Transforming Education in Rhode Island

The Race to the Top Opportunity

Trinity Academy for the Performing Arts Race to the Top Implementation Update: SY 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.

LEA Self-Assessment of Year Three Performance

Trinity Academy for the Performing Arts (TAPA) is an involved Race to the Top district, and selected the projects that they intended to implement. The table below shows TAPA's self-reported status against the Year 3 Race to the Top projects that TAPA participated in during Year 3: Model Curriculum and Intensive Curriculum Alignment, Data Use professional development, Educator Evaluation, and New Teacher Induction.

During Year 4, TAPA may continue to deepen their engagement in these areas as well as expanding participation to include additional projects.

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.
?	The district did not submit a quarterly progress update report and, therefore, there is no self-assessment status to report.

Performance Management Participation

Participation in the Collaborative Learning for Outcomes (CLO) process and the submission of the corresponding quarterly progress update reports is our method for monitoring LEA progress against Race to the Top. Beyond progress monitoring, 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. As an 'Involved' LEA, TAPA's participation in the quarterly meetings is voluntary; we are pleased that TAPA has found the meetings helpful to their implementation, and that the Head of School or Interim Head of School attended all four meetings during Year 3. As noted in the table above, TAPA submitted three of the four quarterly progress update reports.

As we near the end of the grant, we hope that TAPA continues to participate in the quarterly CLO meetings. We also want to remind TAPA that the submission of the quarterly progress update report is a required component of RTT performance monitoring, and that the reports should be submitted in a timely manner prior to each quarterly meeting. In Year 4, 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.

System of Support 1: Standards and Curriculum

Based on the quarterly progress reports submitted by Trinity Academy for the Performing Arts, 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.

From the school's inception three years ago, TAPA made the tactical choice to develop their curriculum using the Common Core. This meant that the school did not need to create a transition plan. Instead, educators followed a curriculum creation timeline and developed scope and sequence documents, as well as unit plans, using their own template. The school was awarded a mini-grant from RIDE to fund common planning time and rubric development. In its progress reports, TAPA noted that staff members worked with consultants from the East Bay Educational Collaborative to create a scope and sequence aligned to the CCSS. A full time curriculum coordinator was hired in preparation for the school year, and spent time walking through quarterly objectives for the standards using a backward design process. Additionally, the coordinator worked with staff to create diagnostic and benchmark assessments for each quarter.

RIDE would like to commend TAPA on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). We are happy to hear that TAPA has found valuable expertise to help move this work forward, and look forward to hearing about the success that the school has in communicating and implementing the new curriculum. We encourage TAPA to continue to reach out to their Collaborative Learning for Outcomes partners for further collaboration as appropriate.

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. Additionally, for further clarification on the criteria used to select each status, consult the description on page one of this report.

System of Support 2: Instructional Improvement Systems

During the 2012-2013 school year, Trinity Academy for the Performing Arts chose to implement one of the four Race to the Top projects in System of Support 2 (Data Use professional development). Based on the quarterly progress reports submitted by TAPA, 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.

TAPA noted in their quarterly progress update reports that the lack of a dedicated staff member to their technology initiatives prevented them from fully configuring the Instructional Management System (IMS) beyond the submission of Teacher-Course-Student data and staff access to the platform. In order to more fully utilize the Formative Assessment professional development modules and other tools available, TAPA has amended their staffing plan to include a full-time technology specialist for the 2013-2014 school year. In the meantime, TAPA continues to use their own MAPS assessments three times a year to provide robust interim data on their student achievement.

TAPA anticipates that they will implement the formative assessment professional development modules in the 2013-2014 school year. In preparation for that, the administrators from TAPA attended facilitator orientation for the modules and developed a plan to have all staff participate in the professional development modules. Because the school already includes formative assessment data collection methods in their community of practice, they are well poised to ensure successful implementation once the modules are launched in August 2013.

During the 2012-2013 school year, the Director of Remediation and Enrichment and the Curriculum Director attended the Data Use professional development series. In the QPU reports, the school expressed that the teams found this training very helpful and that they intend to continue to utilize the protocols and practices in the future.

In the upcoming school year, we anticipate that TAPA will provide teachers with access to the Formative Assessment professional development series. We look forward to hearing more about TAPA's plans for implementing that initiative, and encourage the school to consider their CLO colleagues as participants in a community of practice, or in sharing strategies for implementation.

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	

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

'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 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	Year 1	Year 1	Year 1	Year 1

* 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.

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				SY13-14
Coordinate participation of educators in training modules and communities of practice	SY12-13	SY12-13	SY12-13	SY13-14

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Trinity Academy for the Performing Arts 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 have been submitted to RIDE using the Educator Performance and Support System. Based on the quarterly progress reports submitted by TAPA, 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.

Based on its quarterly progress reports, TAPA has implemented all components of the Rhode Island Model for evaluating teachers and building administrators. During the 2012-2013 school year, all applicable TAPA administrators attended teacher and building administrator evaluator trainings. RIDE is also pleased to note that teachers and evaluators within the district participated in supplemental activities, such as the FFTPS calibration videos. We hope that participants found these supports helpful in increasing comfort with the evaluation process. Additionally, district administrators have attended and/or registered for applicable summer 2013 training.

As we enter into the final year of the Race to the Top grant, RIDE encourages TAPA 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. Additionally, 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.

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, TAPA participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by TAPA, 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, TAPA has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

TAPA provided RIDE with a list of first year teachers. During the 2012-2013 school year, the RIDE trained induction coach worked regularly with their teachers and also met with the Head of School to discuss the program and teachers on a regular basis.

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