Transforming Education in Rhode Island

The Race to the Top Opportunity

Exeter-West Greenwich Race to the Top Implementation Update: School Year 2012-2013 (Year 3)

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The Annual Stocktaking provides both the state and the Local Education Agency (LEA) with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period (i.e., from September 2010 to date). In this summary, RIDE has included relevant LEA-reported data as well as other evidence sources (e.g., training participation) for the purposes of reviewing programmatic successes. The contents of this report were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

This report also includes areas that LEAs self-identified as challenges in their ability to meet Race to the Top commitments. Additionally, Appendix A provides a summary of LEA progress against the student achievement targets set at the start of the grant.

LEA Self-Assessment of Year Three Performance

The table below shows Exeter-West Greenwich self-reported status against the Year 3 Race to the Top projects. During Year 3, Exeter-West Greenwich has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, the Instructional Management System, Data Use professional development, and Educator Evaluation.

In addition, Exeter-West Greenwich has begun planning for the implementation of the following Year 4 projects: Formative Assessment professional development, and Interim Assessments.

CURRICULUM ALIGNMENT				FORMATIVE ASSESSMENT PD				INTERIM ASSESSMENTS				INSTRUCTIONAL MANAGEMENT SYSTEM				DATA USE PD				EDUCATOR EVALUATION				NEW TEACHER INDUCTION			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
🟨	🟨	🟨	🟩	🟥	🟨	⬜	⬜	🟥	⬜	⬜	⬜	🟥	🟨	🟨	🟨	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	⬜	⬜	⬜

ON-TRACK	The majority of tasks from the prior quarter are complete, and tasks from the current quarter are on-track to be completed.
DELAYED	Some tasks from the prior quarter are complete, but others have yet to be completed, and/or the district may have difficulty completing the current tasks in the anticipated time frame.
OFF TRACK	The majority of tasks anticipated to date have not been completed and/or the LEA is having significant challenges with some tasks.
NOT APPLICABLE	The district elected not to participate in this project during the 2012-2013 school year.

Performance Management Participation

As you know, participation in the Collaborative Learning for Outcomes (CLO) process and the submission of the corresponding quarterly progress report is our method for monitoring LEA progress against implementing RTT. More importantly, though, we believe that quality implementation of RTT is best supported through peer-to-peer sharing and that the CLO meetings provide LEAs with an opportunity to gain insights on how to address specific challenges of capacity and practice.

During the 2012-2013 year, Exeter-West Greenwich 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. Lastly, RIDE would like to thank Exeter-West Greenwich for sharing their insight on the CLO process with the US Department of Education and for their panel presentation to the Race to the Top Steering Committee on how the implementation of Data Use Professional Development is benefitting educators and students.

As we near the end of the grant, we hope that Exeter-West Greenwich 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 Exeter-West Greenwich, 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 Exeter-West Greenwich on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Exeter-West Greenwich noted that the district plan for supporting teachers was restructured at the start of the school year. Under the revised plan, the district used their funding to create more resources for teachers, including using a math coach to support implementation of their aligned mathematics curriculum at the elementary level. The funding also provided the district with the opportunity to add grade-level common planning time with the math coach for the purpose of creating aligned lesson plans. The district also noted in their quarterly progress updates that the superintendent regularly participated in the leadership sessions with the Dana Center, and frequently presented in faculty meetings on the connections between the CCSS and the PARCC assessment. Exeter-West Greenwich has also continued to provide professional development opportunities to staff on topics such as the Reading Street program, and has participated in supplemental professional development provided by RIDE on key transition aspects.

Exeter-West Greenwich has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. Over the past two years, the district has worked in partnership with RIDE, the Dana Center, and several other districts to create an aligned K-12 curriculum in mathematics. While the district noted challenges at the junior and senior high schools, they continue to work towards the transition to/implementation of an aligned curriculum in both ELA and mathematics at the elementary school level. RIDE is also pleased to note that Exeter-West Greenwich was a recipient of supplemental grant funding in order to send district representatives to training on assessment literacy, assessment development aligned to CCSS (including math practices), and assessment validation.

Additionally, Exeter-West Greenwich noted that their teacher's union and school committee ratified a new three-year agreement effective beginning with the 2013-14 school year which includes six additional professional development meetings for all staff to be utilized, in part, to provide ongoing support for CCSS implementation. RIDE looks forward to hearing more about these opportunities during the 2013-2014 school year.

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, Exeter-West Greenwich chose to implement two of the four Race to the Top projects in System of Support 2 (Data Use professional development, and the Instructional Management System). Based on the quarterly progress reports submitted by Exeter-West Greenwich, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for those applicable projects.

In addition to configuring the Instructional Management System (IMS) to provide educator access to the tool, Exeter-West Greenwich met with RIDE staff to gain a deeper understanding of the IMS components. During the 2012-2013 school year all educators verified their single sign-on information, and TCS data was submitted. The district identified key lead individuals for each component of the system and all attended the IMS integration meeting held in the district; this work, however, was delayed due to the loss of the district's IT director. In the upcoming year, Exeter-West Greenwich indicated that they plan to further pursue use of the IMS as part of their overall strategy for assessment development and curriculum resource sharing to support CCSS implementation.

During the 2012-2013 school year, two elementary schools from Exeter-West Greenwich participated in the Data Use professional development series as part of a common professional goal of data use and analysis supported by both the Data Use program as well as in-house professional development. RIDE is pleased that the district found this training helpful, and that the teams have incorporated many of the new understandings into practice at the building level. In their quarterly progress update report, the district leadership noted that the work has taken root in the two participating elementary schools, with active data teams that have embraced the work and who have facilitated faculty trainings during early-release time, faculty meetings and CPT. We look forward to hearing more about the impact of this professional development on the junior high school and high school during the upcoming 2013-2014 school year, as well as how Wawaloan and Metcalf continue to deepen their data use.

Exeter-West Greenwich has indicated that they will fully participate in the Interim Assessments and that the district will facilitate teacher participation in the Formative Assessment professional development during the 2013-2014 school year. In preparation for implementing the professional development modules, school administrators were assigned to a 'class' so that they could work through the modules as a group prior to developing a roll-out plan for the teachers. Based on evaluation data from the 2012-2013 school year, administrators verified the need for this professional development and have incorporated it into a district-wide professional development growth plan for the 2013-2014 school year. We look forward to hearing more about Exeter-West Greenwich's plans for implementing these new initiatives in the upcoming CLO meetings.

In the upcoming CLO sessions, we look forward to hearing about the Exeter-West Greenwich's plans for implementing new initiatives, or deepening engagement in initiatives implemented during the 2012-2013 school year. Additionally, looking ahead towards the PARCC assessment, we hope to hear more from districts about how these initiatives are supporting their transition to the common core.

'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.

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

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

Interim Assessments (accessed via the Instructional Management System)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results	X			
Send LEA-determined facilitators to RIDE provided training on both the Fixed-Form assessment tool and the test-building tool	Fixed Form	Test Builder		
Train of educators in the LEA on the administration and use of interim assessments utilizing RIDE-trained facilitators	X	X	X	X
Administration of Interim Assessments in selected grades and content area(s)	1st Fixed Form Test	2nd Fixed Form Test	3rd Fixed Form Test	

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Exeter-West Greenwich fully implemented all components of System of Support 3 - the Rhode Island model for teacher and building administrator evaluations; and final effectiveness ratings for all teachers and building administrators have been submitted to RIDE using the Educator Performance and Support System. Based on the quarterly progress reports submitted by Exeter-West Greenwich, 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.

Exeter-West Greenwich made considerable progress in implementing educator evaluations during the 2012-2013 school year, despite the lack of a contract. All evaluators in the district participated in training activities, including the calibration training. At the superintendent's directive, no observations were conducted by administrators who had not yet passed the on-line proficiency test. This decision was supported by the District Evaluation Committee, who also worked to develop a District Appeals Process. To further support the educator evaluation implementation process, district administrators shared a professional goal related to the implementation of the evaluation system and received in-house training throughout the school year. The district also utilized RTT funds to release one of the principals two days per week for the purpose of conducting co-observations with all school-based administrators. In the quarterly progress update report, the district noted that this strategy was highly beneficial and allowed them to focus on inconsistencies among staff.

While utilization of the Educator Performance and Support System (EPSS) was challenging from an IT perspective, RIDE is pleased to note that the district continued to work through those challenges and utilized the system to track various components of the process. Exeter-West Greenwich noted in their quarterly progress update that based on a review of data pulled from the EPSS relative to teacher evaluation (component 3d), they identified a need for further professional development in the area of assessments. As a result, the district will utilize professional development days as well as common planning time and other professional development opportunities to roll out and facilitate the formative assessment online modules during the 2013-14 school year. Administrators and school-based volunteers will begin to preview these modules in June and into the summer.

As we enter into the final year of the Race to the Top grant, RIDE encourages Exeter-West Greenwich to continue to engage their CLO peers in thinking about continuous support for evaluation implementation, utilization of District Evaluation Committees, and 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, Exeter-West Greenwich had no eligible teachers and, therefore, did not participate in the Beginning Teacher Induction program.

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

Appendix A: Overall District Goals and Performance Measures

The table below contains each district's previously established performance measures. These measures provide the state and district with a baseline from which to monitor progress, be held accountable, and recognize success as we advance toward our goals. <u>Please note:</u> The RTT accountability goals set below are separate and performance against those goals does not have an impact on the state-wide accountability system. Additionally, since setting the goals, the US Department of Education has requested that the state revise its goals on college enrollment and college course completion. Therefore, at this time, we have not updated your progress towards these post-secondary goals. Each district has an opportunity to review their current data and revise the goals to better align with the state goals on these measures.

Exeter West Greenwich Performance Measures	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal
Students entering the fourth grade will be proficient in reading on NECAP	77%	-	76%	82%	83%	86%	83%	89%		91
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	8	-	n/a	6	3	5	14	4		4
-The gap between students without IEPs and those with IEPs will be cut in half	76	-	n/a	62	n/a	55	n/a	46		38
Students entering the fourth grade will be proficient in mathematics on NECAP	77%	-	77%	82%	78%	86%	80%	89%		91%
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	26	-	n/a	20	40	17	9	15		13
-The gap between students without IEPs and those with IEPs will be cut in half	57	-	n/a	46	n/a	40	n/a	34		28
Students entering the eighth grade will be proficient in reading on NECAP	80%	-	82%	82%	93%	86%	88%	90%		91%
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	38	-	24.95	30	n/a	26	16	22		19
-The gap between students without IEPs and those with IEPs will be cut in half	55	-	n/a	48	n/a	40	n/a	32		28
Students entering the eighth grade will be proficient in mathematics on NECAP	71%	-	64%	76%	80%	82%	74%	86%		90%
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	44	-	18.59	38	n/a	33	21	27		22
-The gap between students without IEPs and those with IEPs will be cut in half	69	-	n/a	60	n/a	52	n/a	44		35
85% of students who first entered 9th grade 4 years prior will graduate from high school	87%	-	n/a	89%	86%	90%	91%	91%		92%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	82%	-	-	84%	86%	85%	-	86%		87%
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	87%	-	-	89%	-	90%	-	91%		92%

* 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.