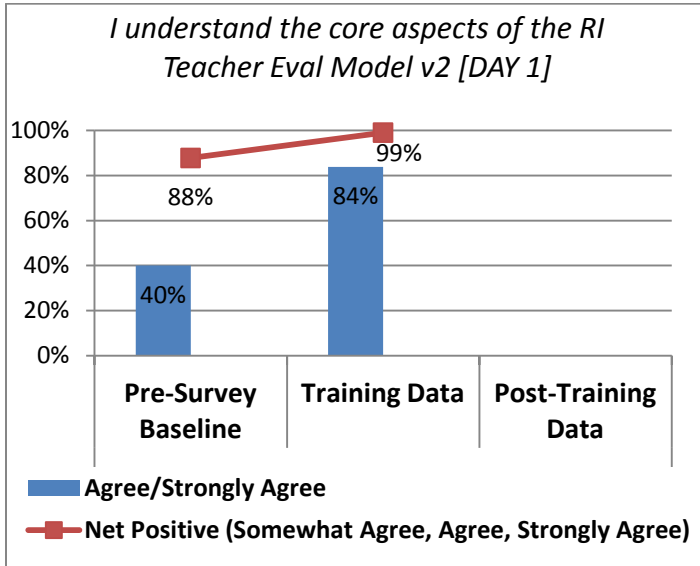
As of July 11<sup>th</sup>, 10% (5 of 50) LEAs have reported their summative ratings for both teachers and building administrators. The deadline for LEAs to report their Summative Ratings is July 27<sup>th</sup>, 2012. Note: the 50 LEAs does not reflect those that may not report data from this year.



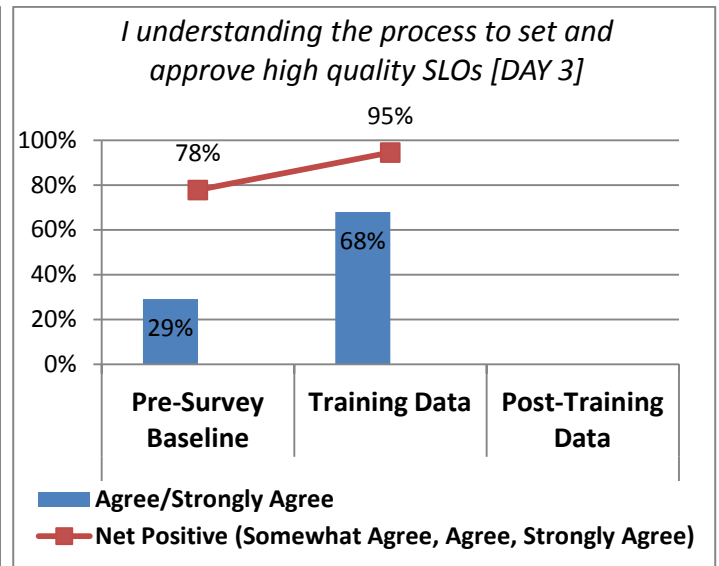
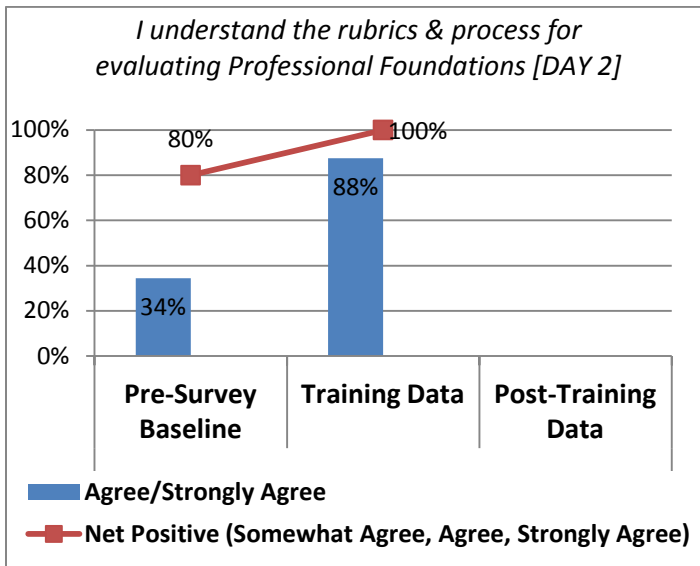
There are only 5 districts that have reported summative ratings at this point. My suggestion would be that the panel should not spend too much time on this, but rather use it as an opportunity to identify what supplemental information (if any) might make this a rich conversation during the August 23<sup>rd</sup> EdStat meeting.

## APPENDIX 4: Evaluator Summer Academy Training Survey

The following data is from week 1 of the summer Academies. The pre-survey baseline was gathered from evaluators the week prior to the training academy. The Training Data was gathered at the conclusion of each day.

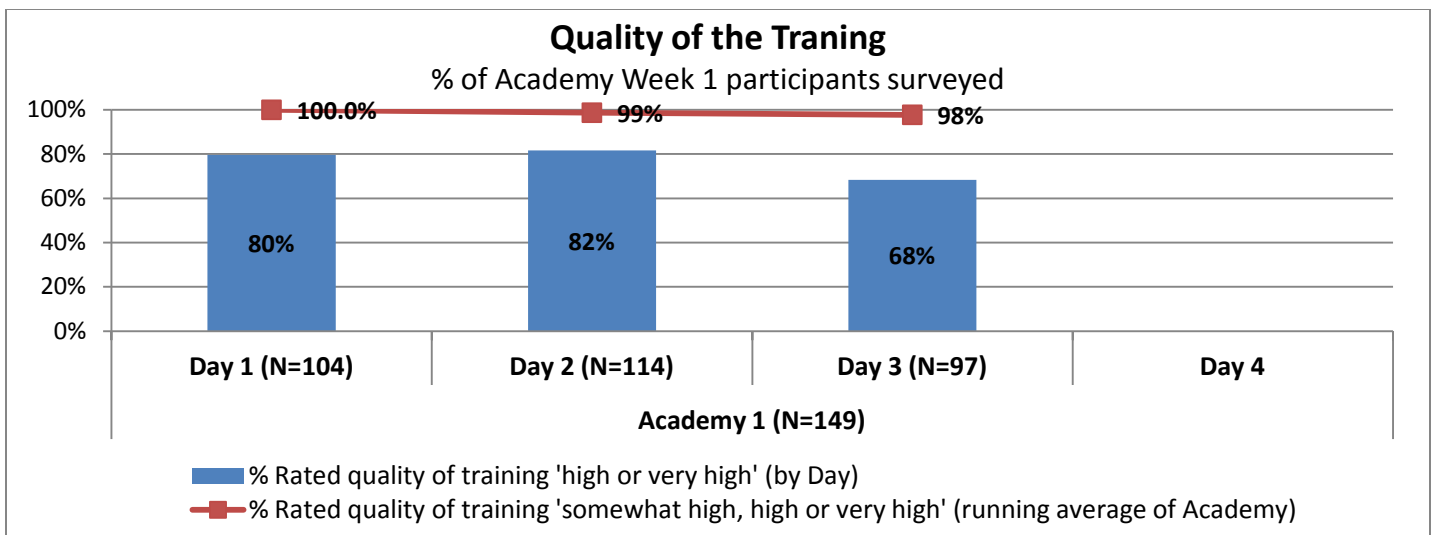


The data suggest that understanding of the RI Model Edition II greatly increased after the training. Does the team have any observations over the impact that reading the guidebook may have had on the pre-survey data?

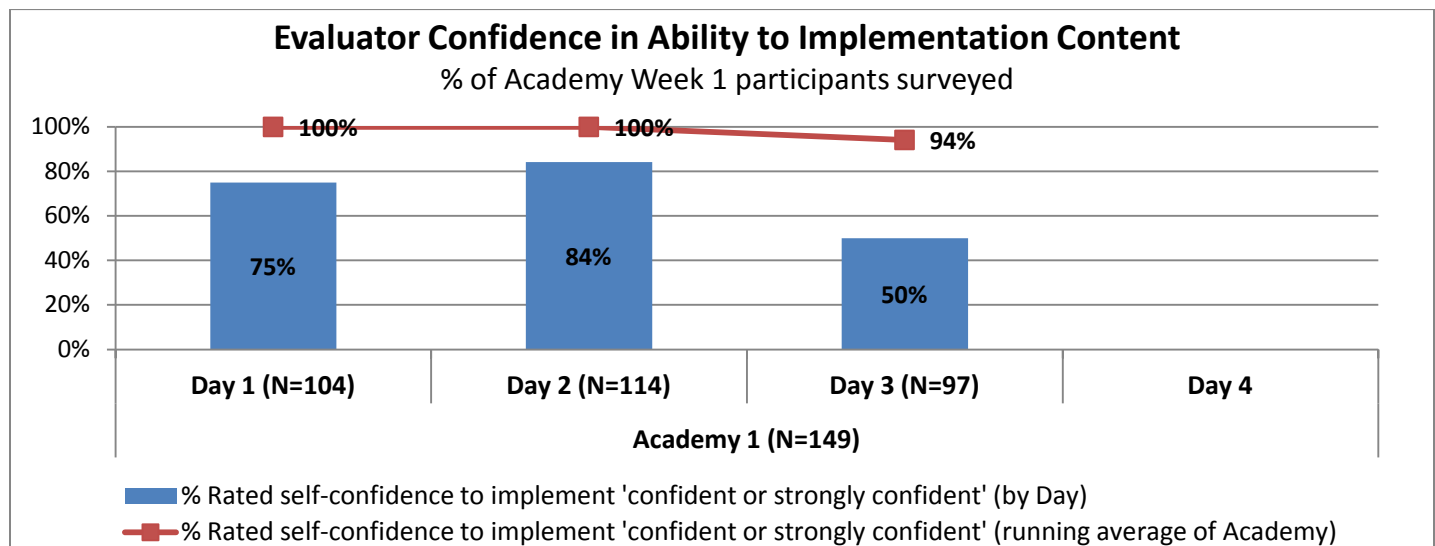
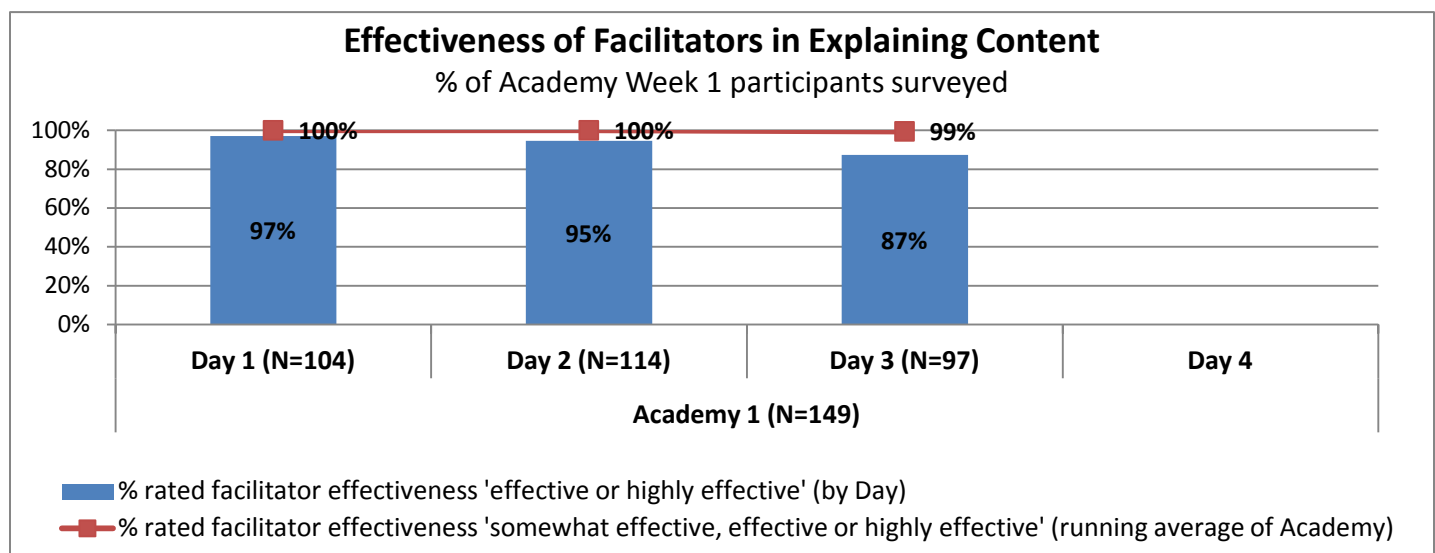


The day 3 content is around the Student Learning Objectives and, in the above graph, the 'training data' is an average of several nuanced question regarding understanding of how to set, define and assess evidence for, and rate SLOs in a calibrated and normed way. The baseline data for SLOs indicated lower levels of understanding than in other areas (which were to be expected). The data following the training session, though, confirms that this is still the case.

The panel should use this data to frame a conversation around the supplemental strategies that they will implement during this upcoming year in order to deepen evaluator confidence and understanding in the Student Learning Objective process as a means for assessing educator effectiveness.



What was the Day 3 content, and why did less people rate the quality of the training as 'high or very high'?  
 How does this data compare to the goals that the team has set for themselves?



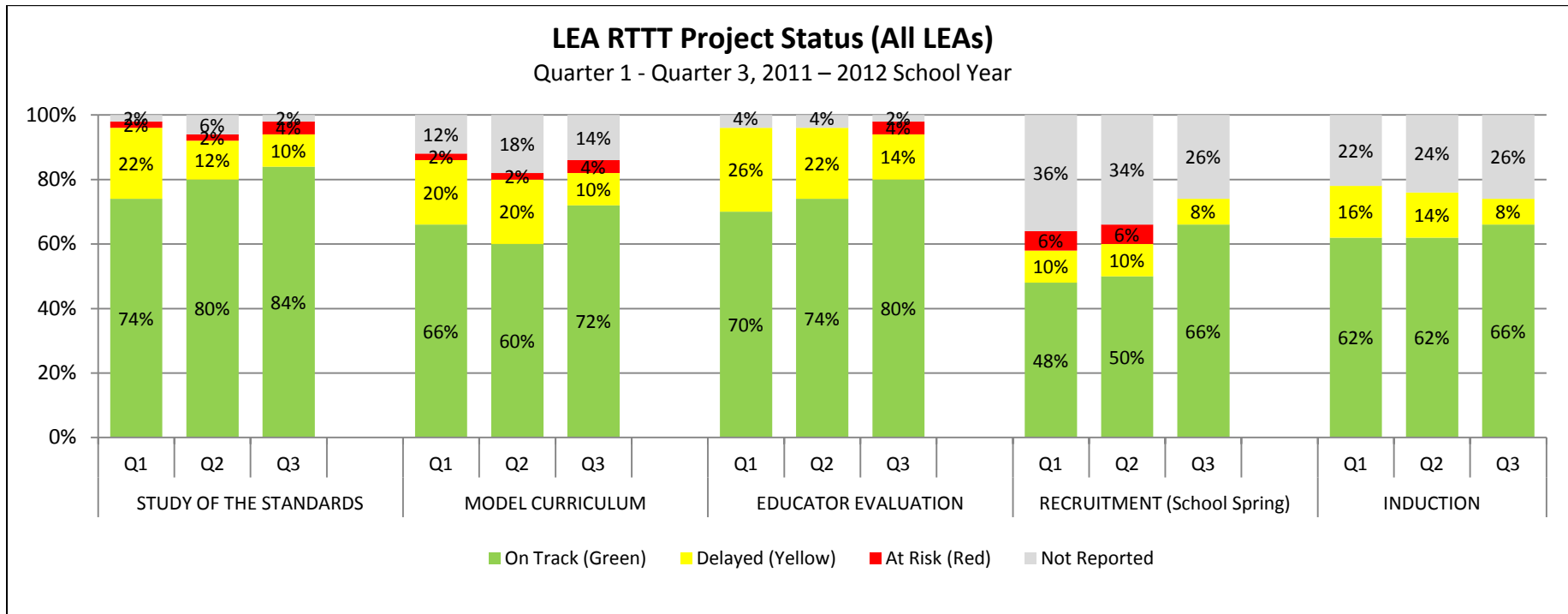
Given that the 'confidence' of evaluators to implement the day 3 content is much lower than Day 1 or Day 2, what strategies are being implemented to supplement the week long academy training? Will they reassess this after those strategies?

## **Appendix B**

### **Race to the Top Collaborative Learning for Outcomes (CLO)**

**Group 1 – May 15, 2012**

## Race to the Top Collaborative Learning for Outcomes (CLO) Group 1 – May 15, 2012



### CLO Group 1 RTT Quarterly Progress Update Dashboard

Quarter 1 through Quarter 4, 2011 – 2012 School Year

| LEA        | STUDY OF THE STANDARDS |       |       |       | MODEL CURRICULUM |       |       |        | EDUCATOR EVALUATION |        |        |        | RECRUITMENT (School Spring) |        |        |       | INDUCTION |        |       |       |
|------------|------------------------|-------|-------|-------|------------------|-------|-------|--------|---------------------|--------|--------|--------|-----------------------------|--------|--------|-------|-----------|--------|-------|-------|
|            | Q1                     | Q2    | Q3    | Q4    | Q1               | Q2    | Q3    | Q4     | Q1                  | Q2     | Q3     | Q4     | Q1                          | Q2     | Q3     | Q4    | Q1        | Q2     | Q3    | Q4    |
| District A | Green                  | Green | Green | Green | Yellow           | Green | Green | Green  | Green               | Yellow | Green  | Green  | Yellow                      | Yellow | Green  | Green | Grey      | Yellow | Green | Green |
| District B | Green                  | Green | Green | Green | Green            | Green | Green | Green  | Green               | Green  | Green  | Green  | Green                       | Green  | Green  | Green | Green     | Green  | Green | Green |
| District C | Green                  | Green | Green | Green | Green            | Green | Green | Yellow | Yellow              | Yellow | Yellow | Yellow | Green                       | Green  | Green  | Green | Green     | Green  | Green | Green |
| District D | Green                  | Green | Green | Green | Green            | Green | Green | Green  | Green               | Green  | Green  | Green  | Green                       | Green  | Green  | Green | Green     | Green  | Green | Green |
| District E | Green                  | Green | Green | Green | Green            | Green | Green | Green  | Green               | Green  | Green  | Green  | Yellow                      | Yellow | Yellow | Green | Green     | Green  | Green | Green |



## Summary of Accomplishments and Challenges by BEP Capacity—CLO Group 1

Quarter 4 Race to the Top Progress Updates, 2011 – 2012 School Year

|                       | <b>Accomplishments</b>   | <b>Challenges</b>   |
|-----------------------|--|---|
| <b>Leadership</b>     | <p>Completed on-line webinar for teachers for both math and ELA. Building leaders are now using these materials during faculty meetings and/or Common Planning Time to Study the Standards.</p> <p>Completed evaluations</p> <p>District principals working to complete teacher evaluations of teachers</p> <p>District representation has attended EPSS training sessions as we prepare for revised model and its electronic components</p>   | <p>Need to prioritize between different training opportunities—many changes all in a limited time frame</p> <p>Upcoming contract negotiations</p> <p>Concern over the viability of maintaining an Induction Coach model after RTT funds are depleted</p>  |
| <b>Content</b>        | <p>Participating in a consortium to write ELA CCSS aligned curriculum</p> <p>Continuing work creating detailed units of study for K-12 by June 2012</p> <p>Currently examining changes to the RI Model and planning dissemination of information and training for staff</p> <p>In-process of surveying staff for feedback on evaluation system</p> <p>Compiled a list of improvements/clarifications to ed eval system that will be incorporated into a revised handbook</p> <p>The district has received positive feedback from this year's participants in the induction program</p> <p>Intensive work to build content expertise and curriculum in the CC standards across grade levels and subject areas</p> | <p>There are concerns this year about the weight of the SLOs as it relates to the rating of educators.</p> <p>Concern about clarifying changes in the ed eval model</p>   |
| <b>Infrastructure</b> | <p>District evaluation committee is in place and is holding regular meetings</p> <p>The district continues to recruit via School Spring, but is pro-actively reviewing job descriptions and pursuing early postings</p> <p>District staff have applied for induction coach positions</p>   | <p>There is a lack of resources in terms of Professional Learning facilitators that can assist in supporting teachers as they grapple with new standards and curriculum in designing lessons that reflect the instructional shifts that need to be made according to the CCSS.</p> <p>Short window for participating in many training opportunities</p> <p>Concerns about the amount of time needed by administrators to complete end of year evaluations and the evaluation system overall</p>                       |
| <b>Supports</b>       | <p>Staff are being trained in new assessment systems</p> <p>Completed the evaluations of all appropriate educators</p> <p>New teachers are participating in the induction program</p> <p>Regular meetings between induction coaches and school/district admin</p> <p>Completed training certified staff in the ELA CCSS and will have all certified staff trained in the Math CCSS by the end of the academic year</p> <p>The development of PD for CCSS implementation continues, as does the investigation of resources</p>  | <p>Time—looking for creative ways to gather blocks of time for teachers to work together without too much disruption to the instructional day</p> <p>Determining next steps to support teachers in implementing CCSS</p> <p>There are challenges with CCSS roll out, ensuring that all teachers are comfortable rolling out the new scope and sequence in the fall and scheduling ongoing PD and support for teachers on CCSS roll out</p> <p>Loss of instruction time and availability of teachers for trainings</p> |

# Appendix C

## The EdStat Process in Action

KEY QUESTION:  
How *well* are we implementing our Induction Coach program for beginning teachers?

CLO Quarterly Progress Updates

Completion of Major Tasks/ Milestones

Impact Data From Surveys

EdStat Memo:  
Data Points

- 1) 50% of LEAs reported that they were “delayed” with beginning teacher induction implementation during quarters 1-3
- 2) The team was unable to finalize caseloads until October—well past their ideal September timeframe
- 3) Satisfaction rates among beginning teachers and administrators were high *once teachers were assigned to a coach*

EdStat Meeting:  
Panel Questions and Team Answers

- 1) What caused the LEA “delayed” status?  
**Answer:** *Administrators did not fully understand the program and thought they were off track in implementation.*
- 2) What caused the team’s delay in assigning caseloads?  
**Answer:** *Statewide, retirement notifications were late, which, in turn, delayed LEA hiring timelines.*
- 3) Why do administrators rate the project as “delayed,” but express high satisfaction?  
**Answer:** *Administrators with late hires did not attend orientation sessions, and therefore know less about the program (and rated it as “off track”).*

EdStat Meeting:  
Sample Action Items

- Determine potential opportunities for “data sharing” with retirement board
- Identify “new to program” administrators and work one-on-one with them so that they understand the Induction Coach model and expectations
- Leadership team should identify funding implications of a higher-than-expected number of beginning teachers
- Identify districts early on with a high number of anticipated beginning teachers