Transforming Education in Rhode Island

The Race to the Top Opportunity

Jamestown 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 Jamestown self-reported status against the Year 3 Race to the Top projects. During Year 3, Jamestown has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Formative Assessment professional development, the Instructional Management System, Educator Evaluation, and New Teacher Induction.

In addition, Jamestown has begun planning for expansion of these initiatives in Year 4 as well as the implementation of the 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
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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.

Summary of Performance Management Participation

As you know, participation in the Collaborative Learning for Outcomes (CLO) process and the submission of the corresponding quarterly progress report is our method for monitoring LEA progress against implementing RTT. More importantly, though, we believe that 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, Jamestown met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Jamestown sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership. We also want to thank Jamestown 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 Jamestown 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 Jamestown, 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 Jamestown on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Jamestown noted that hiring a Director of Curriculum, Assessment, and Professional Development was an important first step in ensuring that educators received the necessary support for the transition to the common core. During the 2012-2013 school year, educators from Jamestown participated in multiple professional development opportunities. Prior to the opening of the school all district English Language Arts (ELA) and math teachers attended a full day session to review the common core state standards and plan for the two concept-based units developed for each grade level. Later in the year, middle school math and ELA teachers attended RIDE workshops and collaborative professional development sessions with other SORICO districts.

Jamestown 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, Jamestown continued to work in partnership with RIDE, the Dana Center, and other districts to create and implement an aligned curriculum. Lead teachers from each K-8 grade in math worked together using the SORICO scope and sequence and units of study to develop lessons and assessments in preparation for the first quarter of the school year. In September, all math K-8 teachers began to implement the first units of study. We are also pleased to note that Jamestown received a mini-grant, along with the other SORICO districts, to continue their collaborative work on mathematics curriculum aligned to the CCSS. We hope that the grant funds were beneficial in identifying assessments that align with the various units.

Looking ahead, we are excited to hearing more about the ways in which Jamestown has integrated the many initiatives in support of their transition to a common core aligned curriculum.

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, Jamestown chose to implement three of the four Race to the Top projects in System of Support 2 (the Instructional Management System, Data Use professional development, and the formative assessment professional development modules). Based on the quarterly progress reports submitted by Jamestown, 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 both Interim Assessments and the Formative Assessment Professional Development modules, the Director of Curriculum and district principals also utilized the IMS for curriculum writing.

Jamestown developed a two-year plan for full district completion of the Formative Assessment online professional development modules, and participation in accompanying community of practice meetings. The district created a common Professional Growth Goal around completion of the modules. The Director of Curriculum was identified as a facilitator and, in preparation for implementation, attended module orientation sessions offered by RIDE. During the 2012-2013 school year, all faculty completed modules one and two and held the three community of practice meetings. The various groups focused on different areas – one group focused on higher order thinking and questioning, and the other two groups looked at success criteria and the articulation of the big ideas of concept-based units. The district will continue with their implementation of the remaining modules during the 2013-2014 school year.

During the 2012-2013 school year, two schools from Jamestown participated in the Data Use professional development series. In the QPU reports, the district expressed that the teams found this training helpful, and that the faculty utilized the protocol to develop achievement targets for Student Learning Objectives (SLOs).

Jamestown chose not to implement the Interim Assessment fixed form/test construction tool during the 2012-2013 school year. Principals and Director of Curriculum attended training at the start of the school year; however, delays in the configuration of the IMS prevented the district from implementing the interim assessments as planned. The Director of Curriculum will continue to explore the utilization of this tool as part of their PARCC readiness strategy and will determine the extent to which the district will implement either of the tools in the upcoming school year.

In the upcoming CLO sessions, we look forward to hearing about the Jamestown'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.

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

'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)	1st Fixed Form Test	2nd Fixed Form Test	3rd Fixed Form Test	

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Jamestown 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 Jamestown, 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.

During the 2012-2013 school year, all primary and complementary evaluators attended RIDE-led training activities, including the online calibration modules. The district ISP also conducted training for all teachers and administrators on the Educator Performance and Support System (EPSS). After initial difficulty with the system, RIDE is pleased to note that all administrators were able to use the EPSS to write and communicate evaluations.

The Jamestown District Evaluation Committee (DEC) met monthly throughout the 2012-2013 school year, focused on the 'flexibility factors' for the Rhode Island model. These factors were finalized and announced to the faculty during the second quarter of the school year. The DEC also met to focus on improvement plans, and the supports to be provided if teachers are rated developing or ineffective.

Looking ahead, RIDE would like to remind the district of their responsibility to ensure that all personnel responsible for evaluating both teachers and building administrators participate in applicable training activities. And, as we enter into the final year of the Race to the Top grant, RIDE encourages Jamestown 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

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

All applicable beginning teachers in Jamestown participated in the beginning teacher induction program. As reported in their quarterly progress update, Jamestown found the Beginning Teacher Induction program helpful, and the feedback from teachers regarding the instructional coaching was positive. In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that East Greenwich and other LEAs have made to their human capital policies in support of these initiatives.

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. 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.

Jamestown 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%	80%	82%	82%	88%	84%	80%	86%		92%
-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	n/a	-	n/a	-	n/a	-	n/a	-		
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		
Students entering the fourth grade will be proficient in mathematics on NECAP	75%	78%	77%	80%	83%	82%	84%	86%		92%
-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	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the eighth grade will be proficient in reading on NECAP	90%	90%	93%	90%	94%	92%	94%	92%		94%
-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	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the eighth grade will be proficient in mathematics on NECAP	75%	78%	82%	80%	85%	82%	92%	86%		92%
-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	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
85% of students who first entered 9th grade 4 years prior will graduate from high school	n/a	-	n/a	-	n/a	-	n/a	-		
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-
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	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-

*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.