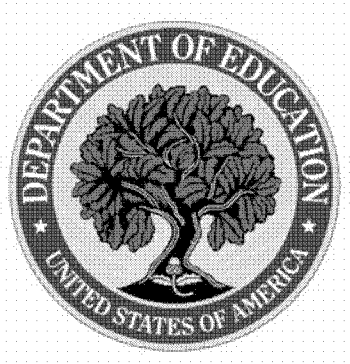

ESEA Flexibility Request



Revised May 23, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

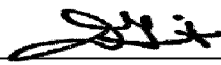
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LABEL	LIST OF ATTACHMENTS
1	Notice to LEAs
2	Comments on request received from LEAs (if applicable)
3	Notice and information provided to the public regarding the request
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)
9	Table 2: Reward, Priority, and Focus Schools
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems

LABEL	LIST OF APPENDICES
A	Rank Ordered School List with Scoring Detail
B	BEP Performance Measures
C	Priority and Focus School Implementation Timeline
D	RIDE Commitments to LEAs serving Priority and Focus Schools
E	AMO Supporting Materials
F	Dr. Ramirez Letter of February 1, 2012
G	Rhode Island LEP/ELL Advisory Council Feedback on ESEA Request
H	Educator Evaluation Guidance Document

<p>Legal Name of Requester: Deborah A. Gist</p>	<p>Requester's Mailing Address: Rhode Island Department of Elementary & Secondary Education 255 Westminster Street Providence, Rhode Island 02903</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Name: David V. Abbott</p> <p>Position and Office: Deputy Commissioner/General Counsel Commissioner's Office</p> <p>Contact's Mailing Address: Rhode Island Department of Elementary & Secondary Education 255 Westminster Street Providence, Rhode Island 02903</p> <p>Telephone: 401-222-8703</p> <p>Fax: 401-222-2734</p> <p>Email address: david.abbott@ride.ri.gov</p>	
<p>Chief State School Officer (Printed Name): Deborah A. Gist</p>	<p>Telephone: 401-222-4690</p>
<p>Signature of the Chief State School Officer: X  _____</p>	<p>Date: 02/28/2012</p>
<p>The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.</p>	

Waivers

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

Assurances

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language

arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year.(Principle 3)

Consultation

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Rhode Island Education Commissioner Deborah A. Gist has a strong, ongoing commitment to engage stakeholders in the development and implementation of policies and initiatives. In keeping with that commitment, the Rhode Island Department of Education (RIDE) conducted extensive outreach throughout the development and refinement of this ESEA flexibility request. During the “Input Phase” of our outreach when our draft was under development, we solicited comments on perceived limitations of the No Child Left Behind Act, as well as suggestions for our request for flexibility, at a series of targeted events and through a designated e-mail address. We then posted our draft flexibility request to the RIDE website and began the “Feedback Phase,” in which we solicited specific comments and feedback from targeted stakeholders and the public, again via meetings, webinars, and the designated email address. [For a complete list of the outreach events that RIDE conducted during this process, refer to “Table 1: Stakeholder Outreach around Rhode Island’s ESEA Flexibility Request” at the end of this section.]

In total, RIDE hosted three community forums, made presentations at fifteen stakeholder-specific meetings, and hosted four webinars to share information about our flexibility request and to solicit input and feedback. In addition, RIDE consulted with our Committee of Practitioners to gather its feedback on our request. Weekly e-mails to the Commissioner’s contact lists, as well as posts to the Commissioner’s social-media pages, directed stakeholders – teachers, administrators, parents, students, government officials, community and advocacy organizations, business leaders, and others – to the RIDE website to learn more about our developing proposal and to provide input and feedback. [See Attachment 3 for evidence from RIDE’s outreach efforts.] Those weekly e-mails and web posts also informed Rhode Islanders of the many opportunities to learn more at public forums and stakeholder-specific meetings and webinars. The RIDE staff leading this outreach effort directly contacted targeted stakeholder groups to invite them to review the draft request and to schedule a time to meet and discuss their feedback.

RIDE is committed to ensuring that classroom teachers are informed, involved, and meaningfully engaged in the policy and implementation decisions that affect their work. Teachers and union leaders have been deeply engaged in the development and

implementation of the Rhode Island Model Educator Evaluation System and in our transition to the Common Core State Standards, as discussed in Principles 1 and 3 herein. To ensure that teachers were similarly engaged in the development of this flexibility request, RIDE actively solicited teacher comments during both the Input Phase and Feedback Phase of our outreach. RIDE worked with our two state teachers' unions to ensure that information regarding ESEA flexibility and the opportunity to provide feedback reached teachers, and RIDE and the two unions co-hosted a webinar for local union leaders and other teachers. In addition, local union leaders and individual teachers, including special education teachers and teachers of English Learners (ELs), attended the three public forums and "all-educators webinar" that we held. RIDE also presented information about ESEA flexibility to the Commissioner's Distinguished Educators Cabinet to solicit input from our state's award-winning educators.

Teachers who participated in events and submitted written comments emphasized that they appreciated the inclusion of growth measures into our proposed accountability system. As one award-winning educator said during our meeting with the Distinguished Educators Cabinet, "The ideal accountability system would be a hybrid of using a growth model and proficiency measures, so that we can recognize growth but also be honest about how a child, school, and district are performing in terms of proficiency for the age and grade level." We heard similar feedback from various types of educators and administrators, which affirmed our position that the inclusion of growth measures is essential and was long-awaited by many in the education field. Another affirming piece of feedback from several teachers was regarding the importance of including additional years in our calculation of high school graduation rates. Multiple teachers of special education students discussed the accountability benefits this would offer to schools and LEAs that successfully graduate special education students who stay in school longer than four or even five years. Our decision to include six years in our calculation of graduation rates supports this position, which was also shared by many other stakeholders.

RIDE conducted significant targeted outreach to school and LEA-level administrators, classroom teachers, and union representatives. Both superintendents and principals emphasized that we should eliminate the requirement that schools identified as persistently low-achieving had to remove the school principal, regardless of that individual's track record at the school. Our "Flex Plan" option is responsive to this feedback and does not call for the automatic removal of principal or staff, but rather requires the school to take significant action – one option being the removal of the principal – based on the specific needs and gaps identified through a newly developed diagnostic screen. In general, administrators praised the Flex Plan option for its use of the Basic Education Program capacities and the balance of rigor and manageability among its options. Superintendents were adamant that the diagnostic screen should be made available to all schools so that they may identify their greatest needs and strategies to address them. RIDE has since made the decision to extend the use of the diagnostic screen to any school that wishes to use it, not only to identified focus and priority schools.

Finally, superintendents suggested that we include assessment participation rates into the accountability structure so as to capture the extent to which a school has been successful at emphasizing the importance of the assessment to students and educators. We have responded to this excellent suggestion by making 95% participation in the state assessment a threshold determinant for school classification. Regardless of how a school performs in our composite measurement system, a school that fails to meet the participation target will be designated as a “Warning” school subject to state intervention.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

As discussed above in response to question one, RIDE provided information to, and solicited comments from, a variety of stakeholders regarding our ESEA flexibility request. [For a complete list of the outreach events that RIDE conducted during this process, refer to “Table 1: Stakeholder Outreach around Rhode Island’s ESEA Flexibility Request” on page 14.] Families, community organizations, advocacy organizations for students with special needs and students who are English Learners and business leaders were all included on each of the broad communications that RIDE issued regarding ESEA flexibility. In addition, we targeted topical outreach to these stakeholders, inviting them to provide comments online and also to attend public forums and stakeholder-specific meetings and webinars.

We offered a targeted webinar for business leaders and several targeted meetings for student advocates, families, and community leaders to offer input and feedback on our flexibility request. RIDE proactively sought the engagement and feedback of these groups during the Input and Feedback Phases to ensure that a diversity of perspectives would inform our thinking around crafting a new accountability structure for Rhode Island schools. In total, approximately 200 educators and community members participated in the presentations and feedback sessions that RIDE offered, and we received approximately 35 written comments on our request through our designated e-mail address. [See Attachment 2 for a summary of comments received.]

On the whole, parents, community organizations, and student advocacy groups praised the role that the decreased n size and the role that consolidated subgroups would play in shining a brighter light on achievement gaps in more schools across the state, as well as equalizing the number of targets that must be met by urban and suburban schools. Another overarching theme from the feedback of community partners was their appreciation of our plan for districts to administer targeted interventions to students, and within struggling schools generally, based on data. The idea of using a diagnostic screen to identify needs and gaps within a school, and then choose interventions based

on those needs, was extremely well-received by community members and educators alike.

During both the input and feedback phases of our public outreach efforts, RIDE staff met with representatives from the 21st Century Community Learning Center sites (21st CCLC) and the Rhode Island Afterschool Plus Alliance. These groups strongly advocated for RIDE to reconsider our original decision to seek flexibility around the use of the 21st CCLC funding. Through these meetings, RIDE staff better understood and ultimately agreed that the current investment strategies for 21st CCLC are yielding rich results across Rhode Island and have a long track record of success. Further, RIDE staff and community organizations all agree that the 21st CCLC funding can be managed and weighted by the SEA in a manner that will ensure a focus on students and schools in greatest need and the applicants with the strongest program design. Consequently – and directly due to outreach efforts -- RIDE is not seeking the 21st CCLC waiver in our final application.

We received consistent feedback from educators, families, community groups, advocacy organizations – particularly advocates of special needs and EL students – emphasizing the need for additional student supports and interventions for at-risk students, especially those who have special needs or are English Learners. During the Feedback Phase, many teachers and administrators who read our draft request articulated the need for more of an emphasis on increased supports and interventions for special needs students and EL students. As a result of this feedback, our waiver application now includes more narrative on the many student supports established under State law, including a comprehensive Response to Intervention initiative, special supports to teachers of EL students and students on IEP's, and an enhanced monitoring and information system specific to supports for students acquiring English. We also received feedback from our state-level EL Advisory Committee suggesting that we establish disaggregated graduation rates for ELs, as well as for students with IEP's. We have incorporated this suggestion into our accountability and reporting system. Many advocates of special needs students also articulated support for our decision to include additional years into our calculation of graduation rates for accountability purposes.

Advocates for EL students requested that RIDE consider waiving first-year EL students from the requirement to take the state assessment in mathematics. It is their contention that some students may be in schools for less than a week and still have to participate in the state mathematics assessment. This is a particular concern due to Rhode Island's fall testing program. These same advocates also suggested including English proficiency measures as part of the school diagnostic screen, which we found to be a helpful addition to the screen to give a deeper picture about the needs of a school that is struggling, especially in those schools with relatively low incidence populations who have previously escaped scrutiny under our current system. Multiple community organizations recommended that chronic absenteeism data be included, and we acted on that suggestion by adding this additional piece of evidence to the screen, as we know that chronic absenteeism has a detrimental effect on student and school performance.

The most controversial element of our waiver application has been the creation of a consolidated sub-group that combines English Learner students and students with disabilities. There has been general acknowledgement and support for RIDE's commitment to expand accountability for low incidence populations, especially in regard to identifying achievement gaps. However, the EL and SPED advocacy communities expressed early and strong reservations based on: (1) a perception of insensitivity and lack of differentiation for these two very different sub-populations; (2) a mistaken belief that the proposed Rhode Island system would not recognize critical differences in performance between these two groups within one school or system; and (3) a misunderstanding of how supports and interventions would be derived, thereby raising the inference that RIDE planned on a "one size fits all" approaches to improving student performance. These concerns are well-expressed in the February 1, 2012 letter from ELL Advisory Committee member Dr. J. Andrés Ramírez (Appendix F).

Prior to receiving this letter, RIDE had invited all members of the RI ELL Advisory Committee to a meeting to discuss RIDE's proposal to create a consolidated sub-group consisting of both EL and SPED students. The meeting with the ELL Advisory Committee was held on Monday, February 13, 2012. The Deputy Commissioner explained that RIDE was well aware of the perceptions that might arise from using this combination of program-dependent students. However, it was also explained that the benefits far outweighed the risk in that too many of our schools were not being held accountable for the performance of their English Learners. Even with a reduction in the "n" size to 20, only 54 of 300 schools would be held accountable for their EL students. By combining EL student performance with SPED student performance, that number jumped to 227! When it was explained that AMO sub-group accountability would remain in place, and that interventions would be based only on fully disaggregated results, our rationale became clear. The RI LEP/ELL Advisory Council, including Dr. Ramirez, provided its official position to RIDE on February 16, 2012.

While it is troubling that these two very different populations of students will be grouped together, the end result shows promise. If things play out the way RIDE is projecting, a substantial number of schools that were previously not help accountable for the achievement of their ELLs will come under closer scrutiny according to state and federal guidelines. We were also assured, and it appears in the documents, that while ELLs and students with IEPs will be grouped together for initial accountability, the data will be disaggregated before it is used for other purposes. (Appendix F).

It should also be noted that RIDE officials also met with the RI State Special Education Advisory Board, who did not raise objections to the proposed consolidated sub-group once there was an understanding that intervention and support decisions would be made only on the basis of disaggregated data.

Table 1: Stakeholder Outreach Around Rhode Island’s ESEA Flexibility Request

EVENT NAME	EVENT DATE
Input Phase (<i>prior to draft</i>)	
Board of Regents Briefing	October 6, 2011
Distinguished Educators Cabinet Meeting	November 30, 2011
South County “How’s School?” Parent and Community Forum	December 1, 2011
RI Association of School Principals, RI Middle Level Educators, and RI ASCD Meeting	December 2, 2011
English Language Learners Directors Meeting	December 8, 2011
RI Association of School Committees Meeting	December 10, 2011
Public Forum	December 12, 2011
Race to the Top Meeting with Superintendents, Board Chairs, Union Presidents, and Charter School Representatives	December 13, 2011
RI Association of School Principals Executive Board Meeting	December 14, 2011
Community Forum for Parents, Students, Community Organizations, Special Education advocates, and English Language Learners advocates	January 9, 2012
Webinar for Local Union Leaders and Teachers Co-hosted by RIDE, RI Federation of Teachers, and National Education Association RI	January 9, 2012
Webinar for Principals Co-hosted by RIDE and RI Association of School Principals	January 10, 2012
Webinar for Business Leaders	January 13, 2012
Feedback Phase (<i>after draft released</i>)	
RI Association of School Superintendents Meeting	January 19, 2012
Webinar for All Educators	January 30, 2012
Meeting with Urban LEAs	January 31, 2012
Public Forum	February 1, 2012
Board of Regents Briefing	February 2, 2012
Rhode Island Special Education Advisory Committee Meeting	February 6, 2012
Advocacy Groups Meeting	February 7, 2012
Committee of Practitioners Meeting	February 9, 2012
Civic and Community Leaders Briefing	February 10, 2012
English Language Learners Advisory Board Meeting	February 13, 2012
RI Association of School Principals Executive Board	February 15, 2012

Evaluation

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

Overview of SEA's Request for ESEA Flexibility

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Under the leadership and vision of Education Commissioner Deborah A. Gist, in 2009 the Rhode Island Department of Elementary and Secondary Education (RIDE) developed a comprehensive and coherent strategic plan, *Transforming Education in Rhode Island (RIDE Strategic Plan)*, which formed the foundation for our successful Race to the Top application and which guides us as we work toward increasing the quality of instruction and improving student achievement in our state.

Our strategic plan is based on the following theory of action:

- all students will achieve at high levels when we have an effective teacher in every classroom and an effective leader in every school; and
- Our teachers and school leaders will be most effective when they receive consistent and effective support and work within a system of policies and resources that is based on student needs.

Rhode Island has taken major steps toward this vision of success by implementing college- and career-ready expectations for all students, including adopting world-class standards and training to date more than 3,000 Rhode Island teachers regarding implementation of these standards. This commitment to providing direct support to teachers and administrators to ensure universal access to rigorous, standards-based instruction forms the backbone of our drive to improve student achievement. We are also fully engaged in supporting effective instruction and leadership, primarily through

the implementation across the entire state of educator evaluations based on multiple measures, including measures of student growth and achievement. At present we are seeking no additional flexibility regarding these two initiatives.

The third element of our efforts to increase the quality of instruction and to improve student achievement, which we describe in our strategic plan as “accelerating all schools toward greatness,” is the area in which we are requesting flexibility under the provisions of ESEA. We at the Rhode Island Department of Education (“RIDE”) have known for some time that our current NCLB accountability system allows too many of our schools to escape accountability for low-incidence populations, including English Learners and many of our racial and ethnic sub-populations. It is therefore not surprising that Rhode Island suffers from significant achievement gaps among student sub-populations. We began our work on this waiver application with an unflinching commitment to create a system of expectations, measurement, and accountability that would reveal these gaps wherever they exist and to use data about individual sub-group performance to drive meaningful and differentiated supports and interventions.

We have been bold in our efforts. RIDE has lowered the “n” size from 45 to 20, which we feel is the smallest number from which we can draw reasonable inferences about common needs within the cohort. We have derived consolidated subgroups that best serve to maximize accountability for our lowest incidence populations. For example, we did significant outreach to our English Learner and SPED advocacy communities to win their support for a consolidated subgroup of ELs and students with IEPs. We were able to win their support by demonstrating that combining the two subgroups raised the number of schools held accountable for their English Learners from 54 to 227. Coupled with RIDE’s commitment to using only disaggregated data to drive differentiated supports and interventions, it is this relentless pursuit of the truth that has won broad support within our state for this ambitious plan for expanded accountability.

As described in further detail under Principle 2 of this request, we hope to build upon our current state system of differentiated recognition, accountability, and support in order to develop a system that:

- focuses on closing achievement gaps;
- identifies specific shortcomings and achievements at each school, rather than classifying schools as either making progress or in need of improvement;
- enables us to provide each school with the specific support or intervention needed to improve student achievement, rather than restricting us to a rigid set of intervention options; and,
- provides schools and districts with the ability to select bold and empirically proven interventions that respond to their context and their needs.

Rhode Island is proposing a classification and accountability system that evaluates schools on a wide array of measures so as to produce a detailed and multi-dimensional picture of school performance. Our accountability system consists of three distinct stages. In Stage 1, schools are assigned AMO’s by disaggregated sub-population in accordance with “Option A” of the waiver application. Schools and districts are held accountable for reaching these discrete targets, Failure to meet AMO’s in consecutive

years leads to state interventions. Stage 2 uses a multitude of measures derived from our state assessment system to measure the overall performance of the school. Through the use of lower “n” sizes and consolidated sub-groups, Rhode Island is able to hold 98% of its schools accountable for sub-group performance! This level of inclusion means that virtually all schools in Rhode Island are fully included in an accountability system that measures the performance of all students. The broad measures for which schools are held accountable include percent proficient for the school as a whole and for all student groups, percent proficient with distinction, growth over time, closing of achievement gaps, and graduation rates. This detailed information will allow us more accurately to determine which of our schools are in greatest need of support (Priority and Focus Schools) as well as which are our beacons of success (Reward Schools).

Once schools’ overall performance is measured, our system moves to State 3, which we refer to as the “diagnostic” stage. At this point, data is again disaggregated so that both we and the school can take a closer look at how individual students are actually performing within those schools whose overall performance earned them low scores in Stage 2. In other words, we set and measure AMO’s at the disaggregated level. We then use consolidated sub-groups to help us measure overall school performance in an inclusive and equitable manner. Finally, once we are ready to engage in diagnosis and treatment, we return to granular data unconstrained by limits of “n” size. This level of detail, along with the vast amount of data accessible in our RIDE Data Warehouse, will inform a much more nuanced and diagnostic approach to working with districts to accelerate their schools toward greatness. Time after time, we have found that it is a school’s inability to execute high-quality instruction with fidelity and consistency that prevents meaningful, sustained improvements.

RIDE has had a history of intervention in low-achieving schools, based on provisions in the No Child Left Behind Act and on state law. Our experience to date has been that interventions lead to an improved school climate and to short-term gains in student achievement, which schools have often been unable to sustain over time. We therefore propose under Principle 2 of this request an intervention system that establishes for each identified school a multi-year intervention plan that schools will implement in three stages:

1. diagnosis and planning (6 months);
2. implementation of the plan and progress monitoring (up to 3 years); and
3. transition to monitoring of outcome data or modification of the intervention, possibly leading to reconstitution, restart, or closure.

Our goal is to ensure that these intervention plans are responsive to the specific needs of each identified school and that they lead to improvements in instruction and achievement that schools can sustain over time. The system we propose will link intervention plans directly to the goals of our strategic plan, as well as to the many systemic supports developed through our Race to the Top grant. RIDE will work with districts and schools to design, implement, and monitor plans that ensure educator excellence in each school and that provide teachers and leaders with the support they need to improve instruction and to advance student achievement – be it training,

curriculum resources, data systems, technology, assistance regarding specific student populations, targeted aid as appropriate, or guidance on achieving efficiencies.

The waivers Rhode Island seeks are relatively minor, but of critical importance. Adding the concept of multiple measures to our system of school accountability will provide educators and decision makers with significantly more accurate pictures of school performance. Heretofore overlooked performance of low-incidence populations will be highlighted. We will have more detailed information about student growth and schools' ability to close achievement gaps among groups of students. We will have clearer pictures of how schools are improving over time and will be able to more accurately measure gains of students who are approaching, but have not yet achieved proficiency on our state assessments. Most importantly, our use of sophisticated diagnostic tools will provide better information regarding what individual schools need to focus on in the short term to improve teaching and learning. We are confident that our request is responsive to the needs of our schools, supportive of our teachers and school leaders, and in the best interest of the students of Rhode Island.

Principle 1: College- and Career-Ready Expectations

1.A Adopt College- and Career-Ready Standards

Option A

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B *Transition to College and Career Ready Standards*

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

The Common Core and the Rhode Island Theory of Action

Overview

The central goal of our strategic plan, *Transforming Education in Rhode Island*, is to ensure that all Rhode Island students are ready for success in college, careers, and life. Our theory of action is based on the premise that our teachers and school leaders will be most effective when they receive consistent and effective support and work within a system of policies and resources that is based on student needs. The commitment we made in our strategic plan to “establish world-class standards and assessments” is a critical priority in providing this support to our educators. *Transforming Education in Rhode Island* demonstrates our commitment not only to adopting the Common Core State Standards, but also to designing and implementing “appropriate professional development to ensure that teachers and teacher leaders” understand the Common Core and use it to inform instruction, assessment, and curriculum. We have learned through experience that the fidelity of execution at the classroom level is the critical lever needed to actually improve instruction and to raise student achievement. Full implementation of a guaranteed and viable curriculum aligned with a comprehensive assessment system that is available to every student must be the jointly held goal of the state and each of its Local Education Agencies. Finally, an effective instructional system requires a systematic problem-solving approach that provides student-centered, data-driven supports and interventions to identify and address gaps in student performance against the measurable expectations of the guaranteed and viable curriculum.

Background

Rhode Island was one of the first states to adopt the Common Core. We are a member of the Common Core Standards Initiative, a project directed by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) and supported by a coalition of 48 states, two territories, and the District of Columbia. The Common Core State Standards Initiative has developed content standards in English language arts and mathematics for grades K-12 that are envisioned as a first step toward national education reform.

Our past practice in Rhode Island clearly demonstrates our solid commitment to common content standards, through our participation in multi-state consortia, including:

New England Common Assessment Program (NECAP): Rhode Island is a founding member of NECAP. NECAP is the only operational multi-state consortium that developed internationally benchmarked common content standards and an operational common assessment in the multiple grades required by NCLB. The states involved in NECAP are committed to continuing their work together with the Common Core.

World-Class Instructional Design and Assessment (WIDA) Consortium: Rhode Island is also a member of WIDA, a 22-state consortium dedicated to the design and implementation of high standards, valid and reliable assessments, and equitable educational opportunities for English Learners. As an early member of this consortium, Rhode Island was one of the first states to adopt the WIDA English-language proficiency standards for all grades and core-content areas.

We have further demonstrated our long-standing commitment to common standards through our active role in participating in and providing feedback during the development of the Common Core State Standards (CCSS). We are pleased that the Common Core reflects similar expectations of rigor and close alignment with our current state content standards, and we are pleased that the Common Core and our current state standards show the same commitment to college- and career-readiness.

Adopting the Common Core

Before presenting the Common Core to the R.I. Board of Regents for Elementary and Secondary Education (Board of Regents) for approval, the R.I. Department of Education (RIDE) established a Common Core Engagement Committee, made up of representatives from the Governor's Office, the Office of Higher Education, the Department of Labor and Training, and RIDE, to review the standards and to provide feedback in order to ensure the seamless adoption of and transition to the Common Core State Standards. In addition, throughout the drafting process, we at RIDE used our state content specialists to engage our district-level and higher-education content leadership committees, including teachers and principals, in reviewing and providing feedback on the Common Core.

Upon the release of the CCSS, RIDE began a process of examining the standards to ensure that these standards maintain the high expectations that we have set for our students through our current standards, the GLEs (Grade-Level Expectations) and GSEs (Grade-Span Expectations). Education Commissioner Deborah A. Gist presented this information to the Board of Regents on June 17 and June 24, 2010. RIDE also described its detailed implementation plan to ensure that all schools are fully implementing a curriculum that is aligned with the Common Core standards prior to the first assessment based on the Common Core standards, during the 2014-15 school year.

On July 1, 2010, the Board of Regents voted unanimously to “Adopt the *Common Core State Standards, as presented.*”

For evidence of this adoption, view the minutes from [Board of Regents July 1, 2010 meeting](#).

In order to establish a consistent set of standards for birth through grade twelve, Rhode Island will be aligning the Rhode Island Early Learning Standards with the Common Core, and we will be developing standards for children ages birth through 3. This work is scheduled to begin later this year, with the Board of Regents scheduled to vote next year (2013) on adoption of the early-learning standards. As a winner of a Race to the Top Early Learning Challenge grant, Rhode Island will develop high-quality professional development and assessments to support instruction in early learning.

Timeline for transition to the Common Core

The transition to curriculum and instruction that is fully aligned with the Common Core State Standards will occur over several years, with the expectation of full implementation by the 2013-14 school year.

Beginning July 2010, when Rhode Island adopted the Common Core, Rhode Island initiated the awareness phase of its transition to the CCSS. In this phase, RIDE began outreach on the standards and began developing and sharing resources to build statewide awareness of the adoption of the standards and what that means for stakeholders. As we approached the current (2011-12) school year, RIDE initiated the transition phase of its plan. Throughout the next (2012-13) school year, Local Education Agencies (LEAs) will be transitioning to instruction aligned with the CCSS. Our RTTT “Study of the Standards” initiative has greatly facilitated this initiative. During this transition phase (up to the fall of 2013, one year prior to the first state assessments based on the Common Core), RIDE will provide professional development, assessment and instructional management systems, professional development and resources to districts in order to support educators across the state in their transition to the Common Core.

The strategy for transition to the Common Core includes:

- training (professional development) for educators (teachers and school leaders);
- development of instructional materials and curriculum;
- provision of student supports; and
- a detailed [timeline](#) to support LEA planning.

Comparing the Common Core with Current Standards

Overview

Our existing standards in Rhode Island (Grade Level Expectations and Grade Span Expectations, or GLEs and GSEs) for mathematics, reading, and written/oral communication are comparable in scope, sequencing, and rigor to Common Core. The Common Core includes rigorous expectations, robust content, and relevant, real-world skills. By adopting these standards, Rhode Island is positioned to work with other states on collaborative curriculum and assessment initiatives, such as the PARCC (Partnership for Assessment of Readiness for College and Careers), which will replace the current state assessment (NECAP) in 2014-15 for reading and mathematics, and the new alternate assessment for students with severe disabilities, which will replace the Rhode Island Alternate Assessment.

After Rhode Island adopted the Common Core, RIDE further studied the alignment between the two sets of standards – the current standards (GLEs and GSEs) and the Common Core. RIDE quickly learned that structural differences between the two sets of standards would make a crosswalk document complex and not likely to be useful. Our analysts determined that there was not a direct standard-to-standard link between the GLEs/GSEs and the Common Core. Rather, component elements of the GLEs/GSEs mapped fairly precisely to component elements of the Common Core standards. RIDE accordingly developed resources that identified the structure and focus of the Common Core, and RIDE identified the major shifts from the GLEs and GSEs to the Common Core. These resources underscore our belief that educators must study the standards and develop a guaranteed and viable curriculum aligned with the Common Core. We understand that full transition to instruction and assessment aligned with the Common Core is a process that can be managed only by well-informed and fully supported teachers and administrators. To that end, RIDE has developed and distributed comparative overviews of our current state standards in [ELA](#) and [Math](#) and the Common Core.

Adapting current assessments to the Common Core

Upon adoption of the Common Core, the four NECAP states conducted a comparison of the GLEs/GSEs and the CCSS. This comparison included analysis by the National Center for the Improvement of Educational Assessment and the content specialists from the NECAP states, in collaboration with the NECAP assessment contractor, of the two sets of standards. The collective goal of the NECAP states was to create a transition strategy that would be fair to educators and students and that would maintain the quality of the information that the tests provide. The assessment specialists and content specialists from the NECAP states, as well as the NECAP assessment contractors and the NECAP Technical Advisory Committee, reviewed the resulting plan for transitioning from NECAP to CCSS.

Over the course of the 2011-12 and 2012-13 school years, districts across the four NECAP states are transitioning to the Common Core State Standards. Although the pace and sequencing of changes to curriculum and instruction vary across districts and schools within and across the NECAP states, all four states expect districts and schools to be prepared to fully implement the Common Core State Standards during the 2013-14 school year.

During the transition period, the NECAP reading, writing, and mathematics tests will continue to be administered in the fall of 2012 and 2013 and will remain aligned with the current standards (GLEs and GSEs).

Here are the highlights of the transition plan:

- there will be *no* changes to the GLEs/GSEs assessed on the NECAP reading, mathematics, and writing tests in the fall of 2012;
- there will be *no* changes to the GLEs/GSEs assessed on the NECAP reading and writing tests in the fall of 2013;
- there will be *some* changes to the GLEs assessed on the NECAP mathematics tests in the fall of 2013; and
- there are no changes to the GSEs assessed on the Grade 11 NECAP mathematics tests in the fall of 2013.

In addition, RIDE developed a transition plan that outlines the role and schedule of the current state assessment and all planned changes during the transition to the Common Core.

Transition to the Common Core

Overview

The Rhode Island plan to support the implementation of the Common Core Standards builds on a strong foundation established through regulation and practice. The Rhode Island Basic Education Program (BEP) regulations set forth the basic level of academic and support programs required in each Local Education Agency (LEA). The BEP requires that all LEAs implement a guaranteed and viable curriculum with an aligned comprehensive assessment system that includes formative, interim, and summative evaluations of all students in each core content area. In addition, the BEP requires that LEAs use a problem-solving approach to provide student-centered, data-driven supports and interventions that build upon the foundation of the guaranteed and viable curriculum. This approach must be comprehensive and systematic, and it must provide students with a full continuum of universal, targeted, and intensive supports that are culturally and linguistically appropriate, research-based, and designed to respond to student needs. The assessment and instructional management systems, professional development and resources that we are building and providing to districts are designed to support educators across the state in their transition to the Common Core.

The Rhode Island transition plan for the implementation of high-quality standards targets professional development and resources for educators at differing levels of intensity. Our plan also matches professional development and resources with LEA need and capacity. RIDE contracts with The Charles A. Dana Center at the University of Texas at Austin (The Dana Center) to ensure that LEAs are able to develop and deliver curriculum aligned with the Common Core standards. RIDE also worked with the WIDA and NECAP Consortiums and with the Rhode Island Response to Intervention Initiative to provide district leaders, principals, and teachers with professional development that will help educators to use state and local assessment data to inform decisions regarding curriculum and instruction. This work both informs and supports our transition to the Common Core and PARCC assessments. We designed each component of the Rhode Island transition plan to implement standards so that all elements of the plan work together to drive changes in the daily instructional cycle that takes place in every classroom in Rhode Island.

To achieve this goal, RIDE began by conducting broad outreach to build awareness and support for the Common Core. Following this outreach, we developed resources and professional-development opportunities to build LEA capacity in four target areas:

- supporting all educators as they work to understand the standards;
- providing intensive support for curriculum alignment and resource development in targeted LEAs;
- building a comprehensive assessment system; and
- providing access to and professional development in the use of data to drive instructional decision-making.

The Common Core standards will drive greater student achievement only to the degree that all teachers and principals understand the standards and have aligned curriculum, instructional strategies, and resources to teach our students effectively. RIDE makes resources and systems support available to all LEAs through our instructional-management system. Through this system, teachers are able to access units of study and local and state assessment data to support instruction. Through the integration of these supports, educators will deliver high-quality, differentiated, data-driven instruction aligned with the Common Core standards.

Consistent with the Rhode Island theory of action that teachers and school leaders will be most effective when they receive consistent and effective support and when they work within a system of policies and resources that is based on student needs, our strategy for transition to the Common Core calls for developing teachers' capacity to deliver high-quality, differentiated, data-driven instruction aligned with standards and for giving teachers the tools they need to do so. These tools must enable all educators to provide student-centered, data-driven supports and interventions to meet the needs of students with disabilities, English Learners, and low-achieving students. With this principle in mind, we are designing training that supports all educators in improving instruction. Because principals and other leaders set the culture for the school and create the necessary context for effective teaching, this strategy will also develop school

and LEA leaders' understanding of the standards and of the importance of the Common Core standards in guiding school-reform efforts.

To further support Rhode Island educators, RIDE has developed timelines and other resources on transition to the Common Core in Rhode Island.

Awareness

Outreach on the Common Core

Our first step in transitioning to the Common Core was to engage in broad outreach to stakeholders in order to build awareness of and support for the adoption of the CCSS. In addition to informal and formal presentations on the CCSS, RIDE developed informational materials targeted to various stakeholder groups, including teachers, administrators, members of the higher-education community, families, and community members. We distributed these materials through various list-serves, and we posted the materials on the RIDE website.

Following the Board of Regents' adoption of the Common Core standards, RIDE sent copies of the standards to all LEAs in the state, and we posted the Common Core State Standards on our website for the public to access. We created implementation documents that illustrate the similarities and differences between the current standards and Common Core standards. We developed a detailed transition plan, which includes a timeline and strategies for implementing curriculum and for ensuring instructional alignment with the Common Core. This timeline also provides details on the transition to the new PARCC assessments, and the timeline provides information regarding when we will begin to use the PARCC assessments for accountability.

Upon completion of the timeline and implementation documents, RIDE sent these materials to every LEA in Rhode Island. RIDE staff members conducted regional meetings to orient educators to the changes and to the additions that the Common Core will bring about. These regional meetings also provided educators with opportunities to discuss implications and needs, which will help to ensure fidelity of implementation throughout the transition to the Common Core. During these meetings and continuously thereafter, RIDE has been developing and distributing content-specific training materials with a focus on ELA and math.

Supports for educators in the understanding the Common Core

RIDE implemented a process to ensure that all educators have the tools and training necessary to engage in an ongoing study of the standards. This process will help educators understand the Common Core Standards deeply enough to effectively align lessons, assessments, and resources with the Common Core. RIDE is in the process of offering the *Study of Standards* training, developed in partnership with The Dana Center of the University of Texas at Austin, to educators across the state with the goal of directly training more than 4,100 educators. The *Study of the Standards* training

teaches educators a process through which they can implement a continuous study of the standards in their schools, and the training helps educators learn to use the tools they will need in order to study the standards.

The *Study of the Standards* instructs and guides educators regarding:

- how to use a provided set of tools in order to ensure that their LEA has in place curriculum that is aligned with the standards; and
- how to integrate the standards effectively into their daily instruction.

We conduct separate sessions on Mathematics and English Language Arts in order to enable participants to experience the purpose, intent, depth, and clarity of the standards. These trainings were designed to engage educators in examining the coherence and alignment of the standards both vertically (across grade levels) and horizontally (between subjects within a grade), and the training sessions therefore include educators in kindergarten through grade 12. The training emphasizes the process for integrating the standards into a teacher's instruction and assessment plan. Educators can apply tools and processes that they learn in these training sessions to any content at any grade level.

Our goal is to ensure that as many teachers, school-based administrators, and higher-education faculty members within teacher-preparation programs attend the sessions as possible – so that all educators have the common tools and common language for implementing the standards in their classrooms. LEAs identify appropriate educators in their schools to participate in trainings, including general-education classroom teachers, teachers of English Learners and of students with disabilities, and school and district leaders. To date, more than 4,100 educators in Rhode Island have participated in a *Study of the Standards* session. This figure includes approximately 3,800 teachers or instructional leaders, 200 principals or assistant principals, and 35 central-office administrators representing LEAs. Over the next two years, an additional 900 Rhode Island educators will go through *Study of Standards* training. In order to demonstrate the alignment between the components of the Common Core and the WIDA English Language Proficiency (ELP) standards, we will hold additional sessions for ESL teachers and other general educators who teach English Learners once we have the benefit of the revised WIDA standards currently under development.

RIDE is not training every educator in the each LEA directly, but we are developing resources and protocols for those who attend the training to use when they share the tools with other educators in their schools. In addition, we are developing other tools to facilitate a deep understanding of the standards. As RIDE develops these resource materials, we make the resources available to all educators through the RIDE website. These resources include guidance on how to use the tools with teams of grade-level educators that include general-education teachers, teachers of English Learners, and teachers of students with disabilities. For example, the Instructional Alignment Chart is a tool included in the *Study of the Standards* training (as well as in the intensive curriculum alignment). The protocol that we developed for this tool engages teams in

discussing grade-level standards and identifying the standard that addresses the same topic in the prior and subsequent grades. The protocol also discusses the changes that should occur in instruction from grade to grade so that each member of the team better understands what he or she is expected to teach in each grade level. After the members of the team clearly understand what they should teach at each grade level, the team engages in discussions regarding the implications for the various levels of instruction and assessment. Using these tools, educators discuss the diverse instructional needs of their student population, including students with disabilities and English Learners. Educators also learn how to integrate the WIDA ELP standards into instruction and assessment.

To ensure that new teachers and principals are well versed in the Common Core, RIDE invites higher-education teachers and leaders to *Study of the Standards* sessions. Participation in these trainings enables educators in teacher- and principal-preparation programs to use the same language and concepts that we are using to train educators and school leaders currently working in our K-12 system. We continue to meet regularly with staff members from the R.I. Office of Higher Education and with two content specialists in teacher-preparation programs to receive their input as we transition to the Common Core and PARCC. We will continue inviting our partners in higher education to participate in training sessions and in other opportunities for professional development.

To date, 19 higher-education faculty members, many of whom are in teacher-placement or teacher-preparation programs for incoming teachers and principals, have participated in our Study of Standards sessions to learn how to prepare our incoming teachers and school leaders on transition to the Common Core.

Instructional materials, Curriculum, and the Common Core

In addition to training teachers and principals in all Rhode Island LEAs in the Common Core State Standards, RIDE provides intensive alignment training in a subset of targeted LEAs. The intent of this intensive training is to build capacity within those LEAs and to help teams of educators from those LEAs develop high-quality curriculum resources that RIDE will later provide educators in all LEAs.

In 2008, RIDE entered a partnership with The Dana Center to engage LEAs in aligning curriculum, instruction, and assessment with one another and with the standards in mathematics and science. When Rhode Island won a Race to the Top grant in 2010, we expanded our plans for curriculum-development work with the Dana Center. We see the Dana Center as a key partner in implementing our vision of having coherent and aligned curriculum for all students in all subject areas. In addition to building capacity in our LEAs, this partnership will produce substantive model curricula in mathematics, science, English language arts (ELA), and social studies, which we will make available through our instructional-improvement system so that all LEAs can use and adapt the curricula. Our goal is to develop four model curricula in mathematics, three in science, two in ELA, and one in social studies by 2014-15. We have made mathematics and science our priorities because mathematics and science are the areas where our data show the

greatest need for stronger, better-aligned curricula.

The curriculum-development process includes two strands of work: curriculum writing and leadership development. Through this curriculum-development process, teams of approximately 10 teachers per grade level come together over two years, as the writing team, to build a standards-aligned scope and sequence that will become the scope and sequence for the LEA. Teacher teams include content-area teachers as well as teachers of English Learners and teachers of students with disabilities. The teachers on each team “unpack” the standards, examining the vertical alignment within subjects and the horizontal alignment between standards in different subjects. Through this process, the teams identify opportunities to teach concepts and skills from one set of standards (such as writing or mathematics) in other subjects across the curriculum. The teams then construct the scope, content, and sequence of the curriculum, addressing the need for differentiated instruction and specific language-acquisition skill development as part of the scope-and-sequence design. During the second year of the process, the team works from the scope and sequence to create units of study—the planned, written, and taught curriculum. Because of the process involved in the creation of these documents, the units of study are closely aligned with the standards and there is tremendous teacher buy-in. The final step in this work is a process called the Professional Teaching Model (PTM). The PTM is an eight-step process that expands upon the collaborative discussions, using the Instructional Alignment Chart, a tool that the teams used during Study of the Standards and the early sessions of the intensive curriculum-alignment work. The PTM promotes dialogue about content and pedagogy, and the PTM also common language and collaboration among educators in addition to increased student achievement and program coherence. Through this process, educators study the standards, determine the criteria for student demonstration of the standards, and plan common lessons. This planning includes developing appropriate accommodations or strategies for diverse learning needs, implementing the lessons, and analyzing and revising lessons based on student results.

LEA leaders, principals, and lead teachers participate in five leadership sessions to study the standards and to identify the structures that need to be in place to support implementing the Common Core standards in their schools or in their curriculum. In the leadership sessions, these educators also study the assessments that are aligned with the Common Core State Standards. The leadership teams begin by examining current student outcomes—both overall and for specific populations of students—to identify and focus attention on populations of students whom our schools may not be serving well, such as English Learners or low-income students. The teams identify achievement gaps and specific areas in need of improvement, and the teams set three-year goals for raising student achievement in specific areas and for specific populations of students for whom there are achievement gaps.

The teams participate in a simulation of leading change within the LEA in order to help the school leaders prepare for obstacles they may encounter. So that they understand this work deeply, the leadership teams then engage in the same detailed work of examining the standards that teams of teachers have engaged in. We train leadership

teams to use a “walk-through” protocol to collect data that they can use to identify areas of alignment and opportunities for improvement. Finally, we train the teams on how to use the data that they collect in these walk-throughs in order to engage in conversations with teachers regarding aligned curriculum, instructional practices, and assessment. The output of this work is a common set of vocabulary, tools, and structures for leaders to use in support of teacher implementation of the Common Core State Standards.

Building a Comprehensive Assessment System

Rhode Island is committed to developing a comprehensive assessment system, aligned with the Common Core standards that will provide data to inform curriculum and instructional decisions at the state, LEA, and school levels. This system is a critical component of the Rhode Island Strategic Plan, *Transforming Education in Rhode Island* (RIDE Strategic Plan). The Rhode Island Basic Education Program regulations (BEP) require each LEA to develop a comprehensive assessment system that measures student performance and that includes formative, interim, and summative evaluations in each core content area.

The *Rhode Island Criteria and Guidance for a Comprehensive Assessment System* document defines a comprehensive assessment system as a coordinated plan for monitoring the academic achievement of students from prekindergarten through grade 12. The goals of the comprehensive assessment system are:

- to increase student learning by producing actionable data;
- to evaluate the effectiveness of programs; and
- to ensure that all students are making progress toward achieving learning goals.

A comprehensive assessment system must be appropriate for the student population, and the comprehensive assessment system must address the assessment needs of all students, including students with disabilities, culturally and linguistically diverse students, and students in early-childhood programs. RIDE conducts monthly webinars to support LEAs as they develop comprehensive assessment systems. We record these webinars, and we post them on our website. These webinars focus on a variety of topics, including reliability and validity, cultural and linguistic demands of assessments, and how a comprehensive assessment system supports other initiatives (e.g., RTI, educator evaluation, and performance-based graduation requirements). To ensure that LEAs are well-informed about the development and long-term role the comprehensive assessment system, RIDE developed and published an overview and resource materials, the Rhode Island Criteria and Guidance for a Comprehensive Assessment System.

To directly affect the day-to-day learning cycle in the classroom, we are developing online formative assessment modules to teach every educator in Rhode Island how to use tools and processes to effectively design and utilize formative assessment

practices. These practices are connected and embedded in the curriculum in order to accurately measure student learning in regard to daily and weekly learning aims. Further, these web-based modules will be part of the Rhode Island Instructional Management System (IMS). With access to high-quality training on formative assessment, all teachers will have the skills to:

- embed assessment within the learning activity;
- directly link it to the current unit of instruction; and
- use the information gathered to inform instructional “next steps.”

This training will build upon the curriculum work that the LEAs have completed.

RIDE will provide all LEAs in the state with high-quality interim assessments so that they can better assess students’ progress toward annual learning goals. These assessments will be available through the IMS, and teachers can administer these assessments online as well as through the paper-and-pencil format. These interim assessments will use enhanced online accommodations that we developed to meet Accessible Portable Item Profile (APIP) standards. These standards ensure access for all learners, specifically students with disabilities, English Learners, and low-achieving students. Many LEAs in Rhode Island requested that the state provide such interim assessments to enhance the development of the comprehensive assessment systems that LEAs have developed. High-quality interim assessments, which are valid measures of progress toward annual goals, are difficult for an LEA to create in-house and are expensive for a small LEA to purchase.

The interim-assessment system will be made up of two components: fixed-form assessments in English language arts and mathematics in grades 3 through 11 and a test-building engine with a comprehensive item bank. The test-building engine will enable educators to build high-quality assessments in English language arts, mathematics, science, and social studies. Items would include selected response, constructed response, and performance tasks. We envision the test-building engine being able to serve two purposes for LEAs. First, at the LEA level, teacher teams can work together to build assessments aligned with the LEA curriculum and that teachers could use as end-of-unit assessments implemented in every school. Second, individual educators can develop assessments to assess specific skills on a more frequent basis.

Finally, as part of our Comprehensive Assessment System, Rhode Island is participating in several national consortia, which are or will implement common summative assessments. Rhode Island is a governing member in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, a member of the National Center and State Collaborative (NCSC) consortium, and a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. Rhode Island is taking an active role in each consortium to ensure that the assessments are rigorous, of high quality, and valid and reliable measurements of the student population the assessment is designed to assess.

PARCC is creating a common assessment system to assess students in kindergarten through high school. The assessments will determine whether students are college- and career-ready or on track. The PARCC summative assessment will have two components. Through performance tasks (e.g., writing effectively when analyzing text, solving mathematics problems based on everyday scenarios), the first component will assess hard-to-measure standards. The second component is made up of innovative items that machines can score. PARCC is also developing two optional assessments (early and mid-year) that schools can use to provide instructionally useful feedback to teachers and students but that do not contribute to a student's summative-assessment score. The first is expected to be diagnostic and an early indicator of student knowledge and skills, and the second is expected to be performance-based. PARCC is also developing a K-2 assessment to monitor readiness for grade 3. All assessments are expected to be computer-delivered.

The NCSC is developing a comprehensive system that addresses the curriculum, instruction, and assessment needs of students with the most significant cognitive disabilities. The NCSC is developing a summative assessment in English language arts and Mathematics in grades 3 through 8 and in one grade level in high school. The NCSC is designing this summative assessment to support valid inferences about student achievement on the assessed domains. The NCSC will use technology to deliver assessments with appropriate accommodations, to score, and to report on the assessments. In addition, the NCSC is developing curriculum and instruction tools, and the NCSC is developing state-level communities of practice. These resources will support educators as they design and implement appropriate instruction that addresses content and skill expectations aligned with the Common Core State Standards (CCSS); these resources will also help prepare students with the most significant cognitive disabilities for postsecondary life.

Rhode Island is a member of the World Class Instructional Design and Assessment (WIDA) Consortium. WIDA is a consortium of 27 states dedicated to the design and implementation of high standards and equitable educational opportunities for English Learners (ELs). As a member of the WIDA Consortium, Rhode Island uses the ACCESS for ELs to annually measure the English-language proficiency (ELP) of English Learners across the state. The ACCESS for ELs is aligned with the WIDA Summative English Language Proficiency Standards, and the U.S. Department of Education has accepted the ACCESS assessment as a valid and reliable assessment of English proficiency. WIDA has received an Enhanced Assessment Grant to build a new, comprehensive and balanced technology-based assessment system for English Learners. This assessment system will be anchored in the WIDA English Language Proficiency Standards, which are aligned with the Common Core State Standards. The new WIDA assessment system will benefit from rigorous ongoing research, and the assessment system will have the support of comprehensive professional development and outreach. The system will include a summative test, an on-demand diagnostic (screener) test, classroom benchmark assessments, and formative-assessment resources.

Providing access to and professional development in the use of data to drive instructional decision-making

Our theory of action emphasizes that effective teachers and effective leaders must have the support of comprehensive student-centered systems, particularly data collection and analysis systems. One of our most important state roles, therefore, is to support LEA efforts to improve student academic achievement by giving them the data and tools necessary to track students' progress relative to the standards and helping LEAs to use this information to inform instruction. To achieve this goal, RIDE is building an Instructional Management System (IMS) that will include a curriculum-and-assessment module, Response to Intervention module, and online professional-development modules. The IMS will enable educators to access and analyze data showing how their students are performing against state standards and to use this knowledge to provide students with appropriate instructional supports. The system will also enable school leaders to access, analyze, and act on the differentiated strengths and needs of their teachers, and it will enable school leaders to provide teachers with appropriate professional development, resources, and assistance. The formative-assessment modules and the interim assessments will also be integrated into the IMS. Through the IMS, educators will access the curriculum documents, including scope and sequence, units of study, and lesson plans that LEAs will develop through the intensive curriculum alignment. A statewide lesson-plan template will allow educators to share lessons with other educators across the state and to receive feedback on these lessons. The lesson-plan format will include a section to describe instructional strategies to ensure that all students can access and participate in the curriculum. For example, ESL professionals will be able to add appropriate instructional strategies to lessons in any content area that general education teachers from their district, and even from other districts, can access – thereby building capacity for supporting appropriate instruction for English Learners in all content areas.

Highly effective teachers and leaders are at the heart of our theory of action. Therefore, RIDE will be providing high-quality, targeted professional development on data-driven instruction to advance student achievement. This training will build upon the Response to Intervention training aimed at improving achievement for at-risk students that has been occurring in the state since 2005. The Rhode Island Response to Intervention Initiative provides district leaders, principals, and teachers with professional development in using state and local assessment data to inform decisions regarding curriculum and instruction. If data and instructional-management practice are to translate into improvements in the day-to-day cycle of teaching and learning in our classrooms, teachers must have both the skills and the motivation to use data effectively to improve student outcomes. The Using Data Professional Development series will be made up of four different components of professional development, each one tiered by content and delivery based on specific LEA needs. A school leadership team made up of four educators, including the principal from every school in Rhode Island, will participate in this training. Before delivering the professional development, our vendor will assess the needs of each LEA, assign each cohort to a specific tier of training, and tailor professional development based on the results. Through this

training, principals and other school leaders will learn how to use assessment data to track student progress, to provide support to students not making progress, and to ensure that our schools use effective practices for diverse learners.

Support for Students and the Common Core

English Learners and Students with Disabilities

Our approach to ensuring that students with disabilities, English Learners, and students who are low achieving reach college and career readiness is inherent in our strategic-plan goal of closing achievement gaps and in our regulatory requirement for a tiered instructional system built on the foundation of a guaranteed and viable curriculum. The Rhode Island BEP requires each LEA to implement a set of coherent, organized instructional strategies designed to ensure positive improvements in student learning. LEAs must base these strategies on current research, and LEAs must adjust these strategies according to student progress-monitoring and to assessment data. The organized strategies must include specific interventions for students who are not meeting proficiency standards or who are at risk of non-promotion or of dropping out of school. Additionally, each LEA must provide a full continuum of universal, targeted, and intensive supports that are culturally and linguistically appropriate, research-based, and designed to respond to student needs in compliance with the specific requirements for support services.

Our plan to transition to the Common Core, as we have described above, includes providing professional development, resources, and systems that include specific connections to address the needs of students with disabilities, English Learners, and students who are low achieving. The first step toward meeting the needs of all learners is a core instructional program that is designed to include all learners. We know, however, that some students will need supports beyond the core instructional program; therefore RIDE will develop specific supports to assist educators in analyzing and implementing the learning and accommodation factors necessary to ensure that students with disabilities and English Learners receive the support they need to become ready for success in college and in careers.

As a member of the National Center and State Collaborative, we will be developing resources to support educators to design and implement appropriate instruction that addresses content and skill expectations aligned to the Common Core for students with the most significant cognitive disabilities to prepare them for postsecondary life. Curriculum resource guides for focus content within mathematics and ELA will provide information on instruction within the general education setting, differentiation through Universal Design for Learning, and teaching and applying skills in meaningful content areas. Online professional development modules will help special educators gain an understanding of the prioritized academic content within learning progressions that describe a curricular sequence for how students develop understanding in each content area over time. Finally, formative and interim tools will be developed as part of

comprehensive curriculum, instruction, and assessment resources that can be used by educators throughout the school year to monitor student progress.

To ensure that English Learners will have the opportunity to achieve to these college- and career-ready standards, RIDE will continue to work with the WIDA Consortium to ensure alignment of the English Language Proficiency (ELP) Standards. The WIDA consortium conducted an alignment study with the current WIDA standards and the Common Core. According to the executive summary of that study, adequate linking across all grade clusters exists between the WIDA English Language Proficiency (ELP) Standards Model Performance Indicators (MPIs) and the Common Core State Standards in English Language Arts (Reading, Writing, and Speaking and Listening) and Mathematics.

Rhode Island is one of three states that have partnered with the Center for Applied Linguistics, with the Wisconsin Center for Education Research, and with representatives from various institutions of higher education in the initial development of the next generation of WIDA English Language Proficiency Standards (ELPS). A large proportion of this work is the alignment of the ELPS with the Common Core State Standards to ensure a seamless and comprehensive common-standards framework for English Learners. Rhode Island (and the other 21 WIDA Consortium member states) will adopt this next generation of WIDA standards this spring, when final versions are ready. When the standards work is complete, WIDA will offer a combination of printed guidance and training materials, computer-based trainings, and in-person training for LEAs.

RIDE also provides training and resources to teachers responsible for instructing students who are English Learners to enable these teachers to use the WIDA ELPS in conjunction with content standards. These resources and training opportunities will help educators meet the academic and language needs of English Learners at all proficiency levels. This added step will reinforce the need to develop both social and academic language skills for this population of students. The training and resources are targeted to both ESL professionals and all general-education professionals. This broad-based training reinforces our philosophy that the education of English Learners is the responsibility of all teachers, and the training also helps to build capacity, making the philosophy a reality in all classrooms.

Rhode Island is working with the PARCC consortium to analyze and implement the learning and accommodation factors necessary to ensure that students with disabilities become ready for success in college and careers. Rhode Island is member of the Accessibility, Accommodations, and Fairness Operational Working Group, which is drafting the PARCC accommodations policy. Computer-based testing under the PARCC assessments will provide a variety of ways of implementing universal design, and PARCC will use online accommodations to provide for increased access for students with disabilities. Although our focus up to now has been on working with all educators to develop a deeper understanding of the Common Core State Standards, we are engaged in internal conversations regarding the resources and professional-

development opportunities on the Common Core that are specifically designed for educators working with students with disabilities. It is important that the work with the PARCC consortium inform our training and our supports for assisting LEAs in identifying appropriate the learning and accommodation factors necessary to ensure that students with disabilities will have the opportunity to achieve to the college- and career-ready standards.

Ensuring our students are ready for college and careers

As part of our goal of linking standards, graduation requirements, and college-entry requirements, Rhode Island is using the Common Core to support greater PK-20 alignment and integration between the Rhode Island PK-12 and higher-education systems.

The R.I. Board of Governors for Higher Education (RIBGHE) has committed to launch a study of the new exit standards for high school and to work with RIDE to use individual student scores from the Rhode Island high-school assessments to determine placement of recent high-school graduates into initial credit-bearing courses (i.e., non-developmental courses) in English and mathematics at RIBGHE institutions (the Community College of Rhode Island, Rhode Island College, and the University of Rhode Island). This work is an initial step toward more significant vertical alignment between PK-12 and higher education within Rhode Island. In addition to this state effort, there are early-stage conversations taking place among the New England public colleges and universities planning to do similar work with exit standards across all of the NECAP states as well as across all five of the New England States (Connecticut, Maine, New Hampshire, Rhode Island, and Vermont) participating in the New England Secondary School Consortium.

RIDE continues to pursue initiatives that will ensure that our graduates are well prepared for success in college and in challenging careers. Rhode Island was honored this year to receive a \$75,000 grant to expand opportunities for College Board Advanced Placement (AP) courses in persistently low-achieving public high schools serving low-income students. The grant is from the William R. Kenan, Jr. Charitable Trust. The Rhode Island Foundation will administer the funds, and RIDE is managing the program.

We are using the funds to support the training of teachers and teaching assistants to prepare them to teach AP courses. “The goal of the program is to utilize AP to help drive reform in these high schools and better serve the students who attend them, preparing these students for college or careers upon graduation,” wrote Richard M. Krasno, the executive director of the trust, in awarding the grant.

As Education Commissioner Deborah A. Gist has noted, participation in AP courses and exams has been increasing in Rhode Island high schools, but we still see wide opportunity gaps across the state, with some schools offering 10 or more AP courses and with others, particularly in our urban districts, offering few or none.

This grant is helping Providence and other communities to close the opportunity gap and to provide rigorous and challenging courses to all students. Providence, in particular, has made and fulfilled a commitment to offer AP courses in each of its high schools.

During the 2010-11 school year, 3,102 Rhode Island public-school students took AP exams, an increase of 13.8 percent over the prior year. Students took a total of 4,956 exams, an increase of 11.3 percent. According to a report from the College Board, the range of AP course offerings varied widely across the state last year, with Classical High School (an exam-entry school in Providence) offering 19 courses, Portsmouth High School offering 16 courses, Barrington High School offering 14 courses, and North Kingstown High School offering 12 courses. At the other extreme, some high schools in Providence and in other urban communities offered only 1 or 2 AP courses.

Recognizing this inequity, the William R. Kenan, Jr. Charitable Trust was inspired to make the aforementioned grant to Rhode Island by Commissioner Gist's commitment to ensuring that all students in Rhode Island will be prepared to succeed in postsecondary education, careers, and life.

To further ensure that Rhode Island students are prepared for college, careers, and life, Rhode Island has adopted progressive, rigorous, balanced, and widely heralded graduation requirements. Beginning in 2003, Rhode Island embarked upon a statewide secondary reform agenda that resulted in the development of an innovative performance-based component to the statewide graduation requirements. Over the past nine years, this system has undergone regular refinement. Now called *The Rhode Island Diploma System*, Rhode Island's graduation requirements reflect a clear set of policy goals:

1. Set a high and common standard for graduation. The regulations set high academic standards and measure student performance through coursework and the state assessment. Students are required to complete four years of English and math and three years of science instruction. At the same time, the Diploma System requires that LEAs teach students the essential 21st-century skills – teamwork, innovation, problem-solving, and communication – and are assessed through senior projects and portfolios.

2. Value and recognize all aspects of student achievement equally. Rhode Island is not a state that recognizes and values only the state assessment. Students must meet state and local requirements on all three of the graduation requirements: state assessments, coursework, and performance-based assessments. No single element is more or less important than the others.

3. Require intensive intervention for students and reward them for growth. Rather than establishing a single cut score on the state assessment, Rhode Island's graduation requirements focus on promoting growth for students who are at risk for academic failure. The regulations require schools and districts to provide additional support and interventions for struggling students.

4. Honor students who achieve at high levels. Students achieving at high levels are eligible to earn a Regents' commendation. All students are eligible to earn this distinction through a diploma system that rewards excellence and inspires all students to do their best work.

In February 2011, the Rhode Island Board of Regents voted to clarify and strengthen the role of the state assessment as one of the three measures within Rhode Island's Diploma System. Under these new requirements, students in the Class of 2014 – the rising juniors – will be responsible for reaching a performance level on the state assessment that corresponds to student readiness to enter community college without remediation. RIDE has been working closely with community-based organizations, school districts to ensure that all stakeholders are aware of and preparing for this change. This outreach effort has included brochures, frequently asked questions, and student letters in multiple languages. The strengthened role of the state assessments as part of Rhode Island's multiple measure system is designed to ensure that *all* Rhode Island graduates are prepared for the challenges they face beyond high school.

RIDE places a strong emphasis on the role of technical education as one element of a portfolio of portable skills that will ensure student success in college, careers, and life. Beginning in May 2011, RIDE began a comprehensive redesign of the statewide system of career and technical education. This redesign began with the rewriting of the career and technical education regulations, a set of regulations that were over 20 years old. Under the new regulatory scheme, career and technical education is staged to play a prominent role secondary education in Rhode Island. The revised regulations focus on:

1. Preparing learners for postsecondary education and careers resulting in employment that provides family-sustaining wages.
2. Supporting students' postsecondary success through planning, credentialing, industry partnerships, and articulation with higher education and training programs.
3. Investing in high-quality, highly effective career preparation programs offered through a diverse statewide delivery system.

Under the newly designed system of career and technical education, LEAs will be required to provide all students access to rigorous technical programs of study that yield industry-recognized credentials and promote student access into post-secondary education and training programs. The redesign of the system, coupled with the prospect of increased state funding, will help Rhode Island meet our goal of serving 30% of students in technical education programs.

In addition to the expansion of high quality, industry-specific career and technical education programs, RIDE is leading a multi-agency, statewide effort to adopt a work-readiness credential. When formalized, this credential will be earned concurrently with a diploma and will focus on providing students with direct instruction on workplace skills. RIDE, along with the Rhode Island Department of Labor and Training, the Governor's Workforce Board, and the local Chambers of Commerce have joined forces to ensure that the credential is useful, recognized, and connected to rigorous and meaningful instruction and career-readiness training for secondary school students.

Select the option that pertains to the SEA and provide evidence corresponding to the option.

1.C High-Quality Assessments that Measure Student Growth

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>

Principle 2: Differentiated Recognition, Accountability, and Support**2A Develop and Implement a System of Recognition, Accountability, and Support**

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Rhode Island's current accountability system was designed to comply with the No Child Left Behind Act, and it has served to highlight and expose achievement gaps at all grade levels and among all subgroups in our state. We have learned that schools identified for improvement through this system have very different profiles of performance. Moreover, schools in our suburban school districts centers are held to many fewer targets than their urban counterparts. This phenomenon has allowed many at-risk students in low-incidence populations to go unnoticed in our current system. Rhode Island wants to take advantage of this waiver opportunity to design and implement a system that exposes heretofore hidden gaps in achievement between schools' overall performance and the achievement levels of their at-risk student populations. This perspective, coupled with the experience gained over ten years of NCLB accountability for schools and districts greatly shaped our proposed design in this waiver request. We know that schools identified under our current system are not equal in terms of the magnitude of their gaps, the degrees of under-achievement, or the progress that they are making. We believe it is essential to implement a system that is more nuanced and sophisticated in order to account for these differences so that we can be certain that the focus and priority schools are, in fact, the most persistently lowest performing in our state. We also are committed to providing more tailored data to schools to differentiate among the majority of schools that fall between our lowest and highest achieving. With these goals in mind, Rhode Island's proposed accountability system includes the following features:

1. Analyzing state testing data in reading and mathematics from different perspectives in order to consider absolute performance, growth, gaps, and achievement at the highest levels of performance.

2. Acknowledging that schools make progress toward targets at different paces that may not completely align to the annual targets set for them. In addition to determining whether targets are met each year, the model determines the amount of progress schools make toward their 2017 goals.
3. Featuring graduation rates prominently within all high schools.

Since the passage of No Child Left Behind (NCLB) in 2002, Rhode Island has preserved the core values of its state accountability system while designing modifications to meet the requirements of the act. Our current accountability system holds all schools in Rhode Island to identical criteria for achieving adequate yearly progress (AYP). We also define improvement for all schools in a rigidly consistent manner. We incorporated the provisions of the NCLB accountability guidelines regarding AYP into the Rhode Island accountability system in order to achieve compliance. We currently use an indexing of proficiency to make AYP determinations in order to classify schools. We established baselines for every school and LEA based on assessment data combined over three consecutive years.

For parents and the public, NCLB produced three significant benefits:

1. NCLB both forced and helped states to build robust data systems to support increased accountability requirements in ways that helped schools and districts get the data they need to improve outcomes for students.
2. NCLB shone a much-needed light on previously under-served populations, such as low-income children, whose test scores can be masked when looking at overall school performance.
3. “Adequate Yearly Progress” (AYP) gave the public a sense of whether individual schools were making progress in their efforts to improve curriculum, the quality of their teaching, school climate, and parent engagement, to cite some examples.

Conversely, NCLB created a series of inequities that actually served to impede meaningful reforms in under-performing schools. The rigid nature of single, statewide AYP measures based solely on the percent of students scoring “proficient” or better made it difficult to gauge whether student achievement was improving in schools with low test scores. Fairly large “*n*” sizes and uneven distribution of at-risk populations meant that some schools faced up to four times as many targets as others. Overly prescribed interventions and limitations that drove the use of funding often led to improvement efforts that had little effect. The inability of our NCLB accountability system to measure normative achievement gaps, or to measure the size of criterion-based gaps, made prescribing appropriate reforms difficult. Over time, NCLB requirements unintentionally became barriers to state and local implementation of differentiated supports, interventions, and rewards for our schools and LEAs.

Developing a State System System and Plan to Improve Achievement, Close Gaps, Improve Instruction

Rhode Island has proposed a differentiated recognition, accountability, and support system to be implemented immediately using its Fall 2011 state assessment results.

RIDE is embracing the opportunity that this flexibility request provides to redesign our accountability framework in a manner designed to ensure that all schools get the differentiated supports they need and deserve, as prescribed in state statute, articulated in our strategic plan (2009), and memorialized in the Rhode Island Basic Education Program regulations, which became effective on July 1, 2010. These policies and structures provide our state with a roadmap for systemic, sustained improvement that, when coordinated with flexibility regarding NCLB requirements and supported with Race to the Top-funded systems, will elevate our schools and LEAs to unprecedented achievement levels.

Since her arrival in 2009, Education Commissioner Deborah A. Gist's passion for excellence in education and her commitment to reform has transformed RIDE and every facet of the education system in the state. In her first year as commissioner, she visited every school district and met with parents, teachers, administrators, community leaders, and policy-makers across the state. The outcome of this was the completion and adoption of our strategic plan, *Transforming Education in Rhode Island*. The strategic plan outlines our five-year plan for improving outcomes for all students. The five priorities, which align with this request for flexibility, are:

1. Ensure Educator Excellence;
2. Accelerate All Schools Toward Greatness;
3. Establish World-Class Standards and Assessments;
4. Develop User-Friendly Data Systems; and
5. Invest Our Resources Wisely.

Incorporated in our strategic plan are the tenets of the Basic Education Program. The Basic Education Program (BEP) is a set of regulations that the Board of Regents promulgated pursuant to its delegated, statutory authority to determine standards for the Rhode Island public-education system in order to ensure the maintenance of local appropriation to support high quality education offerings for all students as required by the BEP. The purpose of the BEP is to ensure that every public-school student has equal access to a high quality, rigorous, and equitable array of educational opportunities, expressed as a guaranteed and viable curriculum, from PK-12. In order to effectuate meaningful implementation of improved instructional practice, as articulated in the BEP, RIDE must fulfill the following functions.

- establishing clear expectations for systems, educators, and students;
- providing systems with the capacity and resources to enable LEAs to meet state expectations;

- ensuring quality assurance and quality control of LEA efforts through an effective system of indicators, data collection, analysis, and public reporting; and,
- leveraging innovative partnerships to ensure fidelity of implementation and to overcome barriers to improvement.

One of the more salient aspects of our experience working with under-performing schools is the need to clarify the distinct roles that the SEA and local district leadership play. Limiting the RIDE role to the four functions listed above was a direct effort to reduce conflicting messages coming into a school and to clarify appropriate roles and responsibilities in order to help promote execution of core strategies with fidelity.

Accordingly, the BEP assigns a very different set of functions to the local education agency (LEA). The BEP, completely revised for 2010 so as to be based on output and outcome measures, is organized around seven LEA functions. These seven functions are research-based categories of LEA functioning that lead to student success. [See Appendix B for more information on the seven functions.] Each LEA is required to fulfill the requirements of the seven core functions in order to ensure that all of its schools are providing an adequate education to every student:

- a) *Lead the Focus on Learning and Achievement:* The LEA shall provide on-site direction that continuously guides site-based leadership; identify expectations and accountability for implementation of proven practices; and address barriers to implementation of identified educational goals.
- b) *Recruit, Support, and Retain Highly Effective Staff:* The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.
- c) *Guide the Implementation of Curriculum, Instruction, and Assessment:* The LEA shall provide access to rigorous, guaranteed, and viable curricula for all students; ensure differentiated instructional strategies, materials, and assessments; and build systems that provide opportunities for common planning and assessment.
- d) *Use Information for Planning and Accountability:* The LEA shall develop and implement proficiency-based comprehensive assessment systems; distribute results of measured school progress and student performance; and maintain responsive and accessible information systems.
- e) *Engage Families and the Community:* The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.
- f) *Foster Safe and Supportive Environments for Students and Staff:* The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and learning environments; and require that every student has at least one adult accountable for his or her learning.

- g) *Ensure Equity and Adequacy of Fiscal and Human Resources:* The LEA shall identify and provide requisite resources to meet student needs; allocate fiscal and human resources based on student need; and overcome barriers to effective resource allocation at the school level.

Describing the relative functions of the SEA and LEA carries with it an enormous benefit beyond its conceptual construct. The focus on functionality lends itself to an examination of how well an LEA needs to be performing in order to achieve a desired or requisite level of efficacy. RIDE literature often repeats the adage that the most important aspect of data-driven decision-making is the **decision** itself. Our unrelenting emphasis on critical decisions has allowed us to focus on the relevance of the data we collect. Data must be relevant to the decisions that need to be made. Improving the level of functioning within the systems that make up a school or LEA requires a series of well-informed decisions. Too often, resources, including human resources, are distributed through the education system without regard to improving core functional capacities. The BEP provides a framework within which we can make decisions against a backdrop of clear expectations coupled with consistent performance measures.

Through this waiver design and submission, RIDE has made a series of commitments that are predicated on a profound belief in the value of an unflinching and valid measurement and accountability system and upon bold, data-driven reform at district and school levels. RIDE is committed to re-inventing its system of measuring school performance in order to build a differentiated recognition, accountability, and support system that actually informs the decisions that administrators and teachers need to make to improve teaching and learning. RIDE is committed to maximizing the knowledge and insight that can be mined from student performance data in order to facilitate meaningful decision-making and in turn, improve student outcomes. Finally, RIDE is committed to the development of a system that uncovers Rhode Island's most acute performance problems and most inspiring successes with equal, unflinching rigor. Rhode Island's waiver application contains both surprising and, in places, controversial design decisions. But in every instance, those design decisions can be traced back to these commitments and a profound philosophical investment in the power of data, classification, and differentiated accountability and intervention.

Rhode Island educators need more accurate information about exactly where student outcomes have been, over time – not just the percentage of students achieving proficiency. We are determined to shine the brightest and most focused possible light on achievement gaps among disaggregated groups of students. We need a sharp focus on low-incidence populations and we also want greater consistency in the number of targets schools face. Our commitment to multiple measures demands both single-year static measures and measures that reveal trends over time. As this aspect of our system became more complex, we made the decision to limit our school-classification system to the multiple measures available to us from the use of student-performance data. In turn, this allowed us much greater flexibility to turn to a wider range of qualitative and quantitative measures to guide the sequencing and intensity of support and interventions.

This flexibility request provides Rhode Island with a unique opportunity to bring new levels of accuracy and equity to the manner in which we measure school performance. When we developed our first generation *NCLB* accountability structure, RIDE looked at several factors before deciding on an *n* size of 45 for purposes of holding schools responsible for disaggregated student populations. We felt it was important at the time to minimize Type I and Type II errors given that schools would be identified for sanctions if they failed to make adequate yearly progress (AYP) in any of their targets. This condition is no longer applicable in our current plan. Schools that fail to meet their annual targets do not necessarily have to be identified for improvement. We would also like to use the same *n* size for our other systems and reporting within the state. A value of 20 provides a more than adequate level of validity and reliability for accountability decisions. Just as important, lowering our *n* size furthers our policy goal of accurately identifying where significant achievement gaps exist, even in relatively low-incidence student populations.

As more fully explained below, Rhode Island is also proposing the use of “consolidated subgroups” to bring a more inclusive approach to measuring student performance at the school level. Our preliminary runs reveal that our suburban schools will generally be required to meet additional AMO’s, whereas our urban schools will generally face fewer, consolidated AMO’s. Of course, our reporting system will still break performance down into the disaggregations that comprise each consolidated subgroup, so as to ensure a completely accurate and unflinching picture of student performance. Further, any school that misses an AMO for two consecutive years will automatically be placed in the Warning Classification.

The Rhode Island plan will improve student achievement and school performance, close achievement gaps, and increase the quality of instruction.

RIDE proposes a multi-tiered accountability system that will not only more accurately identify improving schools, but will also ensure that all Rhode Island students are measured against the highest-performing students in the state. There are seven components to our proposed accountability system. The overarching goal is to ensure that schools can no longer mask underperformance of students who face special challenges. The accountability system also seeks to emphasize schools that succeed in elevating a large proportion of their students to our highest proficiency level, *proficient with distinction*. Only by drawing attention to our lowest and highest performers can we hope to diagnose and properly treat our struggling schools while leveraging the best thinking of those schools that have consistently and successfully prepared students for success in college, careers, and life.

The components of RIDE’s proposed accountability system are as follows:

1. Improve the absolute proficiency of all students in all schools in reading and mathematics (minority, free/reduced-price lunch, English Learners, students with disabilities);

2. Reduce the percent of students not proficient in mathematics and reading in half by 2016-17 in all schools and LEAs (All Students);
3. Set individualized school-specific and district-specific level Annual Measurable Objectives (AMOs) for all schools in reading and mathematics for the all student groups and for all subgroups and programs (minority, free/reduced-price lunch, English Learners, students with disabilities);
4. Recognize schools that exceed proficiency standards in reading and mathematics (All Students)
5. Improve growth in reading and mathematics in all elementary and middle schools (All Students, minority, free/reduced-price lunch, English Learners, students with disabilities);
6. Reduce the percent of students not graduating by half by 2016-17, using 4-year, 5-year, and 6-year cohort graduation calculations and set graduation-rate Annual Measurable Objectives (AMOs) (All Students); and
7. Increase high-school scaled-score growth on the NECAP mathematics and reading assessments.

It is important to note that, in all instances, our proposed accountability system is in alignment with – or more rigorous than – the targets that we articulated in the Rhode Island Race to the Top goals.

The following parameters remain unchanged in this proposed accountability system:

- The definition of public school for accountability purposes is the same definition as public school for general purposes in Rhode Island: “A publicly funded school, operated by a local city or town school committee or school board, or operated by the State through a Board of Trustees, or a public charter school established pursuant to Chapter 77 of Title 16 of the General Laws, or a school program operated by the Department for Children, Youth and Families (DCYF).”
- Our existing state assessment program is implemented statewide and legislatively mandated through The Paul W. Crowley Student Investment Initiative. (RIGL 16-7.1) We administer assessments annually, assessing students in grades 3 through 8 plus grade 11 in reading and mathematics and assessing writing in grades 5, 8, and 11 using the NECAP assessments. The NECAP assessments in both reading and mathematics report student results in the following categories for all schools: Proficient with Distinction (4), Proficient (3), Partially Proficient (2), and Substantially Below Proficient (1).
- *InfoWorks Live!* (formerly, *Information Works*) is Rhode Island’s state report card. In the current (2011-12) school year, InfoWorks will continue to include assessment data, teacher-quality information, disaggregations, and survey data on students, teachers, parents, and administrators.

- All students in Rhode Island public schools are tested according to statewide policy. Students may participate with or without accommodations, and students with disabilities who qualify (less than 1 percent of the student population) may take the Rhode Island Alternate Assessment. Rhode Island includes these results in its accountability system. Students who have been in the state prior to the October 1 enrollment count of the prior year are included in the accountability system. Students who arrive in an LEA or school after the October 1 enrollment count of the prior year are included in the state assessment reports but excluded from the accountability system. Our proposal does request a waiver from including newly arrived ELs (less than one academic year) from the fall mathematics assessment in the same way they are excluded from the reading assessments as allowed under NCLB. Most students who are new to the country begin schools in September and have very little time to become oriented to their new academic performance before beginning NECAP testing on October 1st.
- Rhode Island will continue to report disaggregated data by ESEA subgroups and will continue to determine whether each subgroup meets the AMO.
- We apply consistently statewide the criterion for defining what constitutes a “full academic year.” The full academic year is set at the October 1 enrollment-count date (which is the date designated in state law to calculate state aid to districts). For NECAP tests that students take in October, we assign scores to the location of each student at the end of the prior school year. The full academic year is then defined as being enrolled in the same school (or LEA) from October 1 to the end of that prior school year. Students who have been continuously enrolled are counted. Students who have not been continuously enrolled at the school but have remained in the LEA (in another school) are counted in the LEA AYP. A student who is not in the school or LEA for a continuous entire school year will not be counted for school level or LEA accountability but will be reported in the state results.
- The state assessment system draws from a department-wide demographic system in which each student has a centrally recorded racial category, IEP status, English Learner status, and free or reduced-price lunch status. This system enables RIDE to determine the proficiency levels of each student subgroup. We have an individual-student identifier system, which makes possible a calculation of subgroup participation rates and has improved the accuracy of disaggregated data. RIDE will continue to calculate the proficiency levels and participation rates of disaggregated subgroups within each school and LEA.
- We review LEAs at three levels (elementary, middle, high school) and subject LEAs to the same AMO requirements as schools.
- The U.S. Department of Education has approved the Rhode Island assessment system. The vendors for these assessments have produced technical studies,

which demonstrate validity, reliability and psychometric integrity of the assessments. The assessments were aligned with our content standards. RIDE will subject the new PARCC to the same technical rigor as we have done with current assessments.

Over the course of the 2011-12 and 2012-13 school years, LEAs across the four NECAP states will be transitioning to the Common Core State Standards. Although the pace and sequencing of changes to curriculum and instruction will vary across LEAs and schools within and across the NECAP states, all four states expect LEAs and schools to be prepared to fully implement the Common Core State Standards during the 2013-14 school year. During the transition period, we will continue to administer the NECAP reading, writing, and mathematics assessments in the fall of 2012 and 2013, and these assessments will remain aligned with our current standards (GLEs and GSEs).

Student Achievement

Developing a consistent and logical approach to our accountability design

The manner in which Rhode Island's proposed accountability system differs from the current accountability system and how it will better ensure success for all Rhode Island students is set forth in this section. One of the most limiting aspects of NCLB is the manner in which targets, school performance and interventions are conflated into a "one size fits all" model. The flexibility waiver allows states to separate the setting and attainment of AMO's from the measurement of school performance. It further allows states to establish a truly diagnostic approach to determining school-specific supports and interventions that reflect both more accurate measures of school performance and other critical readiness factors that impact improvement efforts. Rhode Island's plan is specifically designed to maximize these critical areas of flexibility in order to accelerate improvement in our lowest performing schools.

Rhode Island's Strategic Plan includes a set of goals for all districts, schools, and subgroups in the state: to reduce the proficiency gap by half by 2017, thus reducing by half the proportion of students who are not college and career ready. Rhode Island proposes to establish Annual Measurable Objectives (AMOs) for each school in the state using this methodology. Meeting this goal will require all schools and districts to accelerate progress for all students, particularly those who are furthest behind. Through the hard work and dedication of their teachers and students, many Rhode Island schools and districts have demonstrated substantial progress in addressing their proficiency gaps. To measure progress toward that goal and classify schools in an accountability and assistance level, we are proposing to create a Composite Index Score, (CIS), which combines a set of metrics that include our current best indicators of progress towards college-and career readiness: progress on gap-closing as measured

by our state assessments in reading and mathematics. AMO targets will be differentiated for each district, school, and subgroup depending on its starting point in the baseline year, 2010–11, with the goal in each case to cut in half the proportion of students who are not on track to college and career readiness (performing at least at the Proficient level). As a result, districts, schools, and subgroups that are furthest behind are expected to make the strongest gains and thus close achievement gaps.

Rhode Island will continue to issue and report Annual Measurable Objective (AMO) determinations by establishing school specific AMOs for students in the aggregate, low income students, students with disabilities, English Learners, and the state's major racial and ethnic subgroups. The AMOs will require each school to be publically accountable for reducing the proficiency gap by half by 2017 as AMOs are determined by subtracting baseline data, (2010-11 NECAP), from 100 and dividing that number in half and then into six equal intervals. This process was used to determine AMOs for each school and subgroup. Annual district and school reports will be available on our web site and included in our *InfoWorks!* report cards for each school and district. Schools that persistently fail to attain AMOs will be placed into one of RIDEs three lowest accountability levels (Warning, Priority or Focus). In addition, RIDE will continue to report out the Attendance Rates for our K-8 schools on our school and district report cards, although Attendance will no longer be used for accountability purposes.

Using these school-specific AMOs as a baseline, Rhode Island's accountability system is based on an index comprised of seven metrics. Each metric divides the range of scores into five levels of performance. These five levels will allow us to distinguish among the span of performance within in each metric so that we can, properly identify schools at the extreme margins and to make the scoring system more differentiated in the middle. Each of Rhode Island's schools and districts will have an index score ranging from 20 to 100 points. The scores will be earned within each of seven components. When each of the 7 weighted components are added together, the result is the schools' and districts' score is out of 100.

Table 2 below provides a summary of the seven components and the weights assigned to each measure or metric. The individual scores from each subcomponent will be added together to arrive at a total score for each school. We will then rank the schools by this total score (20-100) in order to begin the identification process for priority, focus, and commended schools. Beyond these seven metrics, the classifications will factor in an individual subgroup that missed an AMO for two consecutive years, any significant gaps in performance, and participation rates in reading and mathematics, at the district, school, state, and subgroup levels.

Table 2: ESEA Flexibility Design Weights

Measure	Components	Elementary / Middle Schools	High Schools
Absolute Percent Proficient	All Students Minority + Poverty IEP + ELL	30	30
Progress To 2017 Target	All Students	10	10
Consolidated Subgroup Performance Gaps Against Performance Reference Group	Minority+Poverty	30	30
	IEP+ELL		
Percent of Tested students in Distinction Level	All Students	5	5
Growth	All Students	25	0
	Minority+Poverty		
	IEP+ELL		
HS Graduation Rates	All Students		20
HS Scaled Score Change	All Students		5
TOTAL		100	100

The composite index score (CIS) provides sufficient data to place schools and districts into one of six levels so that RIDE can provide differentiated recognition, accountability, and supports. The levels are:

1. Commended Schools
2. Leading Schools
3. Typical Schools
4. Warning Schools
5. Focus Schools
6. Priority Schools

Cut points within each category were assigned within the following framework:

1. The highest levels of performance reflect current achievement data in each category. They outline achievable yet aspirational goals for each school.
2. The lowest levels of performance also reflect the current unacceptably low data we have in each category.
3. The middle ranges attempt to differentiate among the ranges of school performance based on the most recent data sets we have for schools.

Our current accountability system allows many schools – particularly in our suburbs - to mask the poor performance of our most vulnerable students; those with disabilities and English Learners. This phenomenon occurs because many of our schools do not meet the minimum n size of 45 for each subgroup. Concurrently, many of our urban schools report small performance gaps because overall performance is so low at the school level. To account for these two issues, we propose to collapse all reported subgroups into three subgroups and to lower the n size to twenty students for component analysis. To ensure that gaps are not due to poor overall performance, we also introduce a Performance Reference Group (PRG) for each LEA, which includes the highest performers. Identifying and addressing achievement gaps of Rhode Island’s most vulnerable students are at the heart of our Strategic Plan as well as our accountability design.

The three consolidated groups used in the CIS and justification for each are described below.

Performance Reference Group (PRG): The PRG is made of students who are not economically disadvantaged, not in English Learner (EL) programs and not receiving Individualized Education Program (IEP) Services. This is the highest performing group of students in our state and the group against which all other groups will be compared. The PRG is also the yardstick by which we measure performance gaps within the CIS. A PRG will be set for each LEA for reading and mathematics at the elementary, middle, and, high school levels. The decision was made to implement a consistent approach that would apply to all schools statewide by developing an LEA level comparison rather than a school level comparison because many schools did not have a sufficient population size (i.e. $n = 20$) to calculate subgroup specific gaps.

Consolidated Program Subgroup: This subgroup includes English Learners (ELs) including former English Learners that are being monitored and students with disabilities (including students who take the alternate assessment). The decision was made to consolidate both programs after exploring other options to ensure that as many students as possible were informing the accountability data for each school and district. Initial analyses was conducted separately for each program. This analyses revealed that many schools and students would not be included in the accountability system because of the minimum n requirement of 45. We then reduced the n size to 20 and found that, while it improved our ability to include more schools and students, it was not at a level that captured a sufficient number of Rhode Island’s students. Most notably only 29% of schools would be held accountable for the performance of students receiving EL services. This was an improvement but still far too low. By combining two groups into one larger subgroup, the data demonstrates that we are able to hold 81% of schools accountable for the performance of these students. We are confident we will

highlight and respond to gaps in student achievement that have been previously overlooked. In nearly eighty-one percent of all Rhode Island schools, there are less than 20 English Learner students. Under the current system, these schools would not be held accountable because of the small n size. The table below shows that the consolidated subgroup increases the number of schools included in accountability from 54 to 227 for the ELL subgroup and from 211 to 227 for the IEP subgroup.

School Included in Accountability Determination	# of Schools	% of Schools
IEP Subgroup	211	78.36
ELL Subgroup	54	19.14
Consolidated ELL and IEP Program Subgroup	227	80.49

In addition to including more schools in the accountability system, we examined the reasonableness of combining the two program groups into one subgroup. The Pearson correlation coefficient measures the correlation or strength of relationship between two variables; in this case performance. As is indicated below, there is a very strong relationship between the individual program subgroups and the consolidated subgroups. We are confident that the consolidated program subgroup is a valid proxy for the individual program groups. Further, we plan to conduct a separate analysis of individual subgroup's performance to identify subgroups that are not meeting their AMOs. This will identify any instances in which the consolidated subgroup masks the performance of subgroups.

Pearson Correlation Coefficient	Math	Reading
IEP Subgroup Proficiency Consolidated Program Subgroup Proficiency	0.923**	0.928**
ELL Subgroup Proficiency Consolidated Program Subgroup Proficiency	0.605**	0.607**

**** Correlation is significant at the .01 level using a two-tailed Pearson Correlation Coefficient**

Consolidated Minority and Economically Disadvantaged Subgroup:

This consolidated subgroup includes all federal racial minorities as prescribed by the National Forum on Education Statistics (Minority) plus Free and Reduced-price Lunch students (FRL). As with the Consolidated Program Subgroup, combining these groups ensures that these students will be accounted for in low incidence schools. As the table below shows, consolidating Minority and Free/Reduced Lunch students results in the inclusion of 269 of the 282 schools.

School Included in Accountability Determinations	# of Schools	% of Schools
Black Subgroup	75	27
Hispanic Subgroup	121	54
Economically Disadvantaged Subgroup	248	88
Consolidated Minority and Economically Disadvantaged Subgroup	269	95

There is a strong correlation in student achievement between poverty and racial/ethnic minorities and we are confident that this further supports the consolidation of these groups.

Pearson Correlation Coefficient	Math	Reading
Black Subgroup Proficiency Consolidated Minority and Economically Disadvantaged Subgroup Proficiency	0.74**	0.63**
Hispanic Subgroup Proficiency Consolidated Minority and Economically Disadvantaged Subgroup Proficiency	0.83**	0.8**
Free/ Reduced Lunch Subgroup Proficiency Consolidated Minority and Economically Disadvantaged Subgroup Proficiency	0.97**	0.96**

** Correlation is significant at the .01 level using a two-tailed Pearson Correlation Coefficient

Table 4 below shows selected subgroup performance in our state assessments over the past three years. Apart from the Asian subgroup, each of the other subgroups included in the consolidated subgroups have similar performance. The Asian subgroup performs at a significantly higher level, but their populations are too small to make any difference in the consolidated subgroup performance. Moreover, Asian students in our urban communities have similar performance results as their Black and Hispanic peers, further supporting the case to include Asians in the Consolidated Minority and Economically Disadvantaged subgroup.

Although the policy and psychometric rationale behind the combination English learners and students with IEPs is both defensible and sound, RIDE is acutely aware of the challenging and problematic optics of the combination. The waiver development period included hours of intense internal and external debate that eventually turned on a small set of powerful questions.

“Is RIDE’s commitment to creating an accurate and sensitive measurement system that truly maximizes school district responsibility for traditionally underserved students matched with the institutional courage to put forth the design that best meets this goal?”

“Can RIDE develop and put forth an application that acknowledges and meaningfully responds to the legitimate historical, perceptual, and educational concerns that are raised through the consolidation of students with IEPs and EIs within a single subpopulation?”

“Can RIDE engage in earnest, honest dialogue with our local advocacy community and demonstrate that the consolidated subpopulation, though disquieting on its face, will help ensure that all Rhode Island schools are held accountable for our low-incidence, traditionally-underserved subpopulations?”

When, and only when, it was clear that the answer to each of these difficult questions was “yes” did RIDE submit this waiver application for federal consideration.

Table 4: Subgroup Performance on NECAP Reading and Math												
Student Groups	Reading						Mathematics					
	'09 % Prof.	'10 % Prof	'10 SE	'11 % Prof	'11 SE	Difference 10-11	'09 % Prof	'10 % Prof	'10 SE	'11 % Prof	'11 SE	Difference 10-11
State Average	70	71	.17	73	.16	+2	54	55	.18	56	.18	+1
Am. Indian	55	56	2.17	57	2.26	+1	38	35	2.08	39	2.22	+4
Asian	75	75	.94	76	.94	+1	62	62	1.04	64	1.05	+2
Black	54	54	.67	57	.65	+2	31	33	.63	35	.62	+2
Hispanic	51	52	.41	53	.40	+2	31	35	.39	36	.38	+1
FRL	55	56	.28	59	.27	+2	37	39	.27	41	.27	+2
IEP	29	29	.43	30	.45	+1	19	19	.37	18	.37	-1
LEP	24	24	.79	25	.70	0 (<0.5)	16	17	.65	16	.57	-1
Student Groups	Reading						Mathematics					
	2009 % Prof.	'10 % Prof	2010 SE	'11 % Prof	'11 SE	Difference 2010-2011	'09 % Prof	'10 % Prof	'10 SE	'11 % Prof	'11 SE	Difference 2010-2011
State Average	70	71	.17	73	.16	+2	54	55	.18	56	.18	+1
Am. Indian	55	56	2.17	57	2.26	+1	38	35	2.08	39	2.22	+4
Asian	75	75	.94	76	.94	+1	62	62	1.04	64	1.05	+2
Black	54	54	.67	57	.65	+2	31	33	.63	35	.62	+2
Hispanic	51	52	.41	53	.40	+2	31	35	.39	36	.38	+1
FRL	55	56	.28	59	.27	+2	37	39	.27	41	.27	+2
IEP	29	29	.43	30	.45	+1	19	19	.37	18	.37	-1
LEP	24	24	.79	25	.70	0 (<0.5)	16	17	.65	16	.57	-1

Statewide group performance on NECAP Reading and Mathematics assessments.¹

¹With the exception of Standard Errors (SE), all numbers have been rounded to the nearest whole number.

How We Measure School Performance Rhode Island's Proposed Accountability System

Absolute Proficiency: How many students have attained proficiency or better?

This measure indicates the percent of students in each school who have attained a level of proficient or better on the state assessments in mathematics and reading.

Rhode Island's proposed system acknowledges that high academic achievement for all students is the primary goal of our educational enterprise. As such, it continues to play a significant role in our revised ESEA flexibility waiver proposal. It carries a weight of thirty percent (30%) in our design. The state administers the New England Comprehensive Assessment Program (NECAP) to all students in grades 3-8 and 11 in math and reading. The expectation is that all students will reach proficiency. Students who are proficient "demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade level/ grade span expectations at the current grade level."

From these assessments, students receive scale scores (between 0 – 80 points) and one of four accompanying proficiency levels. Approximately one percent of Rhode Island students participate in the Alternate Assessment, our assessment for students with disabilities. Results from these two assessments are combined to determine the absolute percent proficient metric. Our assessments achievement levels are outlined in the table below.

Table 3: Performance Levels on Rhode Island State Assessment	
Level	Description
Level 4	Proficient with Distinction Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with Grade level and grade span expectations. These students are on track to succeed in post-secondary endeavors.
Level 3	Proficient Students performing at this level demonstrate minor gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade span and grade level expectations. It is likely that any gaps in the prerequisite knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of quality classroom instruction.
Level 2	Partially Proficient Students performing at this level demonstrate gaps in the knowledge and skills needed to participate and perform successfully in instructional activities aligned with the grade 9-10 GSEs. Additional instructional support may be necessary for these students to perform successfully in courses aligned with grade expectations.
Level 1	Substantially Below Proficient Students performing at this level demonstrate extensive and significant gaps in the prerequisite knowledge and skills needed to participate and perform successfully in grade appropriate instructional activities. Additional instruction and support is necessary for these students to meet the proficiency standards.

RIDE will calculate the Absolute Percent Proficient metric by determining the percentage of students at or above proficiency for each school and LEA in the state for three groups of students. The Absolute Percent Proficient metric will be computed for all students, students who are in racial or ethnic minority subgroups along with student receiving free or reduced lunch; and for student who receive either IEP or ELL services. These percentages are used to assign points to each school based on derived cut points.

Reading performance is consistent across all school levels. As such, one set of cut scores was appropriate and relevant to all schools. A goal of ninety percent or higher in reading for all schools is ambitious yet attainable. Schools with fewer than 45% of their students proficient in reading represent the lowest levels of achievement in our state and demonstrate need for intensive support and intervention. Conversely, there has been a wide variation of math performance across school levels. As a result of these variations, there are three sets of cut scores for elementary, middle and high school

levels. While the cut points are not normalized, they were selected to take into account historical performance.

The percent of students who are proficient for each of these groups are independently calculated in reading and then in mathematics. Using their mean scores, these groups are then assigned points from 1 to 5 based on the cut points described in the table below. For the Absolute Proficiency Measure, there are 6 of these values, three for each of the groups from reading and three for each of the groups from mathematics. The average of these six values, which vary from 1 to 5 is then calculated. If the average score is 5, it will translate to all the 30 points for this measure. The equation below is used to assign Absolute Proficiency Measure points in each school.

Points Assigned to Absolute Proficiency Measure = (Average Score * 30)/5

Absolute Proficiency Metric Cut Scores

		1 Point	2 Points	3 Points	4 Points	5 Points
Absolute Percent Proficient for All Students and for All Subgroups	Reading	< 45	≥ 45, < 60	≥ 60, < 80	≥ 80, < 90	≥ 90
	Elementary Math	< 35	≥ 35, < 50	≥ 50, < 70	≥ 70, < 90	≥ 90
	Middle Math	< 30	≥ 30, < 50	≥ 50, < 70	≥ 70, < 85	≥ 85
	HS Math	< 10	≥ 10, < 30	≥ 30, < 45	≥ 45, < 70	≥ 70

Progress: To what degree is the school approaching its 2017 targets?

This measure monitors whether each school as a whole is progressing at a pace that will position them to meet its 2017 targets for proficiency levels in mathematics and reading.

Our current accountability system establishes Annual Measurable Objective (AMO) for each subgroup, school, and LEA that is identical within each level of schooling and subject area. Each school and LEA must meet a state target that is based on the 100-percent proficiency goals that No Child Left Behind set for 2014. As such, schools are evaluated in a binary manner as either meeting or not meeting an annual target. In practice some schools miss targets by a small margin while others have made little or no progress at all. Our proposed system addresses this issue by prioritizing schools that have missed gaps by wider margins. We do this by monitoring the percentage of progress each school is making toward its 2017 targets.

RIDE will establish individualized targets for schools and LEAs that will reduce by 50 percent each school's gap to 100-percent proficiency by 2016-17. In order to perform this calculation, RIDE will use 2010-11 data as a baseline. This metric is measured as follows:

- 1) Define Gap as the difference in performance between the 2010-11 baseline year and the 2016-17 target.
- 2) Define Progress as the difference between current year performance and the baseline year of 2010-11.
- 3) Calculate the metric as $100 * \text{Progress} / \text{Gap}$

Each year, schools will be placed into one of five levels. Cut points for the highest level are selected to ensure that schools are on track to meet their 2016-17 targets. The lowest cut point signifies schools that are least likely to meet their 2016-17 targets and will capture schools that lose ground. The intermediate cut points are set to differentiate across the range of progress schools are making towards their 2016-17 targets. The reading and math points (1-5) are averaged to calculate a school score. This component constitutes 10 percent of the weighted accountability system across all 3 levels (EMH).

Progress Metric Cut Scores

		1 Point	2 Points	3 Points	4 Points	5 Points
Progress to 2017 Target	Reading	< -3	$\geq -3, < 0$	$\geq 0, < 8$	$\geq 8, < 16$	≥ 16
	Math					

Gap-closing: Is the school serving all students, including those with disabilities and English Learners?

This measure indicates whether all student groups in each school are closing achievement gaps. For each school, this measure compares the scores of a high-performing group of students (students who are not economically disadvantaged y, do not have disabilities, and do not receive EL services.) against the performance of two other student groups: (1) minority students plus students who are economically disadvantaged and (2) students with disabilities plus English Learners.

Our current accountability system allows many schools – particularly in our suburbs - to mask the poor performance of our most vulnerable students; those with disabilities and English Learners. This phenomenon occurs because many of our schools are unable to meet the minimum n size of 45 for each subgroup. Concurrently, many of our urban schools report small performance gaps because overall performance is so low at the school level. To account for these two issues, we propose to collapse all reported subgroups into three subgroups and to lower the n size to twenty students. To ensure that gaps are not due to poor overall performance, we also introduce a Performance Reference Group (PRG) for each LEA, which includes the highest performers in the school district. A PRG will be set for each LEA for reading and mathematics at the elementary, middle, and, high school levels. When there are too few students to calculate a PRG or if there is an insignificant gap between the LEA level PRG and its subgroups, a statewide PRG will be used. Identifying and addressing achievement gaps of Rhode Island’s most vulnerable students are at the heart of our Strategic Plan as well as our accountability design.

To arrive at the score for the Gap-Closing metric, we will subtract the Consolidated Minority/ Economically Disadvantaged Subgroup and the Consolidated Program Subgroup from the Performance Reference Group (PRG) for both reading and mathematics. In this instance, reading and mathematics will each receive a score, which translates to 4 scores overall (2 for the Consolidated Program Group gap and 2 for Consolidated Minority/Poverty Group gap). We will then rank the four scores and assign each school a score between 1 and 5. To receive 5 points, a school must have exceptionally small gaps for students. There are a handful of these schools and they represent proof points, and for all other schools in our state this will remain a reach. A score of 1 represents extraordinarily large gaps that reflect the reality of our current data. The identified cut points allow us to differentiate among levels of performance regarding achievement gaps.

Points Assigned to Subgroup Gap Measures = (Average Score * 30)/5

This component is heavily weighted at 30% within our overall model because RIDE recognizes that overall performance is simply not good enough. Each and every student must be counted – and this can only happen when gaps are addressed at every level and for each and every underserved student. By consolidating these groups rather than considering each student demographic and programmatic group individually, we are able to hold all but thirteen schools accountable for subgroup proficiency gaps – a clear sign to schools that all students matter.

Proficiency Gap Metric Cut Scores

		1 Point	2 Points	3 Points	4 Points	5 Points
Consolidated Subgroup Gaps against Performance Reference Group	Minority /Poverty math	≥ 35	≥ 30, < 35	≥ 20, < 30	≥ 10, < 20	< 10
	Minority /Poverty reading					
	Program math	≥ 65	≥ 50, < 65	≥ 30, < 50	≥ 15, < 30	< 15
	Program reading					

** When any sub score is not available because n is less than twenty, the average score excludes that sub score.*

Distinction: How many students have attained distinction?

This measure indicates the percent of students in each school who have attained a level of distinction on the state assessments in mathematics and reading.

RIDE's theory of action articulates that when schools and educators are supported, all students will achieve at high levels. Current data makes clear that we are not supporting students' progress to the highest levels of achievement as indicated on

NECAP results. Currently sixteen percent (16%) and twenty-one percent (21%) of students have achievement levels in the *Proficient with Distinction* category in math and reading, respectively. By examining and rewarding schools that are elevating a large percentage of students to the highest standards, Rhode Island can learn from and recognize publicly those schools that believe good simply isn't good enough.

All other accountability measures proposed in this waiver sum proficient and proficient with distinction in calculation determinations. RIDE wants to recognize and commend schools that not only ensure students are proficient, but expect them to achieve at the highest levels. This metric is designed to incentivize high expectations for our students. We determine this metric by dividing Level 4 students (Proficient with Distinction) into the total number of students tested, for reading and mathematics individually. We will then rank the scores and assign each school a score between 1 and 5. This measure accounts for 5 percent of the accountability system across all levels (EMH). The identified cut points below were developed to reflect our current rates of proficient with distinction for both math (16%) and reading (21%).

Proficient with Distinction Metric Cut Scores

		1 Point	2 Points	3 Points	4 Points	5 Points
Percent of Tested students in Distinction Level	Reading	< 5	≥ 5, < 15	≥ 15, < 30	≥ 30, < 40	≥ 40
	Math	< 5	≥ 5, < 15	≥ 15, < 25	≥ 25, < 35	≥ 35

Growth (Elementary, Middle): Are all students making progress?

This measure indicates whether, on average, students in each elementary and middle school are making sufficient annual growth based on their scores on state assessments in mathematics and reading. This measure examines the scores at the student level in each school and compares each student's scores over consecutive years. This measure evaluates growth for three groups of students: (1) all students, (2) minority students plus students living in poverty, and (3) students with disabilities plus English Learners. (Note: We cannot use this measure for high schools because students take the state assessments during only one year in high school.)

Schools' absolute performance in 2010-11 is wide-ranging. The absolute performance is important but not the only lens we will use to determine schools needing urgent attention. Our proposed accountability system will factor in a growth metric that acknowledges schools that demonstrate strong growth even though they may not reach their absolute proficiency targets. Simultaneously, we will highlight schools that are stagnant despite high performance. Rhode Island will use the Student Growth

Percentile (SGP) methodology developed by Damian Bettebenner.² This methodology was selected because it accounts for each student’s prior academic history. As such each student’s growth is compared to his or her academic peers.

For this measure student level percentile records in reading and in mathematics have been combined to increase the number of records available for determining median percentiles for each of the three groups (All students, Minority/Poverty and Program) that make up the components. A median percentile score is determined for each of these groups. Points from 1 to 5 are then assigned to each of these groups based on their median percentile scores and the cut point described in the table below. The mean or average of these three numbers which vary from 1 to 5 is then calculated. If the average score is 5, it will translate to all the 25 points for this measure. An average score of 1 will translate to 5 of the 25 points assigned to this measure. The equation below is used to assign Student Growth Percentile Measure points to each school. The average score is multiplied by 25 (the weight of the measure). Then, that amount is divided by 5 (the maximum number of points for the measure).

Points Assigned to Student Growth Percentile Measure = (Average Score * 25)/5

Each student’s reading and math SGPs are combined to calculate a school’s total growth metric. By doing so, student subgroup populations are large enough to calculate the median SGP for each school. An SGP is calculated for all students, the Consolidated Program Subgroup, and the Consolidated Minority/Poverty Subgroup. We assign a score of one to five, based on RIDE-developed cut scores, for the 3 median scores. We calculate this component for elementary and middle schools only, and it accounts for 25 percent of the weighted accountability system.

		1 Point	2 Points	3 Points	4 Points	5 Points
Growth	All students	< 35	≥ 35, < 45	≥ 45, < 55	≥ 55, < 65	≥ 65
	Minority / Poverty Subgroup					
	Program Subgroup					

* When any sub score is not available because n is less than twenty, the average score excludes that sub score.

Graduation (high schools): Are all students ready for success?

This measure indicates for high schools the 4-year, 5-year, and 6-year graduation rates, taking into account transfers into and out of the school.

² Bettebenner, D. W. (2009). Norm-and criterion-referenced student growth. *Educational Measurement: Issues and Practice*, 28(4):42–51.

When NCLB was first introduced, we established a statewide baseline measure for the high-school graduation rate. The procedure for defining the baseline paralleled the procedure for defining the baseline for the academic measures. Beginning with the graduating class of 2008, RIDE adopted the NGA adjusted cohort formula based on the tracking of individual students. We established a new state baseline from which we defined a Graduation Rate Annual Target growth trajectory.

As of last year, RIDE revised its accountability notebook to include a five-year graduation rate. The higher of a four-year adjusted cohort rate or a combined four- and five-year rate, weighted at 60 percent and 40 percent, respectively is used for accountability. RIDE proposes in this request to add a six-year graduation rate. This 6-year rate is important as more Rhode Island high schools retain and graduate our most vulnerable students. The introduction of a six year rate will require an adjustment to our combined weighting. We propose a composite score of 50% of a four year adjusted cohort rate and 25% of both the five year and six year graduation rates. A school's graduation rate for the purposes of this model is the higher of the four year and composite graduation rates.

The graduation score consists of two components: one measures absolute rate, while the other considers growth toward a 100-percent graduation rate expressed as an Annual Target:

a. Graduation Rate

To calculate the graduation rate, RIDE uses the 2010-11 4-, 5-, and 6-year cohort graduation rates. The highest of the 4-year cohort graduation rate and the composite of the 4-, 5-, and 6-year cohort graduation rates (weighted .50, .25 and .25 respectively) is used to compute the graduation rate measure.

b. Graduation Rate Annual Targets

Using the 2010-11 cohort graduation rate as a baseline, the formula, $\text{Annual Target} = 100 - (2010-11 \text{ graduation rate})/2$ is the gap that each school must close by 2016-17. That gap is divided by 6 to arrive at each school's individual Annual Target. We will assign each school a score from one to five according to the cut scores below. This component accounts for 20 percent of the weighted accountability system, at the high-school level only.

	1 Point	2 Points	3 Points	4 Points	5 Points
HS Graduation Rates	< 65	$\geq 65 < 75$	$\geq 75 < 85$	$\geq 85 < 90$	≥ 90

** To encourage schools to make extreme efforts to graduate students, schools whose graduation rates are higher than their Annual Target or schools that have a graduation rate higher than the state average may receive one additional point.*

Calculating schools total points for the graduation rates measure is a several step process. First, the composite and 4-year graduation rates are calculated. Using the higher of the two graduation rates a school is assigned points (1-5) based on the table above. Then an additional point may be added if the school met their graduation rate annual target. A school could receive up to 6 points. Finally the weighted points are calculated using the formula below. The total points are multiplied by 20 (the weight of the measure). Then, that amount is divided by 6 (the maximum number of points for the measure).

Points Assigned to Graduation Rate Measure = (Total points * 20)/6.

Improvement (high schools): Are students improving annually?

This measure indicates for high schools whether the grade-11 scores on state assessments in mathematics and reading are improving each year.

High-school scale-score change:

Because our state assessment is only administered once at the high-school level (in 11th grade), a growth score is not available. As a proxy, RIDE proposes using the change in average scale scores at the 11th grade to measure annual improvement. To calculate this measure, RIDE will subtract the 2011-12 mean scaled score from the 2010-11 mean scaled scores for both mathematics and reading. We will assign points (one to five) based on the cut scores in the table below. This measure will constitute five percent of the weighted accountability system, at the high-school level only.

HS Scaled Score Change	Reading	< -3	$\geq -3 < -1$	$\geq -1 < 1$	$\geq 1 < 3$	≥ 3
	Math					

ASSIGNING SCHOOLS TO ACCOUNTABILITY LEVELS

Rhode Island's proposed accountability system will place schools into one of its six levels in rank order from the highest to lowest CIS. Two levels, Typical Schools and Warning Schools will be informed by additional data. Each level is briefly introduced in section and connected to a comprehensive diagnostic and intervention system in subsequent sections of this application. Our methodology fairly and accurately identifies and ranks schools while adhering to all ESEA waiver requirements. Most notably, this unified federal and state accountability model places primacy on three critical questions about each of its schools.

1. Is student achievement in reading and mathematics unacceptably low?
2. Are there intolerable gaps in student performance?
3. Is there little or no academic progress in improving student achievement or increasing graduation rates?

Schools that answer yes to all three questions emerge as Rhode Island’s priority and focus schools. We believe that it is the combination of these factors that require the most urgent action, resources, and attention at the state and district levels.

A school’s total composite score is the sum of the seven weighted metrics described in Table 2: ESEA Flexibility Design Weights. Figure 1 below presents the distribution of schools across each of Rhode Island’s six levels of performance according to their Composite Index Score (CIS) as plotted by their total CIS out of one hundred possible points. [See Appendix A for a rank-ordered list of all Rhode Island schools with details on point accumulation for each component of the CIS.] Warning Schools are schools with index scores below 50 and are not identified as priority or focus. In addition, any school that fails to meet the 95% participation rate or that have individual metrics that are at low levels in one of the following – absolute proficiency, gaps, growth, or graduation rates – are placed into the Warning Level regardless of the CIS, subject to the cut scores set forth below:

1. An Absolute Proficiency Metric of less than or equal to 10; or
2. A Gap Score Metric of 15 or less; or
3. A Growth Score Metric of 7.5 or less; or
4. A combined Graduation and High School Scaled Score Change of 10 or less or
5. Fail to attain any AMO for two consecutive years

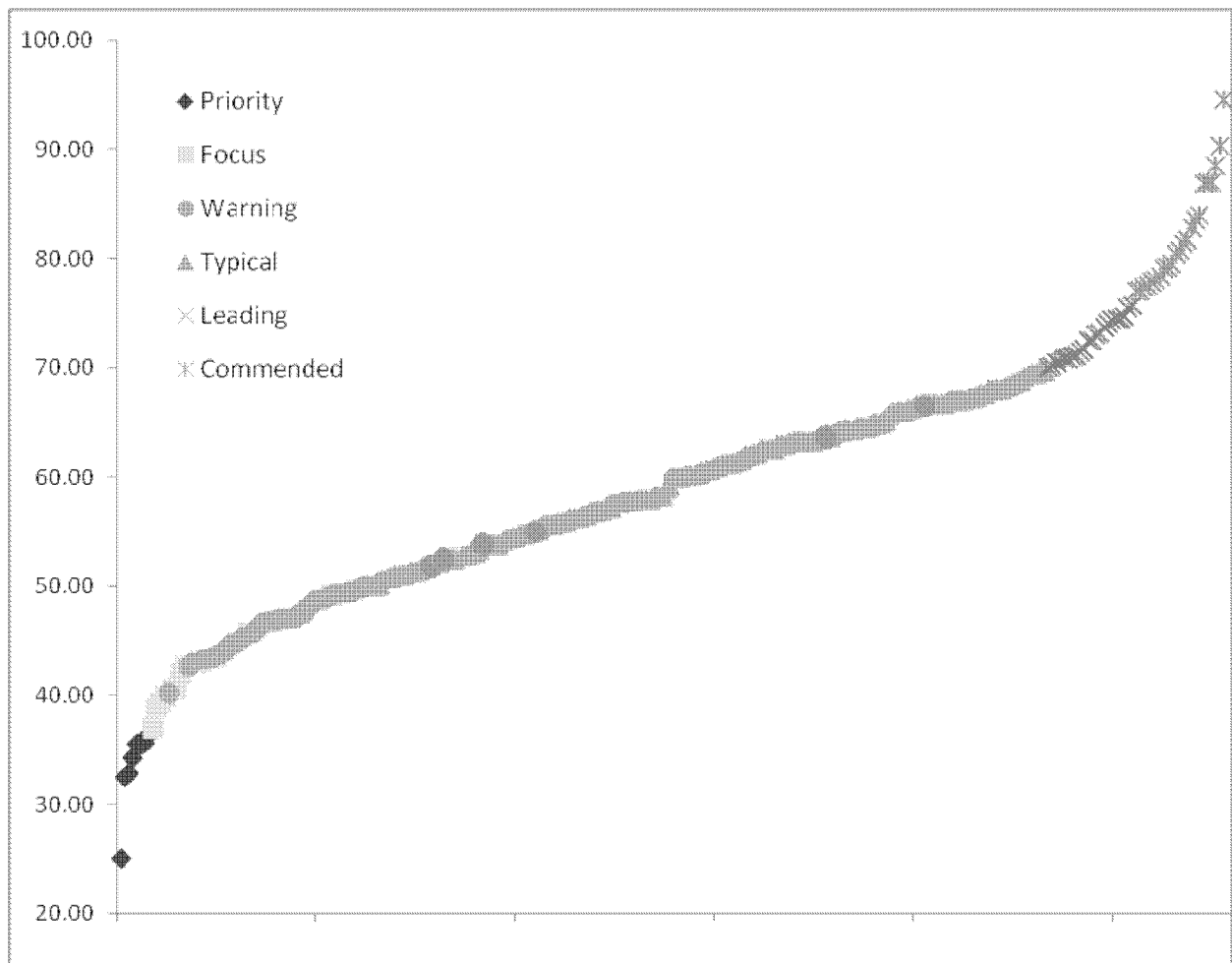
RIDE is especially concerned about participation rates for reasons of both accuracy and equity. Outside of the composite index score based on the components listed herein, each school will be responsible for testing at least 95% of its eligible students at each grade level. Failure to hit this target in a single year will result in a “Warning” classification, regardless of scores in the component measures. RIDE is considerably more concerned with schools that have continuing difficulty to meet the Participation target. For that reason, schools that fail to meet the Participation target for two consecutive years will be automatically assigned a “Focus” classification. Schools that fail Participation for three consecutive years will be assigned a “Priority” classification, again, regardless of other school-level performance measures. A one-year anomaly in this area may be understandable; multiple years of missing Participation rate targets will be considered unacceptable.

RIDE will identify and classify 45 schools as Warning Schools in the current year.

The combined powers of the utilization of the CIS plus the additional criteria enable RIDE to accurately identify schools that have either *widespread* low levels of performance and growth and large achievement gaps or *isolated but serious* problems in the areas of overall achievement, low growth, or low graduation rates. The resultant distribution highlights the ability of RIDE’s proposed system to differentiate among the breadth of performance across all Rhode Island schools. The range is from 25 to 94.5. Further, the levels are designed to create ambitious yet attainable targets for schools.

Figure 1 provides compelling visual support for the accuracy and sensitivity of Rhode Island's proposed system of measuring school performance. It is virtually impossible for a school that is underserving its students to escape notice. We are extremely confident that this comprehensive approach to measuring school performance will provide an accurate picture of student achievement from a number of different perspectives. Of course, knowing that a school is struggling, and where, is still a far cry from knowing exactly what needs to be addressed to remedy the situation.

Figure 1: Rhode Island School Classification by CIS



Individualizing Supports and Interventions

The Rhode Island system of differentiated recognition, accountability, and support creates incentives and support to close achievement gaps for all subgroups. An effective accountability system requires information from multiple sources to inform analysis of the many aspects of education systems. Internal accountability for

continuous improvement requires an understanding of the complex and overlapping operations at work in schools and school systems. The Basic Education Program is explicit about LEA responsibilities in this regard: “Each LEA shall develop, implement, monitor, and evaluate an accountability system, using information from multiple sources, to inform analysis of the many aspects of the education system. Relevant data shall consist of a combination of contextual and demographic information, measures of student learning, curriculum and instruction strategies and practices, and perceptual or evaluative data.”

It is counterintuitive that we expect students to have an individualized learning plan, individualized educational program, personal and academic portfolios, transition plans, and personal literacy plans while we have not sufficiently helped schools and LEAs develop individualized plans based on *their* specific needs. Our recent experiences with Persistently Lowest Achieving Schools (PLAs) have taught us that concentrated effort on diagnosis, though time-consuming, can have meaningful and lasting results. Even were diagnoses to be perfect, there needs to be a systematic way to monitor frequently and gauge when supports and interventions fail to meet anticipated objectives. NCLB provided little funding for this monitoring, but our Office of Transformation, recognizing this gap in capacity, has re-tooled its staffing to ensure that monitoring and evaluation are ongoing functions of RIDE.

RIDE proposes to build off of these lessons learned to put in place a transparent, predictable, and sustainable system of differentiated accountability, support and interventions, supports and rewards. The accountability system will:

1. Include the processes and written plans for a comprehensive assessment system and for systemic problem solving;
2. Specify policies, procedures, and strategies for public reporting that comply with state and federal reporting requirements and that ensure broadly accessible and timely dissemination of information;
3. Establish procedures by which an LEA can conduct a thorough self-study of the LEA functions and capacities for continuous improvement, using criteria that the Commissioner of Education establishes; and,
4. Include development of a plan that demonstrates how the LEA will use self-study findings to inform allocation of resources, strategic planning, and differentiated supports to schools.

The revised Basic Education Program (BEP) consists of a set of measurable expectations for the seven functions described above. Meta-analysis of national critiques of school and LEA improvement efforts revealed that four *capacities* must be present in order to achieve success in any of the functions. Unfortunately, there is significantly more research that documents failed improvement efforts than successful ones. In a review of more than two-dozen studies, RIDE analysts were able to pinpoint

the failure in any instance as resulting from insufficient capacity in one of four critical areas, which we labeled the “four capacities”:

1. Leadership;
2. Content/Program;
3. Personnel Supports; and
4. Infrastructure.

In order to achieve results, each LEA “Function” (see matrix below) must be supported in all four capacity areas. We can then map and apply consistently across the state the performance measures for each capacity in each functional area. The summary below provides additional information about the 28 performance areas.

LEA Functions

Lead the Focus on Learning and Achievement	Recruit, Support and Retain Highly Effective Staff	Guide the Implementation of Curriculum, Instruction and Assessment	Use Information for Planning and Accountability	Engage Families and the Community	Foster Safe and Supportive Environments for Students and Staff	Ensure Equity and Adequacy of Available Resources
Leadership	Leadership	Leadership	Leadership	Leadership	Leadership	Leadership
Content/Program	Content/Program	Content/Program	Content/Program	Content/Program	Content/Program	Content/Program
Infrastructure	Infrastructure	Infrastructure	Infrastructure	Infrastructure	Infrastructure	Infrastructure
Personnel Support	Personnel Support	Personnel Support	Personnel Support	Personnel Support	Personnel Support	Personnel Support

For the first time, Rhode Island has a system of measures that we can use to pinpoint gaps in performance by the adults in the education system, as well as gaps in the support structures designed to improve student performance. Tracking student performance can give us an accurate picture of how well a school or LEA is performing. It takes other sources of data to inform where and why the education system is not improving.

Each of the 28 “boxes” in the performance matrix represents a function and capacity that schools and LEAs must fulfill if they are to prepare all students for college, challenging careers, and life. Because each box in the matrix is measurable, each school and LEA can determine where they are struggling or excelling in a certain capacity or function. We developed our Surveyworks data, including student, parent, teacher, and administrator perception data, to be in alignment with the seven functions.

We have mapped our Uniform Chart of Accounts (UCOA) to the functions as well. In short, RIDE is committed to opening the black box, and, in doing so, to differentiating the underlying reasons for school and LEA performance in unprecedented ways.

The performance matrix will be invaluable for schools because, for the first time, systems will be able to examine all of their data in relation to one another. Currently, one can make judgments regarding suspension rates and percentage of students who report they have been bullied. But one cannot necessarily place a value judgment on dollars tied to in-school suspension initiatives and bullying programs. With this matrix, schools can analyze results in conjunction with the resources attached to those outcomes. In this way, RIDE can systematically: a) help schools target limited funding in meaningful ways; b) compare their results with peer schools to determine whether they could reallocate resources based on best practice; and, c) study return-on-investment for programs at individual schools and initiatives statewide. Finally, the BEP is the tool that LEAs can leverage when negotiating their budgets with school boards and town councils. It is clear to many districts already that the BEP performance measures are a way to protect school programs from massive budget cuts in a time when cities and towns are slashing budgets daily.

The performance matrix will give each school a score for each of the 28 boxes (which can then be aggregated up to an LEA matrix). For priority schools, RIDE will work with the schools and LEAs to examine the matrix and determine their greatest weaknesses. From a menu of moderate to invasive capacity interventions, the LEA will select those interventions that correspond to the weaknesses, as the matrix has determined. Although the LEA selects the option, RIDE must approve the interventions to ensure that the interventions that the LEA selects correspond with needs as reflected in the data. Ultimately, the measures inside each of the boxes are the outcomes the school seeks to improve in the short term in order to improve achievement outcomes for all students in the long term. It is imperative that the data in the matrix includes short-, medium-, and long-term evidence points so that schools can determine early and often whether they are moving in the right direction. Focus schools will follow the same process. The range of interventions available to focus schools would be expanded, as their needs may suggest less invasive interventions and supports.

English Learners and Students with Disabilities

The Rhode Island system of differentiated recognition, accountability, and support includes interventions to improve the performance of English Learners and students with disabilities.

All students with disabilities participate fully in the statewide assessments (sometimes with testing accommodations) or they are tested using the Alternate Assessment system if they meet the eligibility criteria. Less than 1 percent of all students are eligible to participate in the Rhode Island Alternate Assessment system. Thus, all students with disabilities are included in the state accountability system.

With a statewide student identifier system in place (2005), we can assign test results of students who have recently exited special education to this subgroup for purposes of disaggregation in determining AMO for that group. Students who receive section 504 services are not included in determining the students-with-disabilities disaggregations. The assignment of exited students to the special-needs disaggregated group is for two years. This concept is similar to the way English-Learner-exited students are handled in disaggregations. The introduction of the statewide student-identifier system ensures greater accuracy in our ability to account for all students.

Rhode Island mandates the assessment of all students including students who have limited English-language abilities. Rhode Island has adopted the definition of a Limited English Proficient student in Title IX of NCLB, Part A Definitions, Section 9101. Students who are learning English are assessed with the NECAP exams, with accommodations as needed, just like those who do not receive Limited English Proficient (LEP) services (except that students who have been in the United States for less than one year are not assessed in reading). In addition, English Learners are assessed in English-language proficiency (reading, writing, speaking, and listening) at all grade levels - K through 12. Rhode Island developed English-language proficiency standards in partnership with WIDA. To maximize the alignment with WIDA English Language Proficiency Standards, Rhode Island adopted a new English-language proficiency assessment (ACCESS) in Spring 2006. Rhode Island has Title III AMAO targets for students on this exam. Students who receive LEP services, like all other students, take the NECAP assessments for accountability purposes. In addition to this, English Learners take the ACCESS English-language proficiency test.

Implementation Plan

Rhode Island has provided a plan that ensures the system will be implemented no later than the next school year (2012-13).

The BEP, in concert with our Strategic Plan and our Race to the Top Scope of Work (SOW), neatly aligns our goals and expectations with the accountability principles outlined by CCSSO. Common Core standards together with the consortium PARCC assessments will ensure that performance goals are aligned with college and career readiness. Our redesigned accountability system will provide better data for RIDE to provide differentiated recognition and support. Multiple measures of student outcomes, including absolute performance, in addition to growth and gap reduction across all subgroups, will help our schools and LEAs target instructional improvements. Our revised comparison group ensures that we will have a clearer roadmap to support our students with the greatest challenges.

Improvements to our data systems, enhanced by Race to the Top and the Race to the Top Early Learning Challenge grant, will allow us to provide real-time data to our teachers and administrators and user-friendly information to parents, students, and policy-makers. We will make these same data available to researchers and others so that they can diagnose and evaluate programs and services. Our proposed differentiated recognition, accountability, and support structures will strengthen the capacity of schools and LEAs by targeting interventions, external support, training, extended learning opportunities, and professional development based on accurate, valid, and reliable data. These differentiated structures will help us keep our focus on our lowest-performing schools and on closing achievement gaps. Finally, these efforts

combined will elevate our reform work to a new level by encouraging and supporting innovation, meaningful evaluation, and continuous improvement for all Rhode Island schools.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

- The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:
- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
 - b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B Set Ambitious but Achievable Annual Measurable Objectives

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>

2.C Reward Schools

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

RIDE will identify Reward (or “Commended”) Schools as a subset of higher performing schools classified as “Leading Schools.” Leading schools will be schools with a Composite Index Score (CIS) between 70 and 100 unless they have the additional designation as a Commended School. Our Leading Schools cut across all grade levels and regions of the state.

Commended Schools in the Rhode Island System are the state’s Title I schools that are beating the odds as identified under the proposed accountability system. The system is designed to be particularly sensitive at the highest and lowest ends of performance. Commended Schools include the top 5% of the Title I schools that are grouped within other non-Title I schools will be highlighted as Commended Schools. They have the highest total CIS in the state and do not have any significant subgroup gaps. Their CIS ranges from 79 to 94.5 points based on the 2011-12 achievement data. The Commended Schools demonstrate a range of strong performance metrics by either demonstrating the highest overall performance without having significant achievement gaps OR by having the strongest performance or graduation gains without having any significant achievement gaps. In addition, any Commended School that is a high school must have among the highest graduation rates in the state.

Commended Schools will be identified because of their combination of strong metrics in three critical areas: overall achievement, closing gaps, or strong growth. By utilizing rank-ordered CIS ratings to identify Commended schools, Rhode Island is able to identify these schools while paying particular attention to the three aforementioned metrics. Eleven of the twenty-two Commended schools received the maximum 30 points in subgroup gaps, indicating that they have either closed the achievement gap or have amongst the smallest achievement gaps in Rhode Island. Five of the 22 schools received 27 points or more in the absolute proficiency, making them amongst the highest achieving in Rhode Island. Twelve of the twenty-two commended schools have demonstrated growth at the elementary or middle level or graduation rates that earned points of 20 or higher. Taken as a group, Commended Schools serve as proof points that schools of all levels, sizes, and demographics can achieve at the highest levels while at the same time closing the achievement gap. Leading and Commended Schools account for approximately 16% of our schools statewide.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

RIDE will publicly recognize both the highest performing and the high progress schools in Rhode Island by awarding a certificate, notifying the public and the media, and holding an awards ceremony at the Rhode Island State House, all in keeping with current and recent practice in Rhode Island.

Since 2001 – before the passage of NCLB – RIDE has been recognizing schools for both exceptionally high achievement and exceptional improvement. Recognized schools are distinguished as “Regents Commended Schools,” a classification that comes with public recognition by RIDE, the media, Rhode Island Board of Regents, the Governor’s Office, and members of the General Assembly.

Under the terms of this waiver application and in keeping with over a decade of practice, Reward Schools will be publicly classified as “Regents Commended Schools” and will receive a certificate signed by the Chairman of the Board of Regents and by the Commissioner of Education. In the spring of each year, RIDE, in consultation with the R.I. School Superintendents Association (RISSA) and the R.I. Association of School Principals (RIASP), will participate in a public ceremony at the Rhode Island State House to honor the Regents Commended Schools. This annual state house event, which routinely involves the Governor and key elected officials, will utilize the new classification and accountability system to recognize High Performing and High Progress Schools

By maintaining a strong emphasis on trend-based evidence of progress, gap closure, and high performance, these areas of commendation are in keeping with the both overall guidelines set forth in ESEA section 1117(b)(1)(B) and the overall design of Rhode Island’s proposed new accountability and classification system.

We are confident that the selection and promotion of Regents Commended Schools has the overall beneficial effect of advance student achievement across the state, not merely in Regents Commended Schools. All schools aspire to this commendation. Through recognizing both progress and high performance, this distinction is within reach of all schools, regardless of their current achievement level. Schools receiving this award have used the opportunity to invite their entire school community to the awards ceremony and they have followed up with local ceremonies and recognitions and well

as with display of the commendation certificate in prominent locations in their schools – all of which can build a sense of community accomplishment, pride, and continuous pursuit of excellence.

Table 5: Planning for Recognition of Reward Schools

<i>Milestone or Activity</i>	<i>Date</i>	<i>Party Responsible</i>	<i>Evidence</i>	<i>Resources</i>	<i>Obstacles</i>
ID of SY11-12 reward schools	2/12	RIDE	N/A	Staff time	None
Award ceremony	5/12	RIDE, Board of Regents, Governor, General Assembly leadership	N/A	Staff time	None
Identification SY 12-13 reward schools	2/13	RIDE	N/A	Staff time	None
Award ceremony	5/13	RIDE, Board of Regents, Governor, General Assembly leadership	N/A	Staff time	None
Identification of SY13-14 reward schools	2/13	RIDE	N/A	Staff time	None
Award ceremony	5/14	RIDE, Board of Regents, Governor, General Assembly leadership	N/A	Staff time	None

2.D Priority Schools

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Rhode Island currently has a strong system for identifying and intervening in our lowest performing schools and districts. The waiver will enable us to integrate our state system with federal accountability requirements and, in turn, expand the supports available to those proposed system. We will continue to include these indicators and add additional, more sensitive indicators to identify schools that are struggling to improve student outcomes.

At this time, Rhode Island has twelve schools that are identified as our Tier I persistently lowest achieving schools and thirteen schools that are considered to be “served” under the final requirements of School Improvement 1003(g). These schools were identified in a methodology that considered many of the metrics we intend to include in our Priority Schools identification. All PLA Tier I and II schools that are currently being “served” under 1003(g) will be classified as “priority” schools for the purposes of classification under this waiver.

The Priority Schools will account for 5% of all Title I schools in Rhode Island plus one additional non-Title I school, resulting in the identification of five schools that have not been previously required to implement comprehensive reform. The Priority Schools are those with the lowest Composite Index Score, (CIS). The Commissioner will have discretion to classify a school as a Priority School based on a number of factors, including resource availability and other information collected beyond the CIS. Please see section 2A for detailed information about the measures and cut scores associated with the CIS.

In our proposed system, five additional schools will be identified as Priority Schools, for a total of eighteen, including our previously served persistently lowest achieving schools. These schools exceed the number equal to 5% of our Title I schools and are our lowest performing schools as reflected by both the multiple measures that inform the CIS, as well as the lowest performing schools as measured by absolute proficiency in reading and mathematics. These eighteen schools:

- Demonstrate extraordinarily low absolute proficiency rates in reading, (31%- 47% proficient) and mathematics (2%-31% proficient).
- Demonstrate the largest gaps in student achievement in reading and mathematics, ranging from 37 to 75 percentage point gaps.
- Show low rates of academic growth compared to schools with students of similar academic histories or low graduation rates.
- Missed most of their Annual Measurable Objectives by large margins.

Their composite index scores range from 25 to 36.33.

2.D.ii Provide the SEA’s list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Overall Design Goals of the Intervention System

RIDE has developed an intervention plan for all LEAs with priority schools that is aligned to the seven federal turnaround principles, derived from a meta-analysis of recent research on school and district turnaround, includes specific and concrete strategies to support the needs of English Learners and students with disabilities, and is reflective of Rhode Island's experiences in large scale reform over the past ten years.

To that end, the intervention system is designed to be:

- **Diagnostic, requiring that –**
 - a. LEAs review and employ a rich set of qualitative and quantitative data to select and implement interventions that are responsive to the strengths and weaknesses of each identified school; and,
 - b. The SEA issues commissioner approval of selected intervention models and strategies based upon their demonstrable connection to the strengths and weaknesses of each identified school.
- **Targeted, providing –**
 - a. LEAs and schools with targeted, focused, and surgical intervention options and strategies that address the unique needs of identified schools and the student populations within each school, and,
 - b. The SEA the opportunity to work with LEAs to ensure that the intervention model and strategies are feasible, ambitious, scalable, appropriate.
- **Empirically based, providing –**
 - a. LEAs the ability to select from a managed list of bold and empirically-proven interventions derived from a metanalysis of school turnaround research over the last five years; and,
 - b. The SEA with the ability to align resources and systems and coordinate state-level services to improve the effectiveness, coherence, and efficiency of the RIDE support.

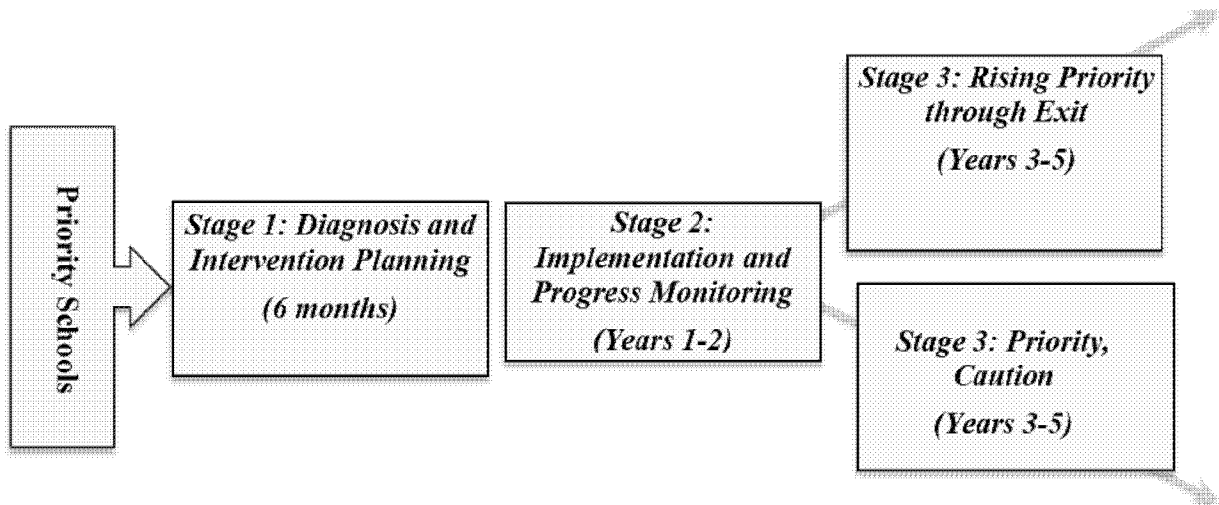
- ***A catalyst for bold reform, ensuring that*** –
 - a. All identified schools construct a plan for rapid and bold reform that addresses systemic weaknesses, including comprehensive changes to systems of curriculum, instruction and assessment; governance; and in many cases, flexibility within the collective bargaining agreement, and
 - b. The SEA intervention system establishes clear and bold expectations and parameters and the conditions and criteria for success.
- ***Outcomes-driven, requiring that*** – Regular and intensive progress monitoring by both the SEA and LEA through a carefully chosen and mutually understood set of leading and student outcomes measures

RIDE’s proposed intervention system further reflects the policy priorities that underpin the design of the accountability system, with a relentless focus on:

- (1) Identification and intervention in schools demonstrating low or no progress toward improved student outcomes;
- (2) Identification and intervention in schools with large and growing or stagnant achievement gaps between the performance reference group and student subpopulations; and
- (3) Low levels of absolute achievement for all students and student subpopulations.

Priority Schools: A Three-Stage Intervention System

Priority school reform efforts will be organized into three distinct stages, enabling both the LEA and SEA to effectively target resources and monitor progress in a manner appropriate to the stage. An overview of these stages can be seen in Figure 2; the requirements and goals of each stage are described in the remainder of this section.

Figure 2: Three Stages of Intervention System for Priority Schools**Stage One: Diagnosis and Intervention Planning (6 months from identification)**

Stage One provides LEAs and identified schools six months to make critical decisions about their intervention approach, develop a comprehensive plan, and establish performance targets that will be used throughout their period of identification. During this phase, there are several key tasks:

- (1) RIDE administration of the diagnostic screen and a SEA/LEA data meeting during which the results are discussed;
- (2) LEA selection of an intervention model;
- (3) RIDE approval of the intervention model;
- (4) LEA development of a school reform and resourcing plan, including establishing performance targets; and
- (5) SEA approval of the school reform and resourcing plan.

Table 6 summarizes the key function of each of the five tasks associated with *Stage One: Diagnosis and Intervention Planning* and further detail is presented below.

Table 6: Stage One Tasks and Functions, by Agency				
Task	Intended Function	SEA	LEA	School
Task 1: Diagnostic Screen & Data Meeting	Analyze and review performance, culture, climate and student outcome data (including full disaggregation of student outcome data at subpopulation levels)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Document the strengths/weaknesses of priority school(s) and LEA(s) serving them	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Establish clear expectations for LEA decision-making and required connection to school performance data	<input checked="" type="checkbox"/>		
Task 2: Selection of intervention model	LEA selection of intervention model and associated intervention strategies		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	LEA submission of intervention model selection, along with relevant data and rationale, to Commissioner for approval		<input checked="" type="checkbox"/>	
Task 3: Intervention model approval	Commissioner review and approval of LEA model, including a review to ensure that all plans meet the seven federal turnaround principles	<input checked="" type="checkbox"/>		
	Hold LEAs accountable for demonstrating the connection between results of diagnostic screen and intervention model selection	<input checked="" type="checkbox"/>		
Task 4: Development of LEA school reform and resourcing plan	LEA development of school reform plan		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop strategies for resourcing reform plan, including the use of SES and PD reserves, transferability, and other flexibility associated with waiver	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Establish (at the LEA level) performance targets including leading and outcome measures for each major intervention strategy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Task 5: School reform and resourcing plan approval	Commissioner review and approval of LEA school reform plan	<input checked="" type="checkbox"/>		
	Commissioner review and approval of LEA performance targets	<input checked="" type="checkbox"/>		
	Hold LEAs accountable for demonstrating connection between results of diagnostic screen, intervention model, and the details of the school reform plan	<input checked="" type="checkbox"/>		
	RIDE approval of resourcing plan, including LEA utilization of reinvestment of SES and PD reserves, transferability, and other flexibility associated with waiver	<input checked="" type="checkbox"/>		

The Diagnostic Screen and Data Meeting

RIDE will develop and administer a comprehensive diagnostic screen for each priority school. This diagnostic screen demonstrates RIDE's commitment, through this waiver application, to a comprehensive and granular disaggregation and vigorous interrogation

of school level data with a focus on identifying root causes of underperformance. In addition to many other indicators, this diagnostic screen is the home of highly detailed review of disaggregated sub-population performance.

This screen will include a wide array of information including, but not limited to:

- (1) School climate, including suspension and referral data;
- (2) Student attendance, truancy, and chronic absenteeism data;
- (3) Students in grades 6-12 identified through the early warning system;
- (4) Parent, student, and faculty survey data;
- (5) English Learner data including
 - a. Student achievement and growth rates on the ACCESS test for ELs, Rhode Island's English language proficiency assessment
 - b. Exit rates for English Learners
 - c. Achievement rates of exited and monitored English Learners;
 - d. Disproportionate identification of English Learners as students with disabilities;
 - e. District alignment to WIDA standards and utilization of empirically proven instructional programs to provide English Learners with content-rich, linguistically appropriate learning environments.
- (6) Teacher evaluation, attendance, and performance data;
- (7) Achievement and outcome data for students with disabilities, including:
 - a. Least restrictive environment data,
 - b. Student transition patterns,
 - c. Progress of students with IEPs
 - d. Consolidated summary of all federal indicators for IDEA; and
 - e. Data collected through on-site monitoring reports for schools and districts;
- (8) LEA expenditure analysis including comparisons of the identified schools' FY11 investments in:
 - a. Administrative overhead expenses against statewide average;
 - b. Investment per pupil in instructional materials against the statewide average; and
 - c. Investment in instructional staff per pupil against the statewide average;
 - d. Investment in services to student subpopulations against the statewide average.

The diagnostic screen will provide LEAs with a clear normative and criterion-based view of their priority school or schools' performance and organizational strengths and weaknesses. This view into school and district serves three important functions.

First, it harnesses RIDE's capacity to support LEAs by delivering a high-quality, comprehensive, and accurate needs analysis. With a RIDE-managed diagnostic screen, all priority schools will receive diagnostic data that (1) includes measures beyond the reach and/or of capacity of LEAs, (2) assures that all student subpopulation

performance will be disaggregated down to the most granular form possible, (3) links system performance with expenditure data, and (4) connects the data collected through federal programs to LEA decisions about intervention systems and strategies.

Second, by *leading* the identification process with a state-administered diagnostic screen, the state can hold LEAs accountable for all intervention decisions that follow. Rather than naming schools and simultaneously collecting an improvement plan *along with* evidence of LEA completion of a needs assessment, this system will require shared acknowledgement of the results of the screening process *before* LEAs begin selecting intervention strategies. This sequence, coupled with the insertion of required Commissioner-level approval of priority school intervention plans, enables RIDE to hold LEAs highly accountable to the results of the diagnostic screen.

Finally, the diagnostic screen will be built to reflect the architecture of Rhode Island's Basic Education Program (BEP), the most influential and wide-sweeping education regulation in Rhode Island. The BEP utilizes a matrix of seven LEA functions and four LEA capacities to create 28 critical areas of LEA performance. [See Appendix B for the 28 BEP performance measures.]

The 28 performance areas of the BEP reflect a matrix that spans seven LEA functions, which are closely aligned to the seven turnaround principles:

- a) *Lead the Focus on Learning and Achievement:* The LEA shall provide on-site direction that continuously guides site-based leadership; identify expectations and accountability for implementation of proven practices; and address barriers to implementation of identified educational goals.
- b) *Recruit, Support, and Retain Highly Effective Staff:* The LEA shall recruit, identify, mentor, support, and retain effective staff; build the capacity of staff to meet organizational expectations; and provide job-embedded professional development based on student need.
- c) *Guide the Implementation of Curriculum, Instruction, and Assessment:* The LEA shall provide access to rigorous, guaranteed, and viable curricula for all students; ensure differentiated instructional strategies, materials, and assessments; and build systems that provide opportunities for common planning and assessment.
- d) *Use Information for Planning and Accountability:* The LEA shall develop and implement proficiency-based comprehensive assessment systems; distribute results of measured school progress and student performance; and maintain responsive and accessible information systems.
- e) *Engage Families and the Community:* The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.
- f) *Foster Safe and Supportive Environments for Students and Staff:* The LEA shall address the physical, social, and emotional needs of all students; ensure safe school facilities and learning environments; and require that every student has at least one adult accountable for his or her learning.

- g) *Ensure Equity and Adequacy of Fiscal and Human Resources:* The LEA shall identify and provide requisite resources to meet student needs; allocate fiscal and human resources based on student need; and overcome barriers to effective resource allocation at the school level.

The crosswalk of these seven LEA functions to the four BEP capacities will provide LEAs and priority schools with an overall picture of their performance, strengths, and weaknesses. The diagnostic screen will generate an LEA and school-level report with overall conclusions in the four LEA capacities described in the BEP:

- (1) *Leadership:* the capacity to mobilize people to focus and tackle hard issues, thrive, and be accountability for improving the educational system
- (2) *Content:* the capacity to establish and implement high quality, rigorous, and meaningful learning standards, curriculum, assessment, and instruction that leads to student success in college, careers, and life
- (3) *Infrastructure:* the capacity to organize, coordinate, and allocate the necessary resources and information to support a high-performing education system
- (4) *Personnel Supports:* the capacity to organize and create responsive, active, and dynamic growth and development mechanisms for improving adult learning and practice.

RIDE will design and administer the diagnostic screen utilizing current data collections. However, LEAs have access to school-level data that are not part of RIDE's current data collection system, yet still contribute toward a rich picture of overall system performance. To that end, LEAs will be encouraged to augment the results of the diagnostic screen with additional data that will support valid inferences and root cause analysis. For all priority schools, the results of the RIDE-administered screen, coupled with LEA additions, will be presented and discussed at an initial "SEA/LEA data meeting." This meeting, along with the data and reports that inform the discussion, will serve as the foundation for the next task in Stage One.

LEA Selection of an Intervention Model

After the results of the diagnostic screen are shared, the LEA will have 90 business days to select their intervention model. RIDE's proposed intervention approach reflects a combination of the most powerful elements of the 1003(g) requirements and the seven federal turnaround principles. Although the four 1003(g) intervention models brought problematic rigidity, they were successful in requiring LEAs to engage in hard conversations with stakeholders, scrutinize systems and practices, review investment decisions, and initiate bold change with urgency.

RIDE's intervention system attempts to maintain this sense of productive urgency and commitment to bold reform while at the same time, introducing greater LEA opportunity to construct a clear connection between the *reasons* for school underperformance and the selected intervention strategies. To that end, Rhode Island's intervention system will continue with a model-based approach to school intervention. LEAs will be required to select one of three intervention models for each Priority school. Implementation for all priority schools will begin during the 2012-2013 school year and full implementation in all Priority schools begin no later than the 2013-2014 year.

Description of the Three Models

Closure: School closure occurs when an LEA closes the identified school and enrolls the students who attended that school in other public schools within the state that are higher achieving. These other schools should be within a reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

This model remains consistent with the requirements set forth under School Improvement 1003(g).

Restart: A restart model is one in which an LEA converts a school or closes it and reopens a new school under one of the following mechanisms: (1) a regional collaborative organized pursuant to RIGL Chapter 16-3.1; (2) a charter school operator or a charter management organization or similarly independent entity that materially changes school operations; (3) an education management organization that has been selected through a rigorous review process; or (4) the creation of a joint Labor/Management Compact detailing reciprocal obligations that create a new management structure with shared decision-making designed to fully address the needs of each student in the school and which fully complies with all other applicable requirements.

A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Approval of a restart model requires the Commissioner to agree that the entity chosen by the LEA, through a process that adheres to local and state procurement requirements, is sufficiently vetted to reasonably ensure that the performance of the school under its management will significantly outperform the past performance of the school on measures to be determined by the Commissioner of Education. RIDE will develop a list of pre-approved CMO's and EMO's that meet the requisite state criteria, although nothing shall prevent an LEA from forwarding a specific CMO or EMO to the

Commissioner, notwithstanding the state's development of a pre-approved list of such providers.

Rhode Island's proposed restart model is consistent with the requirements set forth under School Improvement 1003(g). Furthermore, schools choosing the restart model will be required to construct a school reform plan that covers all seven federal turnaround principles, a condition of Commissioner approval.

Regardless of the nature of their restart, schools implementing this model will be required to implement three core school improvement strategies supported through Race to the Top and/or state educational regulations:

- (1) Full staff participation in training to support **school-wide transition to the Common Core State Standards**, including:
 - a. An aggressive schedule for transition to the CCSS including statewide study of the standards;
 - b. Development and/or adoption of CCSSO-aligned curriculum; and
 - c. Scaling of CCSSO exposure activities to every teacher in every building by the 2012-2013 academic year

- (2) Full staff participation in **Rhode Island's educator and administrator evaluation** system, including:
 - a. Rigorous evaluation of every teacher in Rhode Island by the conclusion of the 2012-2013 academic year; and
 - b. Utilization of a RIDE-approved teacher evaluation system that utilizes student growth data.

- (3) **Utilization of a comprehensive data system** used to inform daily instruction and school planning, including an
 - a. Instructional management system that provides an array of CCSS-aligned assessment and instructional tools;
 - b. Curriculum and lesson planning development and sharing tools;
 - c. Student growth visualization tool that enables teachers to view and track student progress;
 - d. Comprehensive classroom-based RTI tools that enable highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and
 - e. Early warning system that identifies students manifesting early signs of dropout beginning in the 6th grade.

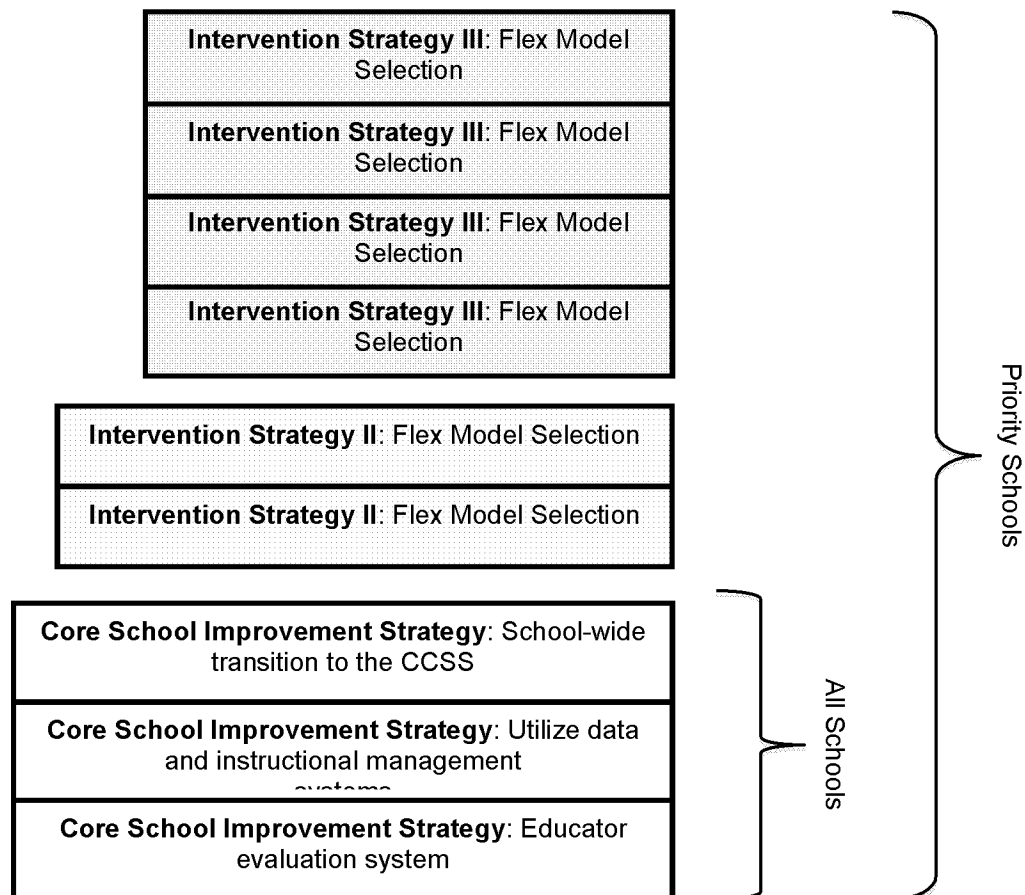
Flex Model:

The Flex Model requires districts to select a comprehensive package of intervention strategies from a RIDE-developed and managed list of 28 empirically proven intervention strategies. The LEA selection of the strategies must be: (1) coherent, (2) comprehensive, (3) responsive to the results of the diagnostic screen, and (4) ambitious but achievable.

The Flex Model was designed to reflect the basic principles of response to intervention (RTI) by classifying 28 intervention strategies into three tiers based upon their intensity and scope. The Flex Model will require priority schools to select and implement no fewer than nine intervention strategies of their choice. The nine strategies include three (3) Tier I, or *core school improvement strategies*; two (2) Tier II, or *intervention II strategies* that provide important supplements to a comprehensive reform plan; and four (4) Tier III, or *intervention III strategies*.

See Figure 3 for a summary of the Flex Model's tiered approach to intervention.

Figure 3: Tiered Intervention through the Flex Model



Core school improvement strategies are required of all Rhode Island schools through either state regulation or commitments made under Race to the Top. Priority schools will have additional accountability and regular performance monitoring of their implementation of three core school improvement strategies:

Core Improvement Strategy One: Full staff participation in training to support school-wide transition to the Common Core State Standards, including:

- a. An aggressive schedule for transition to the CCSS including statewide study of the standards;
- b. Development and/or adoption of CCSS-aligned curriculum; and
- c. Scaling of CCSS exposure activities to every teacher in every building by the 2012-2013 academic year.

Core Improvement Strategy Two: Full staff participation in Rhode Island's educator and administrator evaluation system, including:

- a. Rigorous evaluation of every teacher in Rhode Island by the conclusion of the 2012-2013 academic year; and
- b. Utilization of a RIDE-approved teacher evaluation system that utilizes student growth data.

Core Improvement Strategy Three: Utilization of a comprehensive data system used to inform daily instruction and school planning, including an

- a. Instructional management system that provides an array of CCSS-aligned assessment and instructional tools;
- b. Curriculum and lesson planning development and sharing tools;
- c. Student growth visualization tool that enables teachers to view and track student progress;
- d. Comprehensive classroom-based RTI tools that enable highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and Early warning system that identifies students manifesting early signs of dropout beginning in the 6th grade.

Through full implementation of the three required core improvement strategies, all priority schools will be addressing five of the seven turnaround principles.

Alignment of Core Improvement Strategies and Seven Turnaround Principles						
Core Strategy	Turnaround Principle i	Turnaround Principle ii	Turnaround Principle iii	Turnaround Principle iv	Turnaround Principle v	Turnaround Principle vi
One				X		
Two	X	X				
Three				X	X	X

Intervention III strategies are classified as intensive reform strategies, characterized by one or more of the following:

- (1) Revision to the terms of the collective bargaining agreement or past practice; and/or;
- (2) Comprehensive changes to the leadership and/or governance structure of the school; and/or;
- (3) Comprehensive changes to the system of curriculum, instructional practices, and assessment.

Intervention II strategies are empirically proven approaches to school turnaround and/or improvement that address discrete, identified needs of schools, staff, or students. Intervention II strategies vary in intensity and scope and are characterized by one or more of the following characteristics:

- (1) Requires additional resourcing to support implementation; and/or
- (2) Supplements – rather than comprehensively redesigns – a system of curriculum, instruction, assessment, professional development, student support, leadership, or family and community engagement; and/or
- (3) Addresses a unique and discrete identified need within the school.

The list of strategies and requirements for priority schools are described in detail in Table 7 on the following page.

Table 7: Flex Model Intervention Strategy Options for Priority Schools

Leadership		Support		Infrastructure		Content
Intervention III Strategies: Priority schools select one from each area						
L-III.1: Removal of building principal and replacement with a leader with experience and/or training in turnaround environments	S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English Learners	I-III.1: Implement staff recruitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring	L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership	I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core
L-III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-III.2: Hire building-level instructional specialists to support educators to serve English Learners, students with disabilities, and other students at risk for failure	I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students	Intervention II Strategies: Priority Schools select two strategies from areas of their choice		
L-II.1: Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S-II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students	L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-II.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.3: Develop and implement support systems for student transition into kindergarten and/or across break grades	C-II.3: Offer virtual education options for both at-risk and advanced students	L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English Learners	C-II.4: Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core
L-II.5: Assign family/community outreach to member of leadership team and hold him/her accountable	S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance	I-II.5: Implement a culturally competent tiered system of support focused on student psycho-social health	C-II.5: Increase student access to career, technical, or credentialing programs			

Rhode Island and national experience with LEA behavior when addressing the requirements of Section 1116 and the 1003(g) indicates that most LEAs will select the Flex Model for their Priority and Focus schools. The anticipated popularity of the Flex Model requires that the intervention strategies included are:

- (1) Aligned to the seven federal turnaround principles;
- (2) Empirically-proven, and responsive to the needs of both students and schools;
- (3) Feasible and scalable within systems of radically difference sizes and needs;
- (4) Focused on the needs of students with disabilities and English Learners;
- (5) Grouped in a manner that demands difficult decisions but high-yield opportunities for affected LEAs.

Intervention System Alignment to Seven Federal Turnaround Principles

RIDE’s intervention system is aligned to and fully covers the seven federal turnaround principles. Schools selecting the restart model will be required to submit a school reform plan that covers the seven turnaround principles and will be required to implement the three core school improvement strategies described above. Schools selecting the Flex Model will be selecting from a list of intervention strategies that have already been aligned to the seven turnaround principles. A crosswalk of the 28 intervention strategies of the Flex Model with the seven turnaround principles is provided in Table 8, below.

Table 8: Crosswalk of Flex Model Intervention Strategies and Seven Turnaround Principles								
<i>Federal Turnaround Principle</i>	<i>Strategy</i>	<i>Strategy</i>	<i>Strategy</i>	<i>Strategy</i>	<i>Strategy</i>	<i>Strategy</i>	<i>Strategy</i>	<i>Strategy</i>
Principle 1: Leadership	L-III.1	L-III.2	L-III.3	L-II.1	L-II.2	L-II.3	L-II.4	L-II.5
Principle 2: Effective teachers	S-III.1	S-III.2	S-III.3	C-II.2	I-II.4	Core 2		
Principle 3: Redesigning school day, week, year	I-III.1	I-III.2	C-III.2	S-II.5	I-II.3	C-II.3		
Principle 4: Instructional program	C-III.1	C-III.2	C-II.5	C-II.4	C-II.3	C-II.1	Core 1 & 3	
Principle 5: Using data	S-III.3	I-III.3	S-III.2	I-III.2	I-II.1	C-II.4	Core 3	
Principle 6: School climate	I-III.3	C-III.3	S-II.5	S-II.1	S-II.2	I-II.5	Core 3	
Principle 7: Family and community engagement	S-II.3	S-II.4	L-II.5					

Commissioner Approval of the LEA Selection of a School Intervention Model

After selecting a school intervention model, the LEA must submit their selection and its rationale to the Commissioner for review and approval. The authority of Commissioner to approve or reject LEA model selection is currently part of RIDE's system for intervening in persistently lowest-achieving schools and codified in both state statute and regulation.

In the event that an LEA selects the Flex Model, the LEA must submit the package of six selected intervention strategies— along with three core improvement strategies- for each priority school. The Commissioner will have thirty business days to review the selection and approve or reject the model selection. It will be during this period that LEAs will be held rigorously accountable to the results of the diagnostic screening process and coverage of all seven turnaround principles. Intervention model selections that fail to boldly and clearly address the student and system needs jointly identified through the diagnostic screening process and data meeting will not be approvable.

LEA Development of a School Reform Plan

After Commissioner approval of the LEA intervention model, LEAs will be provided another 90 business days to develop a comprehensive, three-year school reform plan that includes the following elements:

- (1) A detailed plan for the implementation of their selected model that fully and comprehensively addresses all seven turnaround principles;
- (2) A resourcing plan for their selected model, including detailed information about the sustainable, scalable investment of newly available funding and fund flexibility afforded through the waiver;
- (3) Detailed timelines and milestones for year 1 and quarterly milestones for years 2-3;
- (4) Leading indicators and student outcomes measures for each major element of their school reform plan. For LEAs selecting the Flex Model, leading indicators and student outcome targets will be required for each of the selected intervention strategies.

Stage 2: Implementation and Progress Monitoring (Years 2-3)

During the second stage of implementation of the school reform plan, Priority schools will be in early implementation (Year 1) and full implementation (Year 2). During this period, regular and intensive progress monitoring will mark the SEA/LEA relationship. This stage includes three tasks.

- (1) Implementation of the intervention model;
- (2) Quarterly review of leading indicators and implementation status; and
- (3) Regular communication and collaboration.

Table 9 summarizes the key functions of each of the five tasks associated with *Stage One: Diagnosis and Intervention Planning* and further detail is presented below.

Table 9: Stage Two Tasks and Functions, by Agency				
Task	Intended Function	SEA	LEA	School
Task 1: Implementation of the Intervention model	Implementation of strategies included in approved school reform plan		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Establishment of performance monitoring system to enable regular review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Task 2: Quarterly review of indicators & implementation status	Design and execution of quarterly performance review meetings	<input checked="" type="checkbox"/>		
	LEA presentation of progress against targets, leading indicators, and strategy implementation status	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	RIDE overall assessment of LEA implementation for all priority schools	<input checked="" type="checkbox"/>		
	Set and maintain clear expectations for system performance and consequences for success and failure	<input checked="" type="checkbox"/>		
Task 3: Regular Communication and Collaboration	Hold monthly meetings with LEA leadership teams supporting priority schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Minimize administrative burden and expedite services for all LEAs serving priority schools	<input checked="" type="checkbox"/>		
	Collaborative problem-solving to eliminate administrative, bureaucratic, or regulatory barriers to implementation of School Reform Plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Implementation of the Intervention Model

Beginning in the 2012-2013 school year, all Priority schools will be in the early implementation period and required to implement a significant number – though not all – the intervention strategies that are part of their selected and approved school intervention model. [See Appendix C for a detailed implementation timeline for Priority and Focus schools.]

LEAs that were previously required to reserve up to equivalent of 20% of their Title I award for supplemental educational services and 10% for professional development under ESEA section 1116 will be provided the flexibility to reinvest the equivalent of the reserve. This will be done in close collaboration with RIDE staff and must adhere to the following broad parameters:

- Focused on clearly defined school and district improvement strategies that are explicitly connected to the improvement plans for Priority, Focus, and Warning schools;
- Responsive to the needs of traditionally underserved populations, including English learners and students with disabilities (when applicable); and
- Focused upon direct services to students and classroom teachers.

LEAs reinvesting previously held reserves will do so through the state consolidated application and must meet these broad requirements in addition to all other Title I Part A requirements to receive RIDE approval.

Schools selecting the Restart or Flex Model will be required to establish a rich and detailed set of annual performance targets that correspond to each major element of their model. These will serve as the foundation for the quarterly progress monitoring that will be maintained throughout stage two.

Quarterly Review of Leading Indicators and Implementation Status

The majority of SEA resources will be dedicated to intensive quarterly progress monitoring of implementation and tracking the leading indicators included in each school reform plan. This progress monitoring will take the form of quarterly data meetings between the SEA and LEA. During these quarterly data meetings, LEAs will be expected to present their progress against the performance targets established in the school reform plan.

During the early implementation year (SY12-13), Priority schools will be held accountable for:

- (1) Implementation targets, i.e. establishment of systems, delivery of professional development, investment of resources; and
- (2) Leading indicators, i.e. student attendance rates, referral and suspension rates, and parent/family participation and engagement rates

During the early implementation year, all Priority schools will be expected to achieve at least 80% of their established improvement targets.

During the second year of Stage 2 (SY13-14), all Priority schools will be fully implementing all elements of their intervention model. Consequently, the nature of the performance targets for each school will also shift to include:

- (1) Implementation targets,
- (2) Leading indicators, and
- (3) Student outcome data, i.e. state assessments results, graduation rates, ELLs exiting programs, etc.

During the second year of full implementation, all Priority schools will be expected to achieve at least 80% of their established improvement targets.

Stage 3: Rising Priority Through Exit and Priority, Caution (Years 3-5)

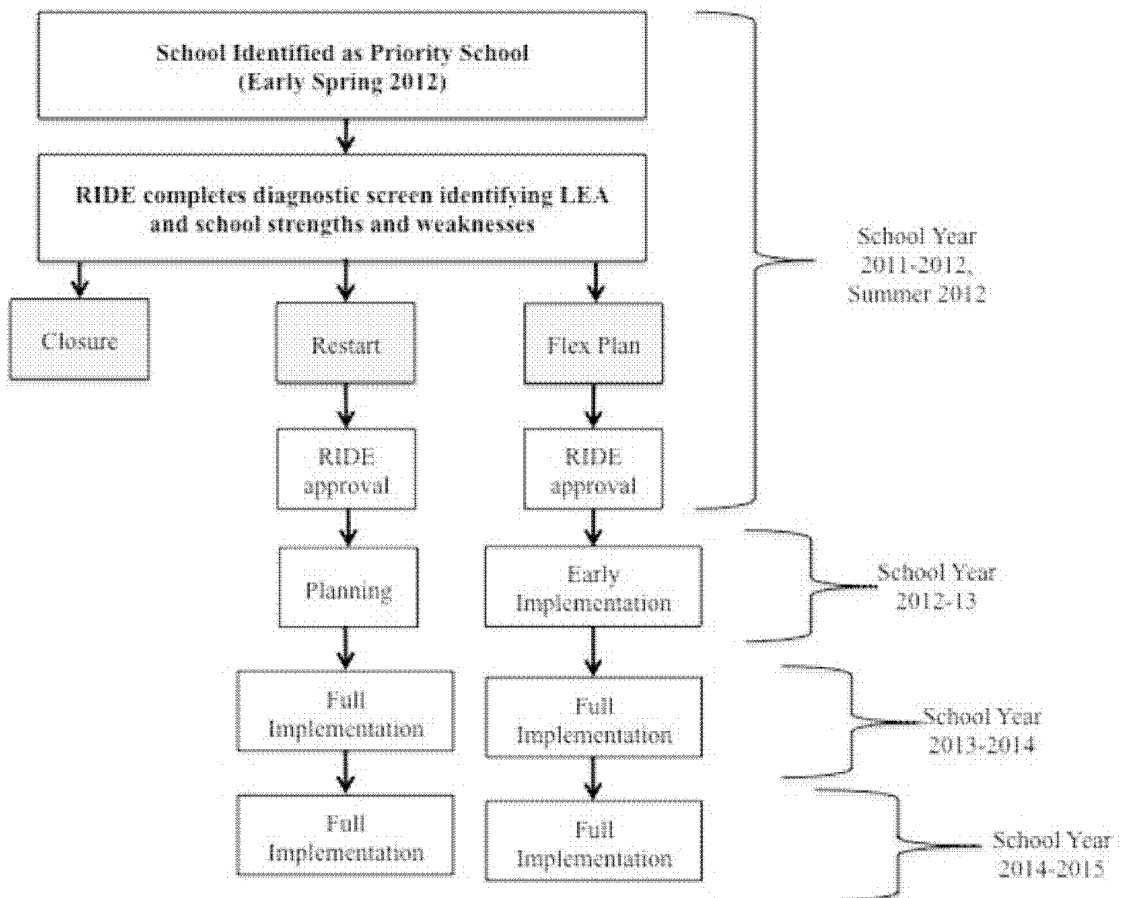
During the third stage of the intervention system, all Priority schools will be into their third year of implementation and second year of full implementation of their school intervention model. For more information about stage three, please see section 2(d)iv.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

The proposed intervention system ensures that all Priority schools will be in early implementation – actively implementing most elements of their selected intervention model – by the 2012-2013 school year. All priority schools will be in full implementation by the 2013-2014 school year.

RIDE will be formally identifying only one cohort of Priority schools under the life of this waiver application. However, during the waiver period, Focus schools may be accelerated into Priority status. The timeline governing this single cohort of Priority schools is summarized in Figure 4 below. [See Appendix C for a more detailed implementation timeline for Priority schools.]

Figure 4: Implementation Timeline for Priority Schools



Stage One: Diagnosis and Intervention Timeline

- (1) Early Spring 2012: All Priority schools identified and diagnostic screen administered
- (2) Late Spring 2012: All Priority schools select intervention model
- (3) Summer 2012: All Priority schools develop their school reform plan
- (4) Summer 2012: RIDE approves school reform plans

Stage One Timeline Justification

National research on school turnaround and in particular, on the implementation of the four intervention models required under 1003(g) has indicated that schools need adequate time to plan and resource bold, comprehensive reform plans. Under this timeline, the first six months after identification are dedicated to urgent yet deliberate planning. This timeline is affected by two major factors:

- (1) *Rhode Island is a Fall Testing State.* Unlike most of the nation, Rhode Island administers the state assessment in October and releases results in February of each year. This annual cycle affects the timing of Rhode Island's ability to name Priority schools.
- (2) *Waiver approval will delay Rhode Island's ability to classify schools.* Although Rhode Island traditionally classifies schools in February, classification decisions for the 2011-2012 school year will be delayed until USED makes final decisions about Rhode Island's waiver application.

Stage Two: Implementation and Progress Monitoring Timeline

- (1) September 2012: All Priority schools begin early implementation of plan
- (2) School year 2012-2013: Early implementation with quarterly progress monitoring
- (3) June 2013: Year-end review
- (4) September 2013: All priority schools fully implement model
- (5) School Year 2013-2014: Full implementation with quarterly progress monitoring
- (6) June 2014: Year-end review

Stage Two Timeline Justification

The implementation timeline affords LEAs a year of "early implementation" during which most, but not all, elements of their approved model must be implemented. This early-implementation period is included for two reasons:

- (1) *Not all intervention strategies should be implemented simultaneously.* National research has shown the importance of appropriately and thoughtfully staging elements of a major reform initiative to ensure that the overall scope of the effort is well timed, manageable, and coherent. The early implementation year enables LEAs to appropriately time the various elements of their reform efforts.
- (2) *Rhode Island Statutory requirements governing staffing changes affect LEA implementation timelines.* Currently, teachers facing potential layoff must receive formal notice by March 1. This deadline puts unreasonable strain on LEAs that, by that date, will have yet selected intervention model. Through an early implementation period, LEAs can plan ahead for staffing changes.

Stage Three: Implementation Through Exit Timeline

- (1) School year 2014-2015: Full implementation with quarterly progress monitoring
- (2) June 2015: Year-end review
 - a. First year that Priority schools are classified into “Rising” and “Caution” status based upon performance
 - b. First possible year that a Priority school could exit through successful implementation and growth (1/2 year of planning, 1 year of early implementation, and 2 full years of implementation)
 - c. First possible year that a Priority school could experience additional state intervention due to failure to implement and/or stagnant or falling performance
- (3) School year 2015-16: Full implementation with quarterly progress monitoring

Implementation of RIDE’s proposed intervention system for Priority schools will require extensive preparation and planning, some of which is already well underway. In order to meet aggressive timelines for a projected mid-spring 2012 identification, RIDE and LEAs will need to adhere to a rigid implementation plan. Table 10 below summarizes the key milestones, responsible parties, and obstacles we anticipate.

Overall Timeline for Implementation

RIDE will meet the federal requirement that all priority schools are fully implementing all elements of their approved plan and covering all seven turnaround principles by the 2013-2014 academic year. The chart below provides a summary of the timeline for implementation in Rhode Island.

School Type	SY 12-13	SY-13-14	SY14-15	SY15-16
Cohort 1 PLA schools (5 schools)	Full implementation (Year 2)	Full implementation (Year 3)	Eligible for exit	
Cohort 2 PLA schools (8 schools)	Full implementation (Year 1)	Full implementation (Year 2)	Full implementation (Year 3)	Eligible for exit
Priority Schools newly named (5 schools)	Early Implementation	Full implementation (Year 1)	Full implementation (Year 2)	Full implementation (Year 3)

Table 10: Planning for Intervening in Priority Schools

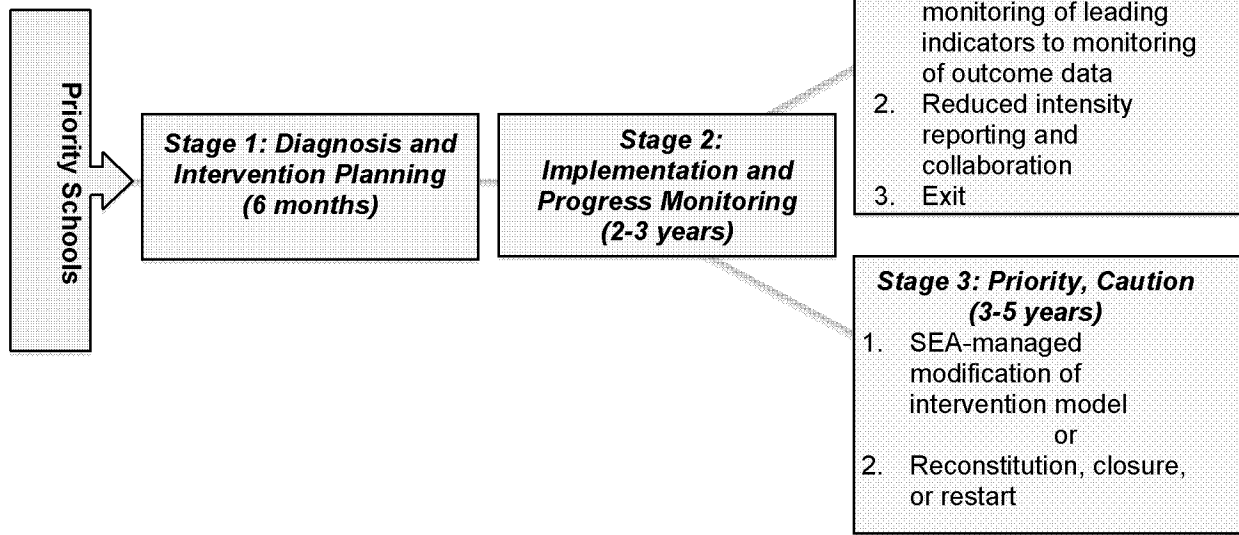
<i>Milestone or Activity</i>	<i>Date</i>	<i>Party Responsible</i>	<i>Evidence</i>	<i>Resources</i>	<i>Obstacles</i>
ID of SY12-13 priority schools	2/12	RIDE	CIS system	Staff time	Develop communication strategy with/for LEAs
Public announcement of priority schools	5/12	RIDE	N/A	Redesigned school report cards; completed communication materials	None
Revisions to consolidated application for federal funds	2/12 – 4/12	RIDE	Revised application and training materials	Staff time; funds for changes to web-based application	Completion of training and TA for affected LEAs on new flexibilities
Training for affected LEAs	4/12	RIDE	N/A	Staff time	None
Completion of diagnostic screening tool	2/12 – 4/12	RIDE	Complete screen	Staff time, funding for development	Staff time and funding
Administration of diagnostic screen & data meetings	5/12	LEAs and RIDE	Complete reports & meetings	RIDE and LEA staff time	RIDE staff time & capacity
LEA intervention model selection	6/12	LEA	Submission of model selection	LEA staff time	None
RIDE approval of intervention model	5/12	RIDE	Approval/rejection letters	RIDE and LEA staff time	None
LEA development of school reform plan	6/12 – 9/12	LEA	Submission of School reform plan	LEA staff time	LEA staff time & capacity
RIDE approval of school reform plan	9/12	RIDE	Approval/rejection letters	RIDE and LEA staff time	RIDE and LEA staff time & capacity
Implementation of school reform plan	9/12 – 9/13	LEA	Evidence of implementation	RIDE and LEA staff time	RIDE and LEA staff time and capacity
Quarterly progress monitoring	9/12 – 9/13	LEAs and RIDE	Quarterly reports and meetings	RIDE and LEA staff time; performance monitoring tools	RIDE and LEA staff time and capacity; funding for monitoring tools

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Exit Based Upon Performance

Exit from Rhode Island's intervention system occurs in Stage 3 of an LEA's implementation of a school intervention model, which covers years three through five (school years 14-15, 15-16, and beyond.) See Figure 5 below for an overview of the stages and the criteria for exit. The system is designed to be rigorous, exiting schools only upon sustained improved performance and in no case earlier than the 2015-2016 school year. Rhode Island will ensure that there are meaningful consequences for priority and focus schools that do not make adequate progress after full implementation of interventions. While the ability to ensure the efficacy of multi-year interventions remains a critical missing element of the ESEA, Rhode Island enjoys significant State statutory authority to "reconstitute" schools and districts that fail to meet established targets for three years.³ This somewhat draconian tool underscores the need for accurate information about improvement efforts on an ongoing basis. Accordingly, our proposed design also recognizes that mid-term judgments about performance are important tools in differentiating schools that are ambitiously, rigorously and successfully implementing their intervention plan from those that are failing to implement a model and/or reach performance targets.

³ See, R.I. Gen. Laws § 16-7.1-5 **Intervention and support for failing schools.** – (a) The Board of Regents shall adopt a series of progressive support and intervention strategies consistent with the Comprehensive Education Strategy and the principles of the "School Accountability for Learning and Teaching" (SALT) of the board of regents for those schools and school districts that continue to fall short of performance goals outlined in the district strategic plans. These strategies shall initially focus on: (1) technical assistance in improvement planning, curriculum alignment, student assessment, instruction, and family and community involvement; (2) policy support; (3) resource oversight to assess and recommend that each school has adequate resources necessary to meet performance goal; and (4) creating supportive partnerships with education institutions, business, governmental, or other appropriate nonprofit agencies. If after a three (3) year period of support there has not been improvement in the education of students as determined by objective criteria to be developed by the board of regents, then there shall be progressive levels of control by the department of elementary and secondary education over the school and/or district budget, program, and/or personnel. This control by the department of elementary and secondary education may be exercised in collaboration with the school district and the municipality. If further needed, the school shall be reconstituted. Reconstitution responsibility is delegated to the board of regents and may range from restructuring the school's governance, budget, program, personnel, and/or may include decisions regarding the continued operation of the school. The board of regents shall assess the district's capacity and may recommend the provision of additional district, municipal and/or state resources. If a school or school district is under the board of regents' control as a result of actions taken by the board pursuant to this section, the local school committee shall be responsible for funding that school or school district at the same level as in the prior academic year increased by the same percentage as the state total of school aid is increased.

Figure 5: Exit from Priority Status

Beginning in the 2014-2015 school year, priority schools will be classified into one of two categories: “Rising Priority” and Priority, Caution.” This differentiation will be made on the basis of the school performance against the targets set forth in their approved plan. Priority schools that, over the course of the first 2 ½ years of planning and implementation have met 80% or more of their performance targets will be classified as “Rising Priority,” indicating that the implementation of their reform agenda is on-track and that they are moving toward exit.

Alternatively, schools that have failed to reach the 80% threshold in reaching their improvement targets will be classified as “Priority, Caution.” Priority caution indicates that the reform agenda is falling off-track and that, without improvement, will be at risk for more intensive state intervention as authorized under Rhode Island General Law.

The differentiation of Priority schools based upon mid-term performance is intended to provide LEAs and schools with *early indications* of their progress against the performance commitments set forth in their reform plan. In addition, it creates incentives for ambitious, urgent, and sustained implementation of the school reform plan during the first 24 months of implementation, a period that national research has found to be central to successful, durable improvement.

Exit Criteria

Priority schools may not exit classification status before the conclusion of the 2015-2016 year, holding schools to 3 full years of full model implementation. The long period of classification ensures that all schools eligible for exit have provided adequate evidence of *sustained, durable, significant improvement*.

Eligibility for exit requires schools to meet two requirements:

- (1) The school must have reached at least 80% of their performance targets annually for the first three years of implementation. These performance targets include:
 - a. *Implementation targets*, i.e. establishment of systems, delivery of professional development, investment of resources;
 - b. *Leading indicators*, i.e. student attendance rates, referral and suspension rates, and parent/family participation and engagement rates; and
 - c. *Student outcome data*, i.e. state assessments results, graduation rates, ELLs exiting programs, etc.
- (2) Priority schools must reach 90% of their AMOs – including all missed targets substantially contributing to their original Priority status – for two consecutive years, **or**

A two-year long shift in rank ordering based upon composite index score that moves them into the “typical” category.

2.E Focus Schools

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Focus Schools will also be identified by its Composite Index Score, (CIS) and by lowest absolute proficiency and by the largest subgroup gaps. RIDE has done extensive data runs that conclusively show that any and all schools that meet the federal definitions for Focus schools are in fact identified by our proposed methodology. We are confident that this methodology meets the requirements of ESEA as our indexing system and these two indicators account for largest subgroup performance gaps and lowest absolute performance and identifies those schools by:

- Holding all schools in our state accountable for gaps in student achievement because of our combined subgroups and our lower minimum *n* of 20.

- Providing an additional lens on student subgroup performance by accounting for growth within subgroups as part of the growth metric.
- Continuing to include absolute performance as part of the identification of focus schools. This matters in Rhode Island because so many of our schools beyond the Priority Schools have extraordinarily low performance for all students. These schools typically serve primarily students living in poverty from diverse racial and ethnic backgrounds. Additionally many students in the Focus Schools receive English language or special education services.
- Including high schools that have graduation rates below 60% for two consecutive years.

Rhode Island will have 12 Focus Schools representing more than 10% of our Title I schools. These twelve schools have data that show:

- Gaps in student performance that range from 27.2 to 77.8 percentage points.
- Absolute performance rates in the single digits in mathematics (eight schools range from 2% to 8% proficiency) and all have reading achievement rates between 37% and 55%.
- Levels of growth that make it impossible for students to become proficient if the rate remains constant.

2.E.ii Provide the SEA's list of focus schools in Table 2.

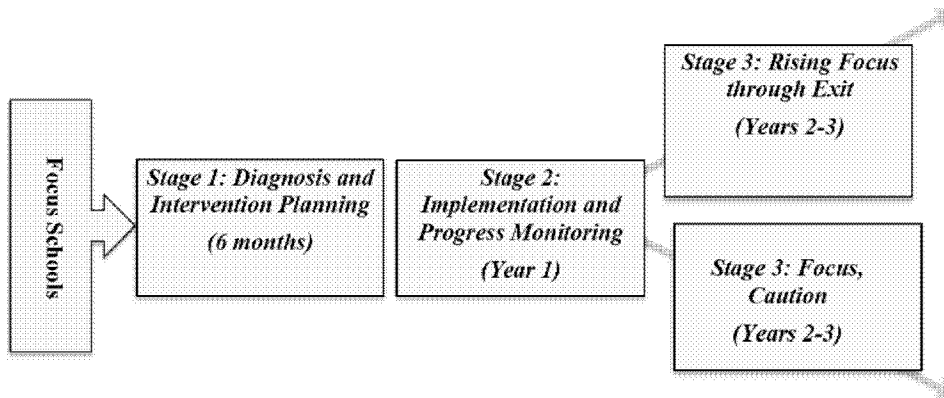
2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus Schools Intervention System

Rhode Island's proposed intervention system treats the category of Focus schools as one of both opportunity and responsibility for the SEA and LEA. Consequently, Focus schools travel through the same rigorous process described in Section 2(d)iii. Figure 6 below shows the three stages of implementation for Focus schools. These stages mirror those of Priority schools with two important differences:

- (1) Focus schools are eligible for exit after 2 ½ years of implementation (SY13-14), one year earlier than Priority schools; and
- (2) Focus Schools have bi-annual data meetings and performance monitoring from RIDE; Priority schools have quarterly data meetings and performance monitoring from RIDE.

Figure 6: Three Stages of Intervention, Focus Schools



Focus Schools Diagnostic Screening

Because Focus schools, like Priority schools, are identified based heavily upon their achievement and performance gaps, Focus schools receive the same diagnostic screening services provided to Priority schools. Please see Section 2diii for more information about the nature of the diagnostic screen.

Focus Schools Intervention Model Selection

LEAs serving Focus schools will be required to select intervention strategies that are clearly responsive to the results of the diagnostic screen. Consequently, all Focus schools with ELLs and students with disabilities exhibiting significant achievement gaps will be required to select intervention strategies that specifically address the needs of these student subpopulations.

Like Priority schools, Focus schools must select from one of three intervention models within 90 days of identification. Regardless of their intervention model selection, all

Focus schools will be required to implement the following three *core school improvement strategies*.

- (1) Full staff participation in training to support school-wide transition to the Common Core State Standards, including:
 - a. An aggressive schedule for transition to the CCSS including statewide study of the standards;
 - b. Development and/or adoption of CCSS-aligned curriculum; and
 - c. Scaling of CCSS exposure activities to every teacher in every building by the 2012-2013 academic year

- (2) Full staff participation in Rhode Island’s educator and administrator evaluation system, including:
 - a. Rigorous evaluation of every teacher in Rhode Island by the conclusion of the 2012-2013 academic year; and
 - b. Utilization of a RIDE-approved teacher evaluation system that utilizes student growth data.

- (3) Utilization of a comprehensive data system used to inform daily instruction and school planning, including an
 - a. Instructional management system that provides an array of CCSS-aligned assessment and instructional tools;
 - b. Curriculum and lesson planning development and sharing tools;
 - c. Student growth visualization tool that enables teachers to view and track student progress;
 - d. Comprehensive classroom-based RTI tools that enable highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and
 - e. Early warning system that identifies students manifesting early signs of dropout beginning in the 6th grade.

The table below provides additional information on RIDE’s capacity to support school implementation of the three core improvement strategies in support of traditionally underserved students.

Strategy	RIDE Support
(1) Full staff participation in training to support school-wide transition to the Common Core State Standards, including:	
a. An aggressive schedule for transition to the CCSS including statewide study of the standards;	Study of the Standards workshops: Study of the Standards workshops train core groups of teachers on the ELA and/or Mathematics standards
b. Development and/or adoption of CCSS-aligned curriculum; and	Model Curricula: The Intensive Curriculum alignment work will have standards- aligned curricula in the four core content areas: science, mathematics, social studies and English Language Arts.
c. Scaling of CCSS exposure activities to every teacher in every building by the 2012-2013 academic year	IMS – The IMS houses the CCSS as well as all curricula that have been created and loaded by the district, any other district(s) in Rhode Island, or by the state. Interim Assessment System - The Interim Assessments system will provide assessment opportunities of CCSS materials in ELA and mathematics. This will help educators gain exposure to the content and assess where their students need further instruction on CCSS material.
(2) Utilization of a comprehensive data system used to inform daily instruction and school planning, including an	IMS – The IMS will:
a. Instructional management system that provides an array of CCSS-aligned assessment and instructional tools;	<ul style="list-style-type: none"> • contain the CCSS. • contain CCSS-aligned curricula (created by the district and/or a consortium of districts). • contain CCSS-aligned interim assessments (fixed-form/state generated, teacher-created from blueprint, and teacher-created from individual item bank). • house lesson plans connected to standards (local and/or statewide). Lesson plans are created by teachers and may contain instructional strategies, resources, links, multimedia, etc. • allow curricula (including all attached lesson plans) to be shared with the district or across districts • allow teachers to group students by a large variety of criteria, create instructional/intervention plans tailored to individual students' or groups of students' needs, track student response to instruction/interventions, and share all of the above with each other. • contain an early warning system that will identify students who are at risk for dropping out of school based on several metrics triggering specific interventions .
b. Curriculum and lesson planning development and sharing tools;	
c. Student growth visualization tool that enables teachers to view and track student progress;	
d. Comprehensive classroom-based RTI tools that enable highly granular tracking of interventions and student response to intervention, including specialized modules for English Learners and students with disabilities; and	
e. Early warning system that identifies students manifesting early signs of dropout beginning in the 6 th grade.	Formative assessment training modules – These modules will: <ul style="list-style-type: none"> ○ be available to all educators through the IMS. ○ establish a common understanding of the purpose and components of the formative assessment process. ○ deepen educators' understanding of how to plan for, use, and analyze data generated by formative assessments. ○ encourage collaboration among educators through a Community of Practice model.

	<p>Data Use Professional Development – Data Use PD will:</p> <ul style="list-style-type: none"> • Provide training to district and school leaders on the use of data to drive instruction • Be data-source neutral, allowing educators to reflect on a variety of data • Be tiered to meet all participants at their current levels of data use • Focus on providing schools with the infrastructure, culture, and knowledge for sustaining data use • Build upon current RtI practices • Build knowledge on analyzing data in aggregated and disaggregated forms to address the needs of subgroups (ELLs and SWDs)
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Focus schools may select: (1) school closure, (2) restart, or (3) the Flex Model. Closure and restart models are identical for Focus and Priority schools.

Focus schools selecting the Flex Model face a similar set of options to those faced by Priority schools. However, Focus schools must select seven intervention strategies – compared to the nine required of Priority schools – as part of their school reform plan. Focus schools implementing the Flex Model must select and implement no fewer than seven intervention strategies of their choice. The seven strategies include three (3) Tier I, or *core school improvement strategies*; two (2) Tier II, or *intervention II strategies*, that provide important supplements to a comprehensive reform plan; and two (2) Tier III, or *intervention III strategies*.

Please see Table 11 for more information about the requirements of the Flex Model for Focus schools.

Table 11: Flex Model Intervention Strategy Options for Focus Schools

Leadership		Support	Infrastructure	Content
Intervention III Strategies: Focus schools select two from areas of their choice				
L-III.1: Removal of building principal and replacement with a leader with a experience and/or training in turnaround environments	S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English Learners	I-III.1: Implement staff recommitment process to substantially different working conditions, including definition of school hours, job assignment, and job duties	C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring	
L-III.2: Restructure building leadership team to dramatically increase time available for instructional leadership	S-III.2: Hire building-level instructional specialists to support educators to serve English Learners, students with disabilities, and other students at risk for failure	I-III.2: Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically	C-III.2: Review student course-taking patterns and make substantial changes to school schedule and student placement to ensure access to rigorous academic core	
L-III.3: Provide building administrators the authority and autonomy to hire, manage teacher placement, budget, and school schedule	S-III.3: Implement a system of peer support and assistance to support the needs of educators	I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students	
Intervention II Strategies: Focus Schools select two strategies from areas of their choice				
L-II.1: Evaluate the principal and connect him or her with a mentor or appropriate resources to ensure ability to lead the school reform work	S-II.1: Implement a comprehensive drop-out prevention and reentry program	I-II.1: Complete an external audit of the use of school funds to guide staffing decisions and implement findings	C-II.1: Increase advanced coursework opportunities for students	
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers	
L-II.3: Contract with a vendor or partner with a track record of success to support the leadership team in school turnaround	S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance	I-II.3: Develop and implement support systems for student transition into kindergarten and/or across break grades	C-II.3: Offer virtual education options for both at-risk and advanced students	
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-II.4: Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy, especially teachers of students with disabilities and English Learners	C-II.4: Implementation of instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core	
L-II.5: Assign family/community outreach to member of leadership team and hold him/her accountable	S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-II.5: Implement culturally competent tiered system of support focused on student psycho-social health	C-II.5: Increase student access to career, technical, or credentialing programs	

The Needs of English Learners and Students with Disabilities

The intervention strategies included in the Flex Model were crafted to place rigorous yet proven intervention requirements on districts and identified schools with extremely low levels of academic achievement and growth of students with disabilities and English Learners. All LEAs with large and persistent achievement gaps selecting the Flex Model will be required to select intervention strategies and craft a school reform plan that addresses the educational needs of students with disabilities and English Learners. This requirement will take three forms.

First, the diagnostic screen has been intentionally developed to yield targeted information about the educational needs and performance of students with disabilities and English Learners.

To that end, LEAs and identified schools will receive targeted information about EL performance, including:

- (1) Highly disaggregated state assessment results including item analysis and student growth percentiles for EL performance over time;
- (2) ACCESS scores and ELP achievement (whenever possible);
- (3) The performance of ELs in program and exited monitoring students,
- (4) The rates of student exit from program;
- (5) Disproportionality; and,
- (6) EL access to linguistically appropriate curriculum, rich in both academic content and language acquisition supports.

LEAs and identified schools will receive targeted information about the performance of students with disabilities including:

- (1) Disaggregated performance data from the state assessment;
- (2) Graduation and Dropout rates;
- (3) Participation and Performance on State Assessment;
- (4) Suspension & Expulsion Rates by Disability and Race;
- (5) FAPE, percent of children served in the regular education setting; and,
- (6) Disproportionality.

Second, LEAs serving identified schools will be required to select intervention strategies that are clearly responsive to the instructional needs of their disaggregated subpopulations. The Flex Model was designed explicitly to focus on the needs of students with disabilities and English Learners; over 60% of the 28 strategies specifically address the unique educational needs of these students. Table 12 below summarizes these intervention strategies.

Table 12: Flex Model Intervention Strategies that Support English Learners and Students with Disabilities

Leadership		Support	Infrastructure	Content
Intervention III Strategies				
		S-III.1: Require at least 30 hours of focused professional development with a focus on instructional strategies to support students with disabilities and English Learners		C-III.1: Implement comprehensive improvement of instructional approaches for struggling students including focused professional development and a system for student progress monitoring
		S-III.2: Hire building-level instructional specialists to support educators to serve English Learners, students with disabilities, and other students at risk for failure		
			I-III.3: Review and change student enrollment and placement processes to increase family engagement & improve student outcomes	C-III.3: Implement a culturally competent support system to improve safety, reduce suspensions, increase attendance, and support all students
Intervention II Strategies				
		S-II.1: Implement a comprehensive drop-out prevention and reentry program		
		S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	I-II.2: Reallocate resources to increase support for direct instruction of students at risk for failure	
		S-II.3: Implement culturally competent family and community engagement program focused on instruction and academic performance		C-II.3: Offer virtual education options for both at-risk and advanced students
		S-II.4: Hire full time parent/community engagement specialist to implement family and community engagement that is systemic, sustained, and integrated with school improvement	I-II.4: Establish a comprehensive system to support struggling teachers with content and pedagogy teachers of students with disabilities and English Learners	C-II.4: Implement an instructional monitoring system to ensure that the curriculum is being fully implemented and traditionally underserved students have access to academic core
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students		S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	I-II.5: Implement culturally competent tiered system of support focused on student psycho-social health	
L-II.5: Assign family/community outreach to member of leadership team and hold him/her accountable				

Third, Focus schools will be subject to intensive progress monitoring throughout the term of their identification. This progress monitoring will include the performance of all student subpopulation including students with disabilities and English Learners.

Finally, Focus schools will be required to implement a management system for response to intervention (RTI.) Through Race to the Top, RIDE is providing a comprehensive web-based system for RTI management called EXCEED RTI. EXCEED RTI organizes the content into *domains* (Reading, Math, etc.) and *areas of concern* (AOC.) For each tracked student, EXCEED RTI provides information about the AOC and recommends interventions to support the student. These represent empirically proven strategies for both students with disabilities and English Learners. LEAs will have the option to select interventions from a menu or add additional strategies. EXCEED RTI includes measurement tools to help teachers identify students in need of intervention. These measurement tools have various benchmarks and cut scores and screeners that provide helpful visuals for the user to quickly identify students in need of intervention and student response to intervention.

Focus School Timeline for Implementation

The proposed intervention system ensures that all Focus schools will be in early implementation – actively implementing most elements of their selected intervention model – by the 2012-2013 school year. All focus schools will be in full implementation by the 2013-2014 school year.

RIDE will be formally identifying only one cohort of Focus schools under the life of this waiver application. However, during the waiver period, Focus schools may be accelerated into Priority status. [Additional information about the timeline for implementation can be found in Appendix C.]

Stage One: Diagnosis and Intervention Timeline

- (1) Early Spring 2012: All Focus schools identified and diagnostic screen administered
- (2) Late Spring 2012: All Focus schools select intervention model
- (3) Summer 2012: All Focus schools develop their school reform plan
- (4) Summer 2012: RIDE approves school reform plans

Stage Two: Implementation and Progress Monitoring Timeline

- (1) September 2012: All Focus schools begin early implementation of plan
- (2) School year 2012-2013: Early implementation with bi-annual progress monitoring
- (3) June 2013: Year end review

Stage Three: Implementation Through Exit Timeline

- (1) September 2013: All Focus schools fully implement model
- (2) School Year 2013-2014: Full implementation with bi-annual progress monitoring

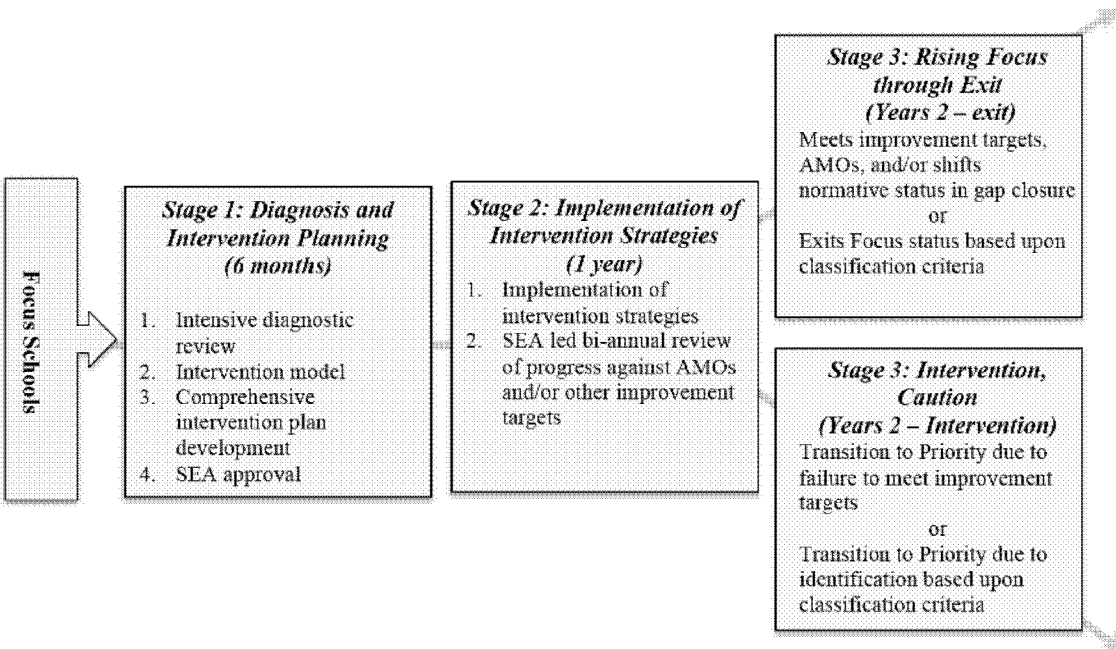
- (3) June 2014: Year end review
 - a. First year that Focus schools are classified into “Rising” and “Caution” status based upon performance
 - b. First possible year that a Focus school could exit through successful implementation and growth (1/2 year of planning, 1 year of early implementation, and 1 full year of implementation)
 - c. First possible year that a Focus school could be moved into Priority status due to failure to implement and/or stagnant or falling performance
- (4) School year 2014-2015: Full implementation with bi-annual monitoring
- (5) June 2015: Year-end review

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Classification Differentiation Based Upon Performance

Exit from Rhode Island’s intervention system occurs in Stage 3 of an LEA’s implementation of a school intervention model, which covers years two through five (school years 13-14, 14-15, and beyond.) The system is designed to be rigorous, exiting schools only upon sustained improved performance and in no case earlier than the 2014-2015 school year. However, the design also recognizes that mid-term judgments about performance are important tools in differentiating schools that are ambitiously, rigorously and successfully implementing their intervention plan from those that are failing to implement a model and/or reach performance targets.

Beginning in 2013-2014 school year, priority schools will be classified into one of two categories: “Rising Focus” and “Focus, Caution.” This differentiation will be made on the basis of the school performance against the targets set forth in their approved plan (Stage 1 in Figure 7 below.) Focus schools that, over the course of the first year of planning and implementation have met 80% or more of their performance targets will be classified as “Rising Focus,” indicating that the implementation of their reform agenda is on-track and that they are moving toward exit.

Figure 7: Exit from Focus Status

Alternatively, schools that have failed to reach the 80% threshold in reaching their improvement targets will be classified as “Focus, Caution.” Focus Caution indicates that the reform agenda is falling off-track. Focus schools that are classified and persist for more than two years as “Focus, Caution” schools will be advanced into Priority status.

The differentiation of Focus schools based upon mid-term performance is intended to provide LEAs and schools with *early indications* of their progress, create incentives for and reward ambitious reform, and establish clear consequences for failure to aggressively implement the approved school reform plan.

Exit Criteria

Focus schools may not exit classification status before the end of the 2014-2015 year, holding schools to two full years of full model implementation. The long period of classification ensures that all schools eligible for exit have provided adequate evidence of *sustained, durable, significant improvement*.

Eligibility for exit requires schools to meet two requirements:

- (1) The school must have reached at least 80% of their performance targets annually for the first two years of implementation; and

- (2) The schools must reach 90% of their AMOs – including all missed targets contributing to their original Focus status – for one year; **or**
- (3) A substantial shift in composite index score such that their CIS ranking moves them into “typical” status.

2.F Provide Incentives and Supports for other Title I Schools

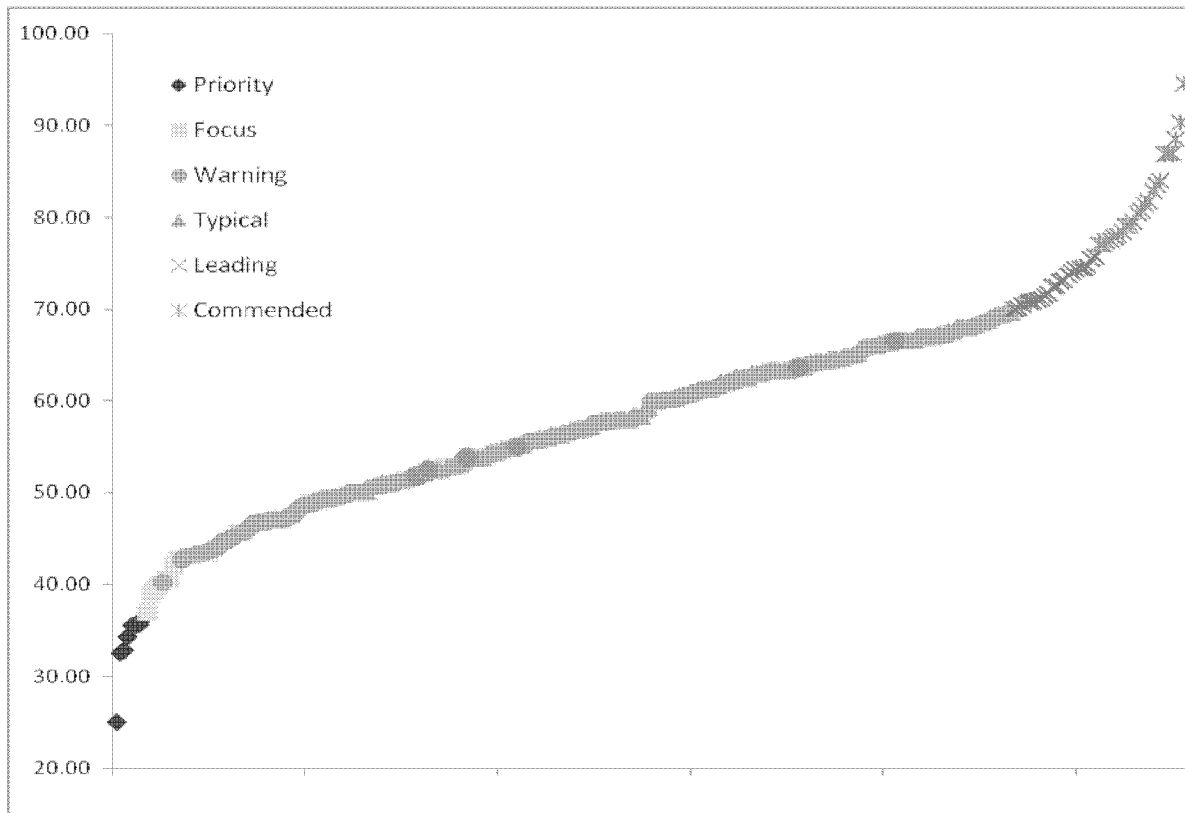
- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The State System of Support for Low-Performing Districts and Schools

Classification of Low-Performing Schools

Rhode Island has developed a classification system that breaks all Rhode Island schools into six levels. These levels utilize criteria to classify schools into meaningful groups based upon their performance. Beyond mere classification, this approach is designed to enable meaningful support and intervention in low performing schools beyond those in Priority or Focus status.

Figure 8 below presents the distribution of schools across each of Rhode Island’s six levels of performance according to their Composite Index Score, (CIS), as well as four “catch all” rules for achievement gaps, low growth, low graduation rates, or failure to achieve 95% participation in state testing.

Figure 8: Classification of Rhode Island Schools by Composite Index Score

Warning Schools

RIDE will identify and classify 45 schools as Warning Schools. Warning schools will be so classified if they have a Composite Index Score (CIS) between 38.50 and less than 50. It will also include any school that meets one or more of the six following conditions:

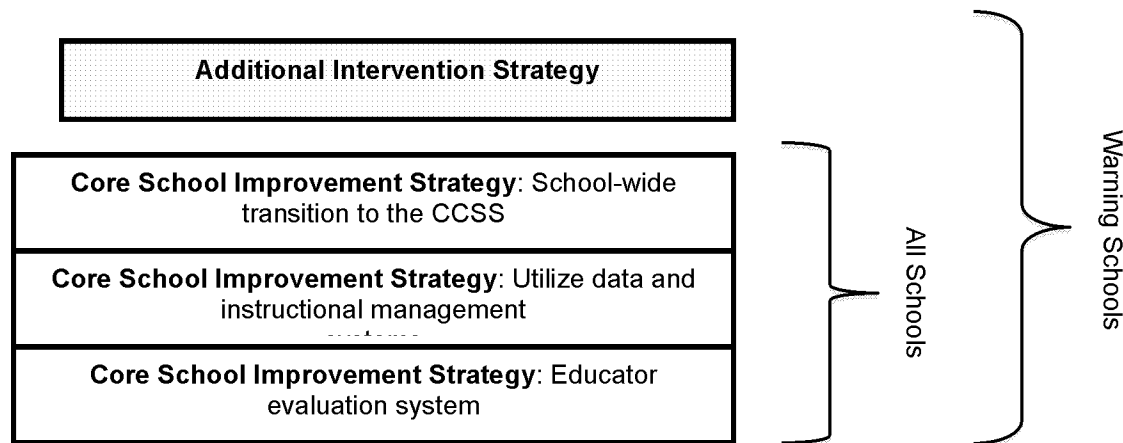
1. An Absolute Proficiency Metric of 9 or less; or
2. A Gap Score Metric of less than 15 ; or
3. A Growth Score Metric of 7.5 or less; or
4. A combined Graduation and High School Scaled Score Change of 10 or less; or
5. Any school that did not test 95% of their students in either reading or mathematics
6. Missing the same AMO for three consecutive years.

The combined powers of the utilization of the CIS plus the additional criteria enable RIDE to accurately identify schools that have either *widespread* low levels of performance and growth and large achievement gaps or *isolated but serious* problems in the areas of overall achievement, low growth, or low graduation rates.

Identification and Intervention in Warning Schools

RIDE will intervene in Warning schools through a combination of a mandatory school-level diagnostic screen and the requirement that each warning school implement a limited-scale improvement plan. Warning schools will not be required to select a full intervention model, but rather will be required to implement the three core school improvement strategies and one additional intervention strategy of their choice. Schools may choose from the strategies included in the Flex Model or may identify another empirically-proven strategy of equal intensity. Please see Figure 9 for a model of the intervention requirement for Warning schools.

Figure 9: Intervention Requirements for Warning Schools



As with Focus and Priority schools, RIDE will require that the intervention strategy selected by the Warning schools is responsive to the results of their diagnostic screen and focuses on their areas of most acute need. In the event that schools are identified as Warning schools on the basis of their graduation rates, they will be required to implement an intervention strategy targeted at reduction of drop out and improvement of graduation rate. In the event that they are identified on the basis of continuously missing one or more AMOs for three consecutive years, the school will be required to implement an interventions strategy or strategies keyed to the missed target(s).

Support for All Low Performing Schools

The Rhode Island Department of Education operates the *Academy of Transformative Leadership* (ATL), a Race to the Top funded project designed to create a comprehensive, empirically-proven service center for all low-performing and struggling schools throughout Rhode Island. The ATL is run from within RIDE's Office of School Transformation and Innovation. The ATL delivers services through a combination of staff support, core state and regional partnerships, and a rich array of vendors under contract by RIDE.

The ATL offers a wide array of services to all Rhode Island schools, but focuses on low-performing Title I schools that will be identified under the accountability and classification described in this waiver application.

The key support services delivered through the ATL include:

1. *The turnaround leaders program*, which creates a pipeline of highly trained school leaders prepared to work in turnaround environments;
2. *The Summer Professional Development Institute*, which provided 2 weeks of rigorous training to five-person teams from struggling schools;
3. *Additional Professional Development Modules*, which offer targeted professional development of various lengths and on various topics;
4. *The State and Regional Partnership Hub*, which connects schools to key community-based organizations,
5. *Technical Assistance for LEAs Supporting for Students with Disabilities and English Learners* through a core partnership with the New England Regional Education Laboratory;
6. Management of an *Approved Provider List*, which connects LEAs to vendors that have been pre-approved by RIDE based upon their track record of success in supporting schools and districts through turnaround; and
7. *Diagnostic Screening Services*, which makes the diagnostic screen used for Focus and Priority schools available to any struggling school in Rhode Island.

See the summaries below for more information about the support system delivered through the ATL.

Support One: Turnaround Leaders Program		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
Train turnaround leaders for service in PLA and Priority Schools	PLA schools, cohorts 1 and 2	Race to the Top
Provide job-embedded coaching for leaders trained in Turnaround Leaders Program	Priority Schools Focus Schools	Local Funds Federal Funds
Provide state-approved alternative pathway to administrative certification		
Support Two: Summer Institute		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
2 weeks of intensive summer training for leadership teams from PLA, Priority, and Focus schools	PLA schools, cohorts 1 and 2 Priority Schools Focus Schools	Race to the Top Other Federal Funds
Support Three: Professional Development Modules		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
Providing LEAs and schools with professional developments of modules to build school leadership team capacity	All Title I schools	Race to the Top
Modules range from 3 day training sessions to 20 minute virtual tutorials		
Support Four: State and Regional Partnership Hub		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
RIDE managed partnership hub to connect schools to relevant community-based, higher education, and technical assistance partners	All Title I schools	Title I
Statewide system of support required under Title I		
Support Five: Technical Assistance for LEAs Supporting for Students with Disabilities and English Learners		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
Technical assistance, professional development, networking, research, and best-practice guidance to support ELs and students with disabilities.	All Title I schools	No cost: Regional Education Laboratory

Support Six: Approved External Provider List		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
RIDE managed list of approved external providers with track record of success in serving low-performing schools and closing achievement gaps	All schools	N/A
Support Seven : Diagnostic Screening Services		
<i>Function</i>	<i>Clients</i>	<i>Resourcing</i>
RIDE administered diagnostic screen designed to yield criterion-based and normative information about district and school performance	All Title I schools	State Funds

2.G Build Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
- ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
- iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

RIDE is focusing on capacity building at the LEA and SEA through six strategies that cover capacity building, progress monitoring of reform initiatives, quality assurance and accountability, the role of external partners, resource investment, and reduction of administrative and paperwork burdens.

Strategy One: Building SEA and LEA Capacity through Clarity of Roles

Over the past two years, RIDE has been striving to narrow and clarify the role of the agency relative to districts and schools. These efforts have taken two forms. First, the Basic Education Program sets forth four functions for the Rhode Island Department of Education in relationship to all school districts. These functions confine the role of the SEA only to duties that are either the *exclusive purview* of a state agency (such as policy development and promulgation, regulation and monitoring, and federal fund management) or to duties that are *most effectively or efficiently* delivered by a state agency (such as construction of statewide systems, addressing statewide barriers to reform, and connecting LEAs to state-level partners and resources.)

Within the context of the intervention system described in this application, RIDE will maintain a focus on these four functions through a set of service commitments made **by** RIDE's **to** LEAs and the identified schools they serve. These SEA commitments, which have already been formally adopted by the Commissioner and publicly distributed to affected LEAs, focus on:

- Differentiated SEA support for the lowest-performing districts and the schools they serve;
- Reduction of administrative burden, minimize or remove bureaucratic barriers, and reduce paperwork requirements;
- Setting clear performance expectations and establishing monitoring, accountability, and performance management systems that track LEA and school performance;
- Ensuring adequacy of resources and prudent, allowable, and appropriate investment of resources in Rhode Island's lowest performing schools.

[See Appendix D for a copy of RIDE's commitment to Priority and Focus districts and the schools they serve.]

Strategy Two: Comprehensive Monitoring System for LEAs and Identified Schools

Over the past ten years, RIDE has monitored school and district improvement initiatives through a system that has relied primarily upon LEA self-reporting of implementation successes and challenges. This self-reporting system has been punctuated with annual reporting of key student outcome measures, primary state assessment results, graduation rates, and other similarly aggregate metrics. Although these measures are crucial in monitoring the *overall* effects of comprehensive reform initiatives, they do not provide equally important short-cycle, leading indicators that enable early stage judgment about the effectiveness of both intervention selection and execution.

Under the proposed intervention system described in this waiver application, RIDE's new approach to progress monitoring will be comprehensive, regular, and appropriate to the developmental stage of the reform initiative. To that end, RIDE will:

- (1) Assign each intervention strategy both leading and outcome measures that will enable targeted performance monitoring from early implementation to school exit;
- (2) Dedicate substantial SEA resources to *early and mid-stage* progress monitoring of leading and outcomes measures, with a gradual release of performing monitoring in years 3-5 for Priority schools that are consistently meeting performance targets; and,
- (3) Differentiate school classification status beginning as early as Year 2 for Focus schools and Year 3 for Priority schools, allowing for:
 - a. Focus and Priority schools to be recognizing as "Rising" due to consistently reaching improvement targets, or
 - b. Focus and Priority schools to be recognized as "Caution" due to failure to implement the intervention model and/or failure to reach performance targets.

Using this more granular approach to progress monitoring with a heavy emphasis on early and mid-stage implementation, RIDE will ensure successful LEA implementation of intervention models and improved student outcomes.

Strategy Three: Alignment of Diagnostic, Intervention, and Progress Monitoring Efforts into Four Areas that Build LEA Capacity

Although RIDE has routinely required a comprehensive needs assessment processes before awarding state and federal grant funding to LEAs, these needs assessments have usually been LEA-designed and LEA-administered. Under the new intervention system, RIDE will be taking full responsibility for a foundational, comprehensive diagnostic screening process for Priority and Focus schools. This screening process will provide:

- (1) The SEA, LEA, and identified school with a comprehensive criterion-based and normative view of their performance;
- (2) A diverse and broad concrete baseline against which to both measure school progress; and
- (3) A basis upon which the SEA can make data-informed judgments about the scope, breadth, intensity and nature of the interventions LEAs select for Priority schools.

Under development for the last three years, this diagnostic screen is derived from the Basic Education Program, state education regulations promulgated in 2009 that classify all LEA responsibilities into 28 critical performance measures. [See Appendix B for a one-page overview of the 28 performance measures.] In addition, as a Race to the Top winner, RIDE has completed the first stage of construction of a comprehensive, statewide data system that draws a diverse, highly granular array of data from LEAs. This LEA-generated data, coupled with the data already collected for performance

monitoring and federal reporting, will enable RIDE to enhance the depth, breadth, and accuracy of the diagnostic screen and efficiently implement the process for all identified schools.

The results of this diagnostic screen will yield information in 28 areas, each of which is classified into four LEA Capacities: (1) Leadership, (2) Content and Instruction, (3) Infrastructure, and (4) Personnel Supports. These four LEA capacities are well known and understood throughout Rhode Island LEAs. Therefore, the four LEA capacities serve as the organizing structure for the diagnostic screen, intervention strategies, and RIDE's performance monitoring system. See Table 13 below for more information about the use of the four capacities in intervention strategy performance management.

Table 13: The Role of the LEA Capacities in Performance Management

Diagnostic Screen Results	Intervention Strategy Selection	Monitoring System Performance Indicators
Overall Leadership Capacity	Leadership Interventions	Leadership Performance Indicators
Overall Capacity of Personnel Supports	Personnel Supports Interventions LEA Infrastructure Interventions	Personnel Performance and Support Indicators
Overall Capacity of LEA Infrastructure		Infrastructure Indicators
Overall Capacity of Content and Instruction	Content and Instruction Interventions	Quality of Academic Content and Instructional Indicators

Strategy Four: Rigorous Process for External Partners

Through state regulation, RIDE is responsible for establishing a rigorous review process for external providers that result in a list of stated approved providers. These providers may provide services that include: (1) technical assistance for LEAs and schools; (2) external management organizations; (3) charter management organizations; and (4) direct service providers.

RIDE's external provider review process is staffed by both program and fiscal specialists and includes the following criteria:

1. Does the provider have a history of providing effective services in turnaround environments?
2. Does the provider demonstrate an understanding of the local context and do they have relevant experience in similar environments?
3. Can the provider document fiduciary health and evidence of their ability to increase the scale of the services at the level and pace proposed?
4. Does the provider utilize empirically proven practices?
5. Is the provider committed to *sustainable, scalable* services that are intentionally designed to build LEA capacity (when applicable)?
6. Are the proposed costs allowable, reasonable, prudent, and based on a transparent basis?

Strategy Five: Focused, Coordinated and Wise Investment of Federal, State, and Local Resources

RIDE will focus on supporting LEAs in resourcing all intervention efforts in close collaboration with LEAs. Through this collaboration, RIDE will ensure that local, state, and federal resources are planned and invested to ensure sufficient support for implementation in priority schools of meaningful interventions aligned with the turnaround principles. This collaboration will focus on four areas.

Area One: Cost Coverage

In the area of “Cost Coverage” RIDE provides support to LEAs to ensure that resourcing plans include all necessary expenditure categories and are of sufficient size and scope to support the full implementation of all of the selected interventions over a period of no less than three years

Area Two: Spending Alignment

In the area of “Spending Alignment” RIDE provides support to LEAs to ensure that proposed expenditures are clearly detailed and aligned to the proposed intervention(s) in both amount of funds allocated for specific activities and timing of spending. RIDE will exercise applicable authority to ensure that there are no extraneous expenditures and the budget will support the interventions outlined in the application and School Reform Plan.

Area Three: Reasonableness

In the area of “Reasonableness” RIDE will support LEAs to ensure that budget expenditures appear reasonable, are clearly justified, necessary, and allowable to support the implementation of the intervention model.

Area Four: Integration and Sustainability

In the area of “Integration and Sustainability” RIDE will support LEAs to ensure a strategic use and alignment of resources; specifically, RIDE staff will identify sources and amounts (either new or repurposed) of local and federal funds that will complement designated grant funds to support timely implementation of the intervention. This will include close collaboration with LEAs serving Focus and Priority schools to plan and manage all funds covered under ESEA, ensuring that the flexibilities afforded under the waiver are maximized to support the needs of low-performing schools.

Strategy Six: Reduction of Administrative Burden

RIDE has already begun to implement an agency-wide plan to reduce administrative and paperwork burdens on districts and schools, shift the SEA/LEA relationship *away from* compliance and toward active use of data and performance monitoring. To that end, RIDE is deeply engaged in the following work.

Streamline data reporting requirements for LEAs; Provide state level data analysis tools.

RIDE is in the process of comprehensively rebuilding all state education data systems. As part of this effort, RIDE has consolidated data reports where possible, reduced redundancies in data collections, and integrated data systems into a more user accessible data communication system.

RIDE is currently implementing an enterprise data system to reduce burdens to the schools and districts in data collections and to facilitate the use of collected data to improve instruction and student learning. The agency's data system includes a data warehouse and a suite of decision support systems that store and provide access to individual student and teacher level data. Additionally, these systems include data verification and error-checking routines and a system for ensuring assignment of unique identifiers to individual students, which is a critical component in maintaining individual level longitudinal data.

We continue to expand the use of easy to use Web-based data applications with a built-in Automated Data Transfer agent (ADT) for timely and quality collection and reporting. We have provided services and trainings to hundreds of State and district administrators, data and IT managers, program coordinators and data clerks. We continue our ongoing process of eliminating redundant data collections, including thousands of duplicate records in enrollments, student membership and program eligibility.

RIDE recently developed a Web-based meta-data repository system to further reduce burdens on schools and districts and to provide a consistent and reliable means of access to data. State and local users may query this online system for data elements and embedded code-sets by keyword, entity, domain and data event names, and by program areas and data owners. Users may use the built-in tools to build record layout sheets and data submission templates. Analysts, data administrators and developers can apply the meta-data in system integration, data validations and in creation of enterprise data management and reporting systems.

Current burden reduction projects include the development of a single sign-on system, electronic sign-off of all submitted and an automated appeal process to enable districts to submit requests for post-collection data updates. Work is also under way to fully integrate the collection of Title I students (including homeless students) and students enrolled in Career and Technical education.

Improve the Efficiency of Federal Program Management

Beginning in the 2010-2011 year, RIDE began a two-phase burden reduction program focused on federal program fund management. During Phase I, the Consolidated Resource Plan application was audited and revised to ensure that it adequately covered all federally required fields while, at the same time, minimized the amount of time required by LEAs. Through this audit, RIDE was able to consolidate nearly 25% of the content by elimination of duplication and consolidation of fields.

During Phase II of the burden reduction efforts, RIDE is working with technical experts to audit all federal program performance review processes and migrate toward a unified approach to on-site monitoring. This unified visit approach is designed to consolidate components of federal program monitoring in order to:

- (1) Create improved coordination across federal programs at the LEA level
- (2) Examine data in light of federal program investments and results
- (3) Reduce the time required for LEAs to report compliance matters including desk audit/reporting time and on-site monitoring time
- (4) Focus intensive RIDE monitoring activity on “high risk” districts or compliance elements.

RIDE will conduct analysis throughout the implementation of the flexibility to identify areas for consolidation, improving efficiency and reducing burden. RIDE will revisit policies and procedures regularly to identify potential burdens. RIDE conducted an analysis of the federal program funding application in 2011, which resulted in a reduced paperwork burden to LEAs by 15% for Title I, 15% for Title III and 20% for IDEA funding applications. RIDE plans to continue similar analysis throughout the flexibility period.

Principle 3: Supporting Effective Instruction and Leadership

3.A *Develop and Adopt Guidelines for Evaluation and Support Systems*

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ol style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ol style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Educator Effectiveness and the Rhode Island Theory of Action

Research has proven that there is nothing more fundamental to student success than having the benefit of an excellent teacher who works in a school led by an excellent principal. We believe our most essential function as an SEA is improving and assuring the quality of education for students through our commitment to recruiting, developing, supporting, and retaining highly effective principals and teachers in our schools.

Therefore, the first priority in our strategic plan, *Transforming Education in Rhode Island*, is to ensure that we have excellent educators in every school in our state. To do their work effectively, teachers need the support of world-class standards, such as the Common Core State Standards, and they need to work within systems of accountability and support that: set appropriate annual objectives; diagnostically recognize problems at the school and district level; and provide a model and timeframe for school transformation that will accelerate all schools toward greatness. Teachers and school leaders who work within such a system are well prepared for a fair and transparent evaluation system that will provide guidance toward improving instruction and that will guide school districts in making appropriate personnel decisions that advance teaching and learning.

Adopting Standards for Educator Evaluation

The Rhode Island Basic Education Program, which the R.I. Board of Regents for Elementary and Secondary Education (Board of Regents) approved on June 4, 2009, states that:

Appraising personnel performance and quality is an extremely important factor affecting student learning. The LEA shall establish a set of clearly detailed and widely disseminated policies and procedures for the supervision and evaluation of all staff. These policies and procedures shall include personnel policy statements, job descriptions that outline job functions and responsibilities, and assignment and discipline of all LEA staff.

In order to ensure that all staff show consistent positive impact on student learning, the LEA shall have a formal evaluation process that is completed on a regular basis and is compliant with applicable legal requirements. The evaluation system promotes the growth and effectiveness of staff, provides feedback for continuous improvement, and includes processes for disciplinary action and exiting of ineffective staff. The evaluation system shall be developed, implemented and managed by persons with the necessary qualifications, skills, and training. The evaluation system shall be described in sufficient detail so that it is clear who is responsible and what is expected. (G-15-2.2-4)

While the BEP regulations were still in draft form, RIDE spent 18 months developing *Rhode Island Education Evaluation System Standards (RI Educator Evaluation Standards)*. These *RI Educator Evaluation Standards* were created through a transparent, inclusive process. The R.I. Department of Education (RIDE) met with teacher and principal teams including union representatives, held community forums with the Rhode Island Urban Education Task Force, and integrated feedback from the LEAs' annual teacher and principal surveys. Following the initial draft of the *RI Educator Evaluation Standards*, we solicited public comment over three months and held two public hearings.

The Board of Regents approved the Rhode Island Standards for Educator Evaluation (*RI Educator Evaluation Standards*) on December 3, 2009, as described in the official minutes of the meeting:

Approval of Educator Evaluation Standards

Next, the Commissioner presented the Educator Evaluation Standards for approval. She reminded the Board that the evaluation standards are exactly that – standards - and that their use should be considered similar to the manner in which the Program Approval Standards are used to gauge the effectiveness of teacher preparation programs. The Board discussed at length all of the suggested changes at the November 19th work session. The Department will develop timelines and guidance documents, including rubrics and model processes, at the agency level, as needed to ensure the timely adherence of district practice to these standards. The group discussed in detail Standard 1.3 – “This standard established four broad areas of performance that should provide the focus for all educator evaluation. Testimony and research all support the need to place student improvement as the primary measure of effectiveness.” A sentence added to standard 1.3: “An educator’s overall evaluation of effectiveness is primarily determined by evidence of impact on student growth.” Regents expressed their concern about the wording of the added sentence. The discussion involved the use of “student growth” versus student achievement.

MOVED AND SECONDED: THAT, the Board of Regents for Elementary and Secondary Education Approve the Amendment to Standard 1.3 of the Board of Regents document, “Annotated Changes to RI Educator Evaluation System Standards” to read as follows: “An educator’s overall evaluation of effectiveness is primarily determined by evidence of impact on student growth and academic achievement.”

VOTE: Approved Unanimously.

MOVED AND SECONDED: That, the Board of Regents for Elementary and Secondary Education adopts the Rhode Island Educator Evaluation System Standards, as amended.

VOTE: Approved Unanimously.

Educator Evaluation System Standards (Attachment 10)

<http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/Docs/EdEvalStandards.pdf>

Improving Teaching and Learning through Evaluation Systems

Coupled with the BEP, the *RI Educator Evaluation Standards* provide the framework that serves as the basis for all state and local human-resource management decisions — including certification, selection, tenure, professional development, support for both individual and groups of educators, placement, compensation, promotion, and retention. Every decision made in regard to the professional educators in Rhode Island, whether by an LEA or the SEA, will be based on evidence of the respective teacher’s or principal’s impact on student growth and academic achievement in addition to other measures of professional practice and professional responsibility. Through our Race to the Top application, we have also committed to the principle that no child in Rhode Island will be taught by a teacher who has been rated ineffective for two consecutive years.

The *RI Educator Evaluation Standards* require every LEA to establish an evaluation system that meets state standards by the current (2011-12) school year. The evaluation of teachers, principals, and support professionals remains an LEA responsibility, and now it is done at a breadth and level of rigorous quality prescribed by state regulation.

Approved educator-evaluation systems in Rhode Island must align with the Rhode Island Professional Teaching Standards, the Rhode Island Educator Code of Professional Responsibility, and the Standards for Educational Leadership in Rhode Island (Leadership Standards).

Additionally, the *RI Educator Evaluation Standards* require LEAs to establish and support local District Evaluation Committees that include teachers, support professionals, administrators, and union representatives. This Committee in each LEA is charged with soliciting feedback from other educators, students, parents, and assessment experts, and it shares its findings with the LEA leadership.

To meet the *RI Educator Evaluation Standards*, each LEA’s evaluation system must:

- base evaluation of educator effectiveness “*primarily on evidence of impact on **student growth** and academic achievement;*”
- differentiate educators into **four levels** of effectiveness (highly effective, effective, developing, and ineffective);
- **annually** evaluate effectiveness of all educators, including teachers, principals, and professional support staff;
- ensure a **transparent**, fair evaluation process;
- involve **teachers and principals** in the development process; and
- provide opportunities for **professional growth** and improvement.

As part of our Race to the Top commitment, RIDE used these six standards as a foundation and worked with educators from across the state to design the Rhode Island Model educator-evaluation system.

Developing Standards for Educator Evaluation

Engagement of teachers, principals

As we developed the model statewide evaluation system – **The Rhode Island Model Educator Evaluation System** - with the common definitions and methodologies and to assist with the resolution of evaluation-related concerns, RIDE established the Rhode Island Advisory Committee for Educator Evaluation Systems (ACEES). This committee is made up of 25 members: The Commissioner of Elementary and Secondary Education; Commissioner of Higher Education (or designee); one representative from each of the state's teacher unions (Rhode Island Federation of Teachers & Health Professionals and the National Education Association – Rhode Island); one superintendent; one school committee representative; principals and teachers representing elementary, middle, and high schools; teachers of students with disabilities and of English Learners; professional support educators; one secondary student; one parent; and one representative from the business community. Members of this committee are nominated for a two-year period. The Commissioner sought nominations from professional organizations, as appropriate, to make all appointments.

ACEES works to ensure that all members of the education community are deeply engaged in the development and implementation of the Rhode Island Model for educator evaluation. ACEES acts in an advisory capacity to provide RIDE with:

- feedback on key evaluation system deliverables; and
- direction for overall system development through the design principles.

The ACEES committee first met on June 21, 2010, and is continuing to meet throughout the design and implementation of the Rhode Island Model Evaluation System. [ACEES committee materials](#) and [ACEES committee members](#) can be viewed online.

Through ACEES, educators from 23 LEAs and organizations throughout Rhode Island participated in the development of the Rhode Island Model Educator Evaluation System. Six working groups developed and refined the content, and the ACEES committee reviewed their work. Three teachers of English and three teachers of students with disabilities were members of these groups. Teachers of English Learners and teachers of students with disabilities participated in working-group sessions and attended open meetings designed to gather input from educators across the state. During the design process, RIDE staff members met on multiple occasions with the Association of Rhode Island Administrators of Special Education (ARIASE) and the English Language Learners Advisory Council to discuss evaluations.

RIDE is continuing to improve the evaluation system based on feedback from educators during the first year of gradual implementation.

Flexibility for LEAs

The *RI Educator Evaluation Standards* allow for LEAs that do not elect to participate in the Rhode Island Model Evaluation System (the Rhode Island Model) to design or adapt their own system to meet the requirements set forth in the *RI Educator Evaluation Standards*. Any LEA evaluation system that is distinct from the Rhode Island Model must be submitted to RIDE to secure approval of the system. If an LEA is unable to independently meet the standards, then the LEA must adopt the Rhode Island Model.

RIDE prepared [guidelines and resources](#) that inform LEAs on what to submit for approval, including format, links to standards, supporting documentation, deadlines, and other specifics. RIDE reviews documentation for compliance with the *RI Educator Evaluation Standards*. All 7 districts that elected to develop their own systems had their designs reviewed, and they all received initial approval. To gain full approval, all 7 districts will need to resubmit their models to address open issues. The guidelines and resources for districts that elected to develop their own evaluation system in compliance with the *RI Educator Evaluation Standards* are posted on the RIDE Web site.

The process of developing an evaluation system to meet the Rhode Island Educator Evaluation System Standards is a significant undertaking. Districts that elected to follow this pathway did so with the belief that they would be adapting a system that is in existence and that can be modified to meet the standards. RIDE recommended that districts begin by developing an understanding of the standards and rubrics for approved systems and then review the district's current system to identify gaps and to develop strategies to address these areas in the redesign or modification of the current system.

RIDE encouraged districts to take the gap-analysis approach as the first step in review, including a set of yes/no questions to evaluate how well the current evaluation-system structure matches the expectations of the Educator Evaluation System Standards. Districts were asked to answer a set of yes/no questions, and whenever the answer was "no" or "partially," preliminary ideas for modifying the current system were to be noted so as to create the infrastructure necessary to create and sustain a system that meets RIDE standards. Districts were also asked keep a running log of the evidence that supports "yes" or "partially" ratings so that this data could be used in the preparation of the proposed plan that the district would write in response to the guidelines document.

In the fall of 2009, the Rhode Island Federation of Teachers & Health Professionals (RIFTHP) received a grant from the American Federation of Teachers to develop a model urban evaluation system. The RIFTHP brought together labor-management teams from the six most densely populated urban districts (including active participation from Providence, West Warwick, and Woonsocket) to work collaboratively with RIFTHP and RIDE to develop a model educator evaluation and support system that meet the *RI*

Educator Evaluation Standards. Since 2009, the six districts have been meeting monthly to assess their evaluation systems against the *RI Educator Evaluation Standards*, review models of educator evaluation, and work with nationally recognized experts to design a model urban evaluation system that was piloted in the 2010-11 school year. RIDE has continued to work collaboratively with the RIFTHP group and has granted initial approval of its evaluation system, the **Innovation Initiative on Educator Evaluation (Innovation Model)**. Six urban districts are implementing the Innovation Model during the current school year (2011-12). These six comprise six of the seven LEAs granted initial approval.

In addition to the Rhode Island Model and the Innovation Model, one LEA (**Coventry**) has developed its own evaluation system. RIDE has granted initial approval.

All other LEAs are using implementing the Rhode Island Model for Educator Evaluations. Though there are seven LEAs that have received initial approval, it is important to note that RIDE has defined required student learning measures for all systems and provides the training in this area to all LEAs. All RI evaluation systems must result in an annual rating for educators. Systems must include formal and informal observations, information from students parents and others, state defined measures of student learning and assessments of professional responsibilities in addition to the areas of practice and student learning. Written feedback is required throughout the process in order to provide actionable feedback so educators can develop professional growth plans or improvement plans that are aligned to the feedback and to school and district needs. By integrating these multiple measures and by focusing on improvement, we will improve the instruction in schools and student growth and achievement.

3.B *Ensure LEAs Implement Evaluation and Support Systems*

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Overview of the Rhode Island Evaluation System

As discussed in 3.A., the Board of Regents has promulgated regulatory Educator Evaluation System Standards (*RI Educator Evaluation Standards*) that apply to all public schools in Rhode Island. These standards go beyond the level of mere guidance; they are regulatory, and all educator-evaluation systems in Rhode Island must meet these legal standards. To put these standards into action, RIDE (as discussed in 3.A.),

in partnership with educators across the state, developed the Rhode Island Model for Education Evaluation.

Most LEAs adopted the Rhode Island Model; however, as discussed in 3.A. six LEAs developed the Innovation Model and one LEA developed its own district-level model. RIDE has initially approved both alternate models as meeting all of the requirements of the Evaluation System Standards. The rubric and other documents required for approval were noted in 3.A.

Elements of the Rhode Island Evaluation System

An effective teacher can change the course of a student’s life. Research has shown that teacher quality is the single most important school-based factor influencing student achievement, so, naturally, a top priority should be giving teachers the guidance and support they need to be successful. A fair and accurate evaluation system is a critical tool for developing and improving the effectiveness of our teachers while also recognizing the outstanding performance of our most successful teachers.

Unfortunately, the evaluation models that had been in use in the majority of our schools did not provide the kind of feedback and support teachers deserve as professionals. Often, evaluations were infrequent or inconsistent, with little consideration for the teacher’s professional development or how much students were actually learning in the classroom.

Our Rhode Island Educator Evaluation System Standards (*RI Educator Evaluation Standards*), which have the force of law, require a local evaluation system that uses multiple measures to determine educator effectiveness, based primarily on impact on student growth and academic achievement. The *RI Educator Evaluation Standards* call for annual evaluations. Educator-evaluation systems in Rhode Island focus on collaboration and feedback to fuel professional growth and on specific goals and objectives to measure progress.

To meet the *RI Educator Evaluation Standards*, each LEA’s evaluation system must:

- base evaluation of educator effectiveness “*primarily on evidence of impact on **student growth** and academic achievement;*” and
- differentiate educators into **four levels** of effectiveness (highly effective, effective, developing, and ineffective).

In accordance with the *RI Educator Evaluation Standards*, all educators will receive clear, actionable feedback in order to improve, and any educator who receives a rating of Developing or Ineffective will receive more targeted support to accelerate improvement. These educators will work with their evaluator to develop a detailed Improvement Plan with clear objectives, benchmarks, and timelines and to identify an improvement team to assist with their development.

In order to meet the *RI Educator Evaluation Standards*, each LEA’s evaluation system must use multiple observations and other measures to **annually** evaluate effectiveness of **all** educators, including teachers, principals, and professional support staff.

Evaluations may be conducted more frequently if appropriate, depending on the educators’ experience, assignment, or prior evaluation outcomes. RIDE believes that fair, valid, and reliable evaluation systems are important because they provide opportunities to acknowledge best practices and to offer support when needed.

To determine overall educator effectiveness, educator evaluations in Rhode Island considers three central components:

- Professional Practice;
- Professional Responsibilities; and
- Student Learning.

RIDE developed matrices that show how the three components of the evaluation system – student growth, professional practice, and professional responsibilities – interact to determine the educator’s final composite effectiveness rating.

Professional Practice

Professional Practice encompasses a spectrum of knowledge and skills that result in effective instruction, based on the Rhode Island Professional Teaching Standards. For the RI Model working group of teachers, administrators, and other educators from around the state developed the rubric that was field tested and is being implemented for gradual implementation this year. Teachers are evaluated on a range of professional practices, including: the implementation of lesson plans, use of critical thinking tools, strategies to engage students and the ability to create a safe learning environment. School-based administrators are being evaluated on elements relating to their leadership skills, such as the ability to establish and maintain a school mission or the ability to develop a strong collaborative culture.

According to the *RI Educator Evaluation Standards*, measures of “quality of instruction” (or Professional Practice) must include, at a minimum, observations of educator practice using valid and accurate observation rubrics and tools. Both formal and informal observations must be integrated into all systems. The feedback RIDE received on RI Model rubrics indicates that they can be applied to the varied settings encountered by teachers of English Learners and teachers of students with disabilities. Other systems being implemented gradually this year report similar feedback.

These evaluation rubrics and tools will allow teachers to receive ongoing, timely, and constructive feedback about their professional practice that will lead toward the development of an individualized professional-development plan. Further, the *RI Educator Evaluation Standards* require LEAs to collect and analyze data about individuals’ and groups of educators’ professional-development needs so as to develop

coherent plans to address these needs. The evaluation system must “provide feedback on performance to all educators to support continuous professional development.”

Professional Responsibility

Professional responsibility relates to the educator’s role and responsibility within the learning community, including participation in decision-making, willingness to help and be helped by others in support of student learning, and efforts to advocate for students. We developed and posted on our website [rubrics](#) that outline the specific expectations for all educators regarding Professional Responsibility.

Student Learning

The most heavily weighted component of teachers’ and principals’ evaluations must be based on evidence of student growth and academic achievement. We base evaluation decisions on educators’ effect on student growth and achievement because we believe that this is the most important measure of the teacher and principal – and that adult’ performance measures should be tied to the performance of their students. This is our mechanism to ensure that students will have access to high-quality instruction that prepares them for college, careers, and life.

Student Learning: Student Learning Objectives

Many teachers in Rhode Island have for many years been setting standards-aligned goals for their students. Teachers are planning backward to align their daily and weekly instruction with their long-term goals, giving valid and rigorous assessments on an ongoing basis to measure student progress toward their goals, and instructing their students powerfully, informed by the goals, plans, and assessments.

The Rhode Island Model and all other approved educator-evaluation systems in Rhode Island make this best practice a part of every teacher’s planning and every principal’s leadership, as teachers and principals set Student Learning Objectives through which evaluators will measure growth for all teachers and schools, including those who teach in grades or subjects that are not part of the state assessment system.

Student learning is best measured by looking at multiple sources. Evaluators are working with both teachers and school-based administrators to set Student Learning Objectives that measure and assess the growth of student learning in every classroom. Student Learning Objectives are specific, measurable goals based on Rhode Island content standards or other nationally recognized standards that may be aligned with the School Improvement Plan and the LEA’s strategic plan. These goals are not student-specific; they are classroom-wide or relating to specific groupings of students within a classroom.

A Student Learning Objective is a long-term (typically one semester or one school year) academic goal that teachers set for groups of students. It must be specific,

measurable, based on available prior student-learning data, and aligned with state standards as well as with relevant school and district priorities.

Student Learning Objectives should represent the most important learning during an interval of instruction and may be based on *progress* or *mastery*. Objectives based on *progress* require students to make a certain amount of progress from a baseline measure toward a clear benchmark of performance (e.g., all students will move up 3 reading levels within one year). Objectives based on *mastery* require students to demonstrate a particular level of skill and knowledge in that specific course content, regardless of any baseline measures (e.g., all students will be reading level W texts by the end of the year).

Teachers work together with other teachers and administrators to develop a set of Student Learning Objectives for each grade level, course, or school. All teachers of the same course in the same school use the same set of objectives, although specific *targets* may vary if student starting points differ among classes. Teachers may add additional objectives beyond the required 2 to 4 range if their teaching context requires it (e.g., those teaching more than 4 different subjects).

Student Learning Objectives present an opportunity for teachers and administrators to be closely involved in shaping the manner in which their practice and the performance of their students is evaluated and measured. With the use of Student Learning Objectives, educators work together to determine how content should be prioritized and to establish clear expectations for how student learning should be assessed. Student Learning Objectives allow for the use of multiple measures of assessment, including existing off-the-shelf assessments and those objectives that are developed by teams of educators. Teachers and administrators set targets based upon available data for their specific population of students.

Setting and attaining Student Learning Objectives requires the purposeful use of data through both formal and informal assessments. This process recognizes and documents academic gains in non-tested grades and subjects and supplements NECAP (or, after 2014, PARCC) scores in tested grades and subjects. Finally, Student Learning Objectives focus instruction on district and school improvement plans and on student needs.

To ensure that all educators have the support they need to develop appropriate Student Learning Objectives, RIDE created a cross-office team to work with educators in the field and to draft guidance and sample Student Learning Objectives specifically for teachers of English Learners and teachers of students with disabilities. RIDE continues to meet with directors of special education and with the English Language Learners Advisory Council to receive feedback and guidance on the evaluation process and on Student Learning Objectives.

RIDE received significant feedback early in the current school year (2011-12) indicating that teachers of students with disabilities needed more samples that addressed the

various types of assignments found in their field. To meet this need, RIDE convened a small group of teachers of students with disabilities to assist in designing sample Student Learning Objectives. These educators have now written several sample Student Learning Objectives for teachers of students with disabilities.

In addition to these sample Student Learning Objectives for teachers of students with disabilities, we learned that a separate FAQ on evaluations was needed for teachers of students with disabilities. We worked with these teachers to identify the questions for the FAQ, which we have also posted on our website.

Currently, we are in the process of developing sample Student Learning Objectives and guidance documents for teachers of English Learners. To develop these samples and guidance, we are working in partnership with educators who work directly with English Learners.

For some educators, setting or evaluating Student Learning Objectives represented a major shift in practice. It required collaboration and the use of data that was new and, at first, challenging; however, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Over time this process will help establish statewide perspectives on student progress and learning.

Setting Student Learning Objectives requires being able to answer three key questions. Teachers should answer these questions with their colleagues, not in isolation:

1. What are the most important things my students must learn?
2. How will I measure how much my students learn?
3. Based on what I know about my students, what is a rigorous, but attainable target for how much and at what level should my students learn?

Teachers begin the process of setting Objectives by working with their colleagues to determine the most important standards and content in their grade(s) and subject(s). Ideally, these discussions occur just before school starts or early in the year. In some cases, priority standards or content may already be identified by the school or district.

Once teachers identify the priority standards and content of their Student Learning Objectives, they must determine how they will measure their students' learning over the course of the year. What assessments are available? Are they of high quality? Are they common to other teachers who teach the same grade(s) and subject(s)?

Finally, teachers must gather all available data and historical information they have on current students in order to set numerical targets for how much their students will learn over the course of the instructional period. Pre-test data or assessment data from the prior year can be used to set quantifiable targets for students. Targets should always be set using the highest-quality source of evidence available. Targets should be rigorous and attainable for all students or ambitious, based on the past performance of similar cohorts of students, when taught with best practices from the school, district, or outside the district.

Horizontal and vertical consistencies are two additional critical elements to consider when setting Student Learning Objectives. When a Student Learning Objective is horizontally consistent, all teachers in the same grade-level or subject collaborate on shared Student Learning Objectives. Vertically consistent Student Learning Objectives should be consistent with the school administration's school-level goals (for teachers in applicable subject areas and grade levels). School-level objectives, in turn, should be consistent with key district goals and priority metrics or with the school or district improvement plan.

The Student Learning Objective process is used statewide. RIDE determines the protocol for how objectives are set, monitored, and scored. LEAs have flexibility in which assessments they use in various grades and subjects and the local common-scoring rubrics they use to score student performance on those assessments. Because RIDE wants to make sure the approved educator-evaluation systems are adaptable to different contexts and in keeping with the goal of reducing duplication and unnecessary burdens on LEAs and schools, LEAs also have flexibility in determining who will evaluate teachers, especially if individuals other than administrators have conducted evaluations before.

RIDE is providing training to evaluators on how to approve, monitor, and score Student Learning Objectives. RIDE is also providing direct guidance to teachers on how to set and monitor Student Learning Objectives, including a series of exemplar Student Learning Objectives for various grades and subjects that RIDE released at the beginning of the current (2011-12) school year. These exemplars will serve as additional guidance for full implementation in the 2012-13 school year.

In addition, RIDE is in the process of building an Instructional Management System (IMS) — an online platform that will house data, curriculum, and assessment materials. The IMS, when complete, will facilitate the Student Learning Objective process by making it easier for teachers and administrators to access common assessments and student-achievement data they need to make informed decisions and will reduce duplication and unnecessary burdens on LEAs and schools.

During full administration of the evaluation system, teachers set 2 to 4 Student Learning Objectives and building administrators share a set of 4 to 6 Student Learning Objectives.

All Rhode Island LEAs, including the districts using the Innovation Model and the Coventry district, are following the same approach to Student Learning Objectives throughout their evaluation systems.

RIDE has a long term strategy to address the quality, consistency, and rigor of the Student Learning Objective process. The SLO process will supplement the Student Growth Scores or will be the primary source of evidence when a growth score is not available. We understand the critical role that the SLO process has in the evaluation

system. There is a two-pronged approach to addressing SLO quality. The first is embedded in the overall training conducted by the Office of Educator Quality and Certification and the second is by making explicit connections to the work in the Office of Curriculum, Instruction, and Assessment. In combination we will:

- Identify grade/course specific SLOs for all new curricula being developed under RTTT initiatives. By the end of the RTTT we will have ensured that high quality SLOs are built into the development of curricula.
- Train a core leadership team in every school in the state on how to use data to inform instruction and assessment decisions. Using student data to inform setting SLO targets will be a core part of this training.
- Build assessment literacy by providing access to on-line modules that are accessible to every teacher and administrator in RI. The focus on building valid and reliable curriculum embedded assessments will improve the evidence used for SLOs over time.
- Provide additional SLO exemplars on our web site to illustrate and explain the features of high quality SLOs.
- Introduce a suite of assessment tools through our Instructional Management System that include interim assessments, a test building engine, and item banks;
- Increase the amount of training on SLO writing, approval, and development as part of the four day Summer Institutes for all evaluators.

RIDE will continue to monitor the quality of SLO over the next several years. We will study the relationship between SLO scoring and Student Growth Scores for educators that have both scores. We will audit schools that have significant differences between the two measures to understand why they have occurred. Collectively we believe that these efforts will help us strengthen the SLOs while providing resources to support that goal.

Student Learning: The Growth Model

In addition to the Student Learning Objectives, The Rhode Island Growth Model will be used to measure student learning for teachers in NECAP-tested grades (3 through 7) who teach mathematics or English language arts. For these teachers, the Rhode Island Growth Model rating is based on how a teacher's students progressed in comparison with other students throughout the state who had similar scores in previous years. To increase the accuracy and precision of this growth rating, the score will reflect two years' worth of assessment data. The Rhode Island Growth Model will also be used as an evaluation tool for school administrators, where applicable, in combination with

Student Learning Objectives. Together, these two measures comprise approximately half of the evidence that informs summative ratings.

Starting in the 2013-14 school year, teachers who are responsible for student learning in English language arts (ELA) and mathematics in grades 3 through 7 and building administrators in schools with students in grades 3 through 7 will receive a rating based on their students' growth on the NECAP ELA and mathematics assessments, as compared with students with a similar academic score history. The first year of growth-model scores will be available in the 2012-13 school year. We will not use the growth-model scores in evaluations, however, until we have two years of data – that is, until 2013-14.

RIDE will calculate the growth-model scores and supply the scores to evaluators. The scores will help determine the educator's summative rating on Student Learning.

RIDE has developed guidance for districts to help in determining who, in addition to the teacher of record, would be a contributing educator accountable for student growth. This guidance, "[A Tool to Assist in the Development of Policies and Practices for Identifying Contributing Educators](#)," contains detailed information about including contributing teachers, notably teachers of English Learners and teachers of students with disabilities, within the growth determinations for the evaluation system.

RIDE is in the early stages of reviewing teacher-course-student linked growth data. As we conduct our initial analysis, we are paying particular attention to how the results of growth-model data for teachers of English Learners and teachers of students with disabilities. In February 2012, the Rhode Island Technical Advisory Committee met to review growth data and to make recommendations to RIDE for further analysis. The RIDE Technical Advisory Committee (TAC) members are national experts in their fields of educator quality and measurement. The TAC meets three or four times each year to provide guidance to RIDE on all aspects of the RI Model, including long term validity plans and monitoring implementation fidelity.

During the current school year, RIDE will have derived benchmark measures for student growth for all teachers who teach subjects or grades that are part of the state assessment system. During the ensuing school year (2012-13), we will have one year of data on student growth for these teachers. We will not use student growth as a factor in evaluations until we have two years of growth data, that is, until 2013-14.

Two consecutive data points (e.g., a student's test scores from his or her grade 4 and grade 5 NECAP mathematics tests) are needed to calculate Rhode Island Growth Model results. Each student's growth is compared with that of his or her *academic peers*. Academic peers are defined as all students *statewide* with a similar NECAP score history, regardless of student demographics or program information (e.g., race/ethnicity, SES, IEP, LEP). The student's growth is measured as a percentile from 1-99, with higher values indicating more growth relative to academic peers. For example, a student with a *Student Growth Percentile* of 90 showed more growth than 90

percent of his or her academic peers. With the Rhode Island Growth Model, a student can have a high Student Growth Percentile even when performance is not yet at a proficient level.

For a group of students (e.g., in a classroom or school), Student Growth Percentile data can will be aggregated to determine the median Student Growth Percentile of the group of students. To do so, all tested students' Student Growth Percentiles are arranged in order (e.g., 1-99) to determine the median Student Growth Percentile, which is most representative of the school or of the teacher's students. The median Student Growth Percentile is the point at which half of the students' Student Growth Percentiles are above and half are below.

Just as we will use the Growth Model as part of the process of evaluation of teachers, aggregating data for all tested students in their classrooms, we will also use the Growth Model as part of the process of evaluation of principals, aggregating data for all tested students in their school.

Implementing the Evaluation System

Field Testing the evaluation system

RIDE field-tested the evaluation systems during the previous school year, beginning in March, when four LEAs implemented some aspects of the Rhode Island Model, but the LEAs did not use the evaluations as the basis for any personnel decisions.

The Rhode Island Model districts and districts developing their own systems will be held to the same timelines for implementation. Through the field testing (last school year) and gradual implementation of educator evaluations (this school year) in all LEAs, RIDE is implementing a thoughtfully designed system that incorporates the insights and suggestions of teachers and administrators. School-based administrators and teachers in all districts are participating in each element of the evaluation process, at varying levels, during this year of gradual implementation in an effort to help everyone feel comfortable with the process.

Gradual Implementation of the evaluation system

All Rhode Island school LEAs are implementing an evaluation system during the current school year. All LEAs are implementing approved evaluation systems on a gradual basis, with the exception of two districts that are going through full implementation of the Rhode Island Model. Here is our description of gradual implementation:

An effective evaluation system is key to developing, supporting and improving the effectiveness of our educators as well as recognizing the outstanding performance of our most effective teachers and leaders. While it is substantial work to implement a new evaluation system, it is the right work. We owe it to our educators and our students to work together to overcome the challenges to implementing this new system.

Before the Rhode Island Model is fully implemented in school year 2012-13, we want to ensure that educators get a chance to practice implementing the system and provide feedback to RIDE. Gradual implementation allows districts to identify challenges and begin developing solutions before full implementation begins in 2012-13.

The LEAs that are in the process of gradual implementation are engaging in all aspects of the educator-evaluation system during the current school year (2011-12) but with fewer required observations, Student Learning Objectives, and Professional Growth Goals. Every component of the system will be introduced gradually throughout the year. This approach will enable educators to acclimate to the Rhode Island Model in a year of hands-on learning, before final evaluation ratings carry more weight. Teachers have set only two Student Learning Objectives and one Professional Growth Goal, and they will have only two classroom observations (one long, one short). Under full implementation, teachers will set up to four Student Learning Objectives, as well as Professional Growth Goals and several observations. Principals are also following a gradual implementation of their own evaluation during the current school year. They will also establish one professional goal, two student learning objectives and participate in two school site visits.

All LEAs will fully implement evaluation systems during the 2012-13 school year, incorporating lessons learned from the year of gradual implementation. Even beyond these initial years, we will continuously improve the evaluation systems, based on educators' feedback and experience.

During development and during the gradual implementation of evaluations taking place this year in all districts, RIDE has also met with groups of teachers of English Learners and teachers of students with disabilities to discuss the use of rubrics and the development of Student Learning Objectives.

One of the main purposes of this gradual implementation year is to give districts and schools the opportunity to develop context-specific solutions to implementation challenges. There is no one right answer to the question about how to do this well. Instituting the new system is exceptionally difficult work for districts and schools, but has been shown to dramatically impact the professionalism, culture and collegiality within schools.

During gradual implementation, each evaluator is required to complete a series of training sessions focused on the specifics of the evaluation system, including sessions on Student Learning, Professional Growth Plans, observations and feedback, and conferencing. These training sessions are being led by Intermediary Service Providers—experienced teachers and administrators whom RIDE has trained. A second series of training sessions are occurring for the evaluators of building administrators.

Support for implementation of the evaluation system

To ensure that teachers receive information about the model, RIDE has also designed communication tools for building administrators to share directly with teachers in their schools. These materials include shorter communication documents as well as “meeting in a box” materials. In preparation for full implementation, evaluators will receive more targeted follow-up training, beyond the initial orientation to the model. Finally, the RIDE Educator Evaluation web page is being enhanced throughout the year with additional resources, including Student Learning Objective exemplars.

In most cases, teachers will be evaluated by their school principal. On occasion, they may be evaluated by a trained evaluator with relevant content knowledge or instructional expertise. School-based administrators will be evaluated by superintendents or their designees.

The effective implementation of the model evaluation system depends upon having well-trained evaluators. To ensure that LEAs have the capacity needed to implement the model evaluation system, these trained Intermediary Service Providers (ISPs) are available to LEAs, through Race to the Top funding. Each LEA has access to ISPs for a specified number of days based on their RTTT funding. Additional days may be negotiated at the LEA’s request. The ISPs are highly trained and are available to support both evaluators and teachers as needed. Some LEAs have supplemented their RTTT funding in order to release a full time educator to serve as a district Evaluation ISP. These educators are trained by RIDE with the other statewide ISPs to ensure consistency in approach.

In hiring the ISPs, RIDE established the following qualifications as criteria for applicants:

- evidence of strong leadership and facilitation skills;
- previous experience developing and leading teacher professional development;
- excellent project-management and organization skills;
- excellent oral-communication and writing skills;
- outstanding critical-thinking skills;
- the ability to work effectively with others at all levels of an organization;
- capacity to work independently and to manage multiple responsibilities simultaneously;
- the ability to identify challenges and to be flexible to actively work to find solutions;
- outstanding interpersonal and teamwork skills;
- openness and responsiveness to feedback;
- comfort working with computers and strong working knowledge of the Microsoft Office suite;

- familiarity with a range of school settings within Rhode Island, including high-need schools; and
- holding or recently holding valid certification as a teacher or administrator or having recent experience in higher education.

Evaluation ISPs are responsible for:

- leading training for district personnel or teams on the evaluation system; and
- supporting districts, schools, and educators with on-the-ground evaluation system implementation and technical support (e.g., collaborating with principals, teachers and district administrators; calibrating and norming ratings)

Some of the supports that ISPs provide to LEAs include:

- conducting observations;
- helping teachers set student-learning objectives;
- supporting conferences;
- giving feedback;
- holding district- or school-level information or training sessions; and
- supporting and collaborating with principals and teachers in the implementation of the model evaluation system.

Guidance materials for Intermediary Service Providers

<http://www.eride.ri.gov/Accelegrants/DocumentLibrary/Documents/548FB3DC-6004-41E3-9785-A24527BD825C.pdf>

<http://www.ride.ri.gov/educatorquality/educatorevaluation/Docs/ISPEvaluation.pdf>

To ensure that all educators receive annual evaluations, including educators who do not have primary responsibility for the instruction of English learners and of students with disabilities, evaluation systems in Rhode Island may use “complementary evaluators.” These complementary evaluators may have specialized expertise in a content area or grade level and may assist the building principal or primary evaluator in completing the evaluation process. All developed guidance and rubrics for evaluations specifically address team teaching and co-teaching scenarios. All expectations of competency and of effect on student growth apply to every teacher, regardless of whether he or she is assigned as a sole classroom teacher or as a co-teacher, such as a teacher of English Learners or a teacher of students with disabilities.

Providing guidance on evaluations

To ensure successful implementation of systems of educator evaluation in Rhode Island, RIDE is engaged in an ambitious training schedule for all evaluators in LEAs that have selected the Rhode Island Model. Every LEA submitted a list of evaluators for every school and within the central office. Once identified, it is required that they attend

all required training. We will repeat the summer training of multiple weeks and locations in order to ensure that everyone can coordinate training with their summer schedules.

During the current school year (2011-12), training involves four “modules,” each of three or four sessions. All evaluators are receiving training through these modules. Training will continue in the summer of 2012, with four-day training seminars and with two half-day seminars as follow-up during the next school year (2012-13). Here is a description of the summer academies:

Academy for Personnel Evaluating Teachers: Four-day rigorous training (9 a.m. - 4:30 p.m. each day) seeking to prepare personnel evaluating teachers to accurately observe and rate practice, lead professional feedback conversations, set and approve Student Learning Objectives, and engage with the Educator Performance and Support System.

Academy for Personnel Evaluating Building Administrators: Three-day rigorous training (9 a.m. - 4:30 p.m. each day) seeking to prepare personnel evaluating building administrators to conduct effective school visits and accurately rate performance, lead professional feedback conversations, approve school wide Student Learning Objectives, and engage with the Educator Performance and Support System.

Please note that both academies will be offered multiple times between the second week of July and the end of August.

The Rhode Island Educator Evaluation Guide to Implementation is located in Appendix H. Additional training materials for Evaluators

<http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/Training.aspx>

RIDE has also provided training for educators in the seven districts that have *not* selected the Rhode Island Model, particularly regarding the use of Student Learning Objectives as one of the valid and reliable measures of Student Learning.

In addition to these resources for evaluators, RIDE requests that all LEAs have their own District Evaluation Committee to ensure successful implementation of the evaluation system at the local level.

District evaluation systems are an integral part of the district human-capital management system and are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs.

All districts must establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts), who bring added perspective or expertise when appropriate. The committee reviews the

effectiveness of the evaluation system; the validity and utility of the data produced by the system; the fairness, accuracy, and consistency of decisions made; and the currency of the system. The committee then uses the information from the analysis to make recommendations for revisions to the system. Finally, the District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work in partnership toward a coherent approach to educator quality, professional development, and continuous organizational improvement.

The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.

Reviewing and Approving Evaluation Systems

To comply with state regulations, including the Rhode Island Standards for Educator Evaluation (*RI Educator Evaluation Standards*) and the Rhode Island Basic Education Program (BEP), LEAs must either:

- *adapt* their own educator evaluation system to “primarily” include student growth and achievement and meet state standards; or
- *adopt* a state-provided educator evaluation system, the *Rhode Island Educator Evaluation Model System* (The Rhode Island Model).

Each LEA is responsible for meeting the RIDE reporting requirements for assuring the quality of educator evaluation.

RIDE has developed a detailed and rigorous rubric based on the *RI Educator Evaluation Standards to approve all systems*. The rubric addresses:

- the quality of the design, rubrics, and instruments used to measure educators’ professional practice, responsibilities, and content knowledge;
- how well evaluation systems ensure fairness, accuracy, and consistency of educator ratings;
- the engagement of principals, support professionals, and teachers in ongoing evaluation system development;
- how the district uses evaluation results to inform key human resource decisions; and
- how systems use evaluation data to create professional development plans.

RIDE holds LEAs accountable for the use of evaluation data for the purposes designated in their approved evaluation-system designs. The integration of information generated from LEA-reported educator evaluations and the Rhode Island teacher-certification database along with the student information in the RIDE Data Warehouse will allow RIDE to collect, analyze, and report extensive data. RIDE will have the capacity to use this information to monitor the extent to which LEAs are actually using

evaluations to inform decisions about educator assignment, professional development, compensation, promotion, tenure, renewal, and termination, and RIDE will support LEAs to help ensure that they are using educator evaluations to develop cadres of highly effective teachers and school leaders.

Valid measures for evaluations

An evaluation based on multiple measures, including observations of practice and evidence of student learning, provides the best and most complete assessment of educator effectiveness. Neither observations nor test scores alone should be the sole basis of an evaluation. Many validation safeguards have been built into the system, including training for evaluators, ongoing refinement of the system, and the opportunity to review an evaluation if a teacher or administrator feels it is inaccurate.

Rhode Island's winning application to Race to the Top, which netted \$75 million in federal funds, included a commitment to the creation of an educator-evaluation system focused on professional growth and student learning. In addition to RIDE's in-house experts, a team of evaluation specialists is being trained to support schools with the ongoing evaluation process.

Rhode Island educator-evaluation systems must meet certain criteria regarding the evaluators and their training in order to ensure that the valid measures are used consistently and accurately across all schools in each district. All Rhode Island educator-evaluation systems must:

- use evaluators who are trained and able to make valid and accurate judgments;
- ensure that the evaluation team as a whole has sufficient diversity of experience and content knowledge to accurately assess educators across subjects, grades, and programs (including ELL and special education settings); and
- include norming mechanisms to regularly confirm the accuracy and reliability of evaluator ratings.

Evaluation systems in Rhode Island will continue to improve based on educators' experiences and continued feedback from the Technical Advisory Committee, from educators in the field, and from formal reviews of the data.

At the state level, RIDE will periodically audit the evaluation process within districts to ensure that evaluations are fair and accurate and that they adhere to the *RI Educator Evaluation Standards*. Additionally, all evaluators will be trained and must demonstrate the ability to make accurate judgments.

As we develop our Educator Performance and Support System, the data platform that will support the implementation and management of educator-evaluation systems across Rhode Island, we anticipate that this data platform will generate reports that will serve as warning flags, indicating when the LEA or RIDE should conduct an audit of the evaluation system.

Each LEA is responsible for ensuring that its evaluation system is implemented with fidelity by reviewing the accuracy and utility of the data produced and by viewing the decisions made for fairness and consistency. Each LEA must provide procedural safeguards to ensure the integrity of the system, including evaluation appeals. Appeals will be handled at the LEA level, in accordance with LEA policy and practice, collective-bargaining agreements, and processes set forth by the District Evaluation Committee. In the event that an evaluation process yields a contradictory outcome (e.g., a teacher has an extremely high Student Learning rating and an extremely low rating in Professional Practice and Professional Responsibilities), a review of the evaluation will be conducted at the LEA level.

All approved educator-evaluation systems in Rhode Island must align with the *RI Educator Evaluation Standards*, the Rhode Island Professional Teaching Standards, the Rhode Island Educator Code of Professional Responsibility, and the Standards for Educational Leadership in Rhode Island (Leadership Standards). The Rhode Island Model aligns with all of these standards and uses valid and reliable measures to evaluate Professional Practice, Professional Responsibilities, and, as described in 3.A.ii., evidence of student growth and achievement base on statewide assessments, student-learning objectives, and other measures of student learning.

Those LEAs that chose *not* to adopt the Rhode Island Model had to meet the criteria in the District Guidelines for approval of evaluation systems, which include evidence of quality of instruction, of student learning, and of professional responsibilities. For approval of their systems, these LEAs had to submit to RIDE a description of the evaluation instruments and how they are to be used.

To ensure that measures are valid and reliable, the application for LEAs seeking approval of an evaluation system includes these requirements and questions:

Provide an overview of the evaluation of teachers by listing each instrument and providing a brief description.

How is teacher observation included in the evaluation of quality of instruction? Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal.

In your description, address all of the following points:

- What is the process of observation?
- What Rhode Island Professional Teaching Standards are measured in the observation?
- How frequently is observation conducted?
- What are the possible ratings from the observation?
- What other parameters govern the observation?
- What feedback is provided?
- Who conducts the observation?

- What qualifications are necessary to be an observer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

How evidence of student learning is included in the teacher's evaluation? Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal.

In your description, address all of the following points:

- What is the process of evidence selection and review?
- What Rhode Island Professional Teaching Standards are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?
- What other information would help RIDE understand the instrument(s)?

How are teacher professional responsibilities evaluated in the system? Describe the instrument(s) used and attach copies of the instrument (e.g., directions, rubric, forms, feedback) to this proposal.

In your description, address all of the following points:

- What is the process of evidence selection and review?
- What Rhode Island Professional Teaching Standards are measured in the review?
- How frequently is the review conducted?
- What are the possible ratings from the review?
- What other parameters govern the review?
- What feedback is provided?
- Who conducts the review?
- What qualifications are necessary to be a reviewer?
- How are they trained and how are their evaluations monitored for continued accuracy?

- What other information would help RIDE understand the instrument(s)?

Use of Evaluations

Using evaluations to improve instruction

The *RI Educator Evaluation Standards* provide procedural safeguards to ensure fairness and professional-development plans to enable educators to grow professionally and to improve their effectiveness. This system serves as our new framework for making human-capital decisions.

The evaluation system must provide each educator with specific and actionable feedback on his or her individual performance, including impact on student growth and achievement, and recommendations for professional growth. Once the growth model is in use (2013-14), RIDE will provide principals and teachers in tested grades and subjects with reports on their own effect on student growth and achievement in their classrooms or schools. There is a focus on support and development for every Rhode Island teacher and building administrator at the heart of the educator evaluation now in place in Rhode Island. This commitment is critical to ensuring that educators continuously improve their practice.

Using Race to the Top funds, RIDE is embedding the use of educator-evaluation data into every aspect of human-capital management in Rhode Island public schools. The *RI Educator Evaluation Standards* require that evaluation systems inform the types of ongoing professional development needed by individual educators and groups of educators. The information generated from evaluations will enable LEAs, principals, and teachers to make better-informed decisions about the specific, most appropriate types of professional development that individual educators need.

The integration of educator-evaluation data and the Rhode Island certification database into the Rhode Island longitudinal data system will allow RIDE and the LEAs to track professional-development initiatives. This tracking will allow RIDE to develop information about the efficacy of professional-development providers over time in order to inform future investments, so this tracking will reduce duplication and unnecessary burdens on LEAs and on schools.

RIDE will allow state and federal dollars to fund only those providers who have a proven track record of improving educator effectiveness. RIDE will also produce reports on the results of different professional-development providers in order to allow LEAs and individual educators to select the most effective professional development for identified local needs.

The Rhode Island Basic Education Program (BEP) requires that LEAs develop systems to assign and promote educators based on evidence of their effectiveness. Going forward, LEAs will use professional-development dollars more efficiently and effectively

because our evaluation and support systems will provide specific feedback tied to educator competencies and linked with the Rhode Island Professional Teaching Standards.

A rigorous, transparent, and fair educator-evaluation system is essential to our commitment to have an effective teacher in every classroom and an effective principal in every school in Rhode Island. The manner in which RIDE and the LEAs use data from educator evaluations is critical to this effort. Pursuant to the *RI Educator Evaluation Standards*, LEAs must have in place processes to use evaluation results for the following purposes:

- providing individualized feedback on performance to all teachers, principals, and support professionals, including detailed analysis of their performance (based on student growth) and recommendations for professional growth and development;
- supporting continuous professional development and improvement;

Teacher and principal evaluation and support systems in Rhode Island result in differentiated professional development that meets the needs of teachers.

Pursuant to the *RI Educator Evaluation Standards*, LEAs must have in place processes to use evaluation results for improving performance of ineffective educators by providing intensive support and evaluation specifically designed to improve their performance and dismissing those who are unable or unwilling improve in a timely manner.

Any administrator or teacher who receives a rating of developing or ineffective must have the opportunity to improve. With the support of the evaluator, he or she will create an improvement plan and identify sources of support and training, as well as benchmarks and timelines for improvement. The Rhode Island Model links an educator's evaluation, which identifies strengths and areas for development, with that educator's personal reflection on his or her practice and an individualized Professional Growth Plan.

To develop a Professional Growth Plan, each educator completes a self-assessment at the beginning of the school year, when they reflect on their past performance, consider relevant student learning data, and set professional goals for the upcoming year. Educators use the Professional Practice and Professional Responsibilities Rubrics to identify both strengths and areas for development and to ensure that their goals are aligned with the competencies on which they will be evaluated.

Completion of the self-assessment leads to the development of the Professional Growth Plan, containing three concrete Professional Growth Goals, which are the focus of the educator's targeted professional development over the course of the year. Each goal must be specific and measurable, with clear benchmarks for success. Support and development vary depending on goals identified by individual educators. All educators participate in ongoing, job-embedded professional development, such as peer observation or participation in a professional learning community, all designed to help them achieve their goals. Collaborative, professional conversation about performance

between educators and their evaluators helps educators to improve their practice over the course of the year.

Using evaluations to inform personnel decisions

Pursuant to the *RI Educator Evaluation Standards*, LEAs must have in place processes to use evaluation results for the following purposes:

- creating incentives for highly effective educators, including establishing a process to identify individuals or groups of educators who demonstrate exemplary effectiveness and recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, or other incentives; and,
- providing objective information to support meaningful renewal and tenure decisions.

To obtain RIDE approval of their educator-evaluation systems, all Rhode Island LEAs must demonstrate that they have processes and policies in place to use data for at least the purposes listed above. LEAs that adopt the Rhode Island Model system must also document how they will use evaluation data for the purposes listed above or adopt model processes and policies recommended by RIDE in these areas. Thus, all Rhode Island LEAs will be using educator-evaluation data captured from LEA evaluation systems to develop, promote, recognize and reward, renew or retain, assign, and terminate teachers and principals by the 2012-13 school year.

In order to gain state approval for its evaluation system, each LEA also had to demonstrate that it will use educator-evaluation data to make decisions about promotion into leadership positions (i.e., mentor teacher, grade-level or discipline chair, or, with proper certification, assistant principal, principal, or other equivalent roles). Similarly, principals who demonstrate highly effective performance should be considered for principal-mentor roles and central-office leadership positions. Only those educators who have consistently been rated effective or highly effective on the LEA's educator-evaluation system will be considered by LEAs as eligible for promotion to positions of increased leadership, including transfer of a principal from one school to another. As LEAs develop policies on how they will use information from evaluations to make decisions about promotion, RIDE will monitor the process to ensure that these policies are leading to the establishment of a cadre of highly effective school leaders.

RIDE requires LEAs to set ambitious goals for improving teacher and principal effectiveness. It is vital that LEAs also develop targeted goals for developing systems that empower teachers and principals to improve performance, evaluate out ineffective teachers and principals, and assign effective teachers and principals to fill vacancies. These are important steps to strengthen the use of educator-effectiveness data to inform key human-capital management decisions.

Rhode Island believes that differentiated compensation, linked to evidence of effectiveness, can be an important lever in recruiting and retaining the best teachers

and principals to improve student achievement. Our Strategic Plan, *Transforming Education in Rhode Island*, indicates that RIDE will lead a collaborative effort to review and analyze research regarding the successful implementation of performance-based compensation systems that districts can adopt by 2015.

Using Race to the Top funds, RIDE will fund two programs through competitive grants to LEAs, multi-LEA collaboratives, or LEA-union partnerships. One award will be granted to study the replacement of steps-and lanes-compensation schedules with systems that base compensation on evidence of teacher effectiveness. One additional grant will be awarded to develop a system that includes whole-school rewards. In the end, Rhode Island will have two viable models for LEAs to adopt or use as guidance for their own compensation systems. RIDE will provide consulting support on compensation reform to help these LEAs design robust new performance-based compensation models.

Our evaluation system is designed to enable LEAs to dismiss ineffective teachers and principals after two years of ineffective evaluations. Individuals must receive fair and valid evaluations and opportunities to improve their practice; however, an educator who continues to underperform, as evidenced through the documentation and data from the evaluation system, will be dismissed by the LEA. This does not preclude LEAs from dismissing ineffective teachers and principals before two years, if evidence merits dismissal.

RIDE will also use evaluation data to place into state-sponsored leadership roles only those educators who have had a positive effect on student academic growth and who have demonstrated an ability to lead others to increased measures of success. All state-sponsored educator training and support programs will use effective and highly effective evaluation as an essential, nonnegotiable selection factor. No teacher will be permitted to advance to these state-sponsored leadership roles without achieving effective or highly effective levels on his or her evaluation. Further, to inform state-level policy decisions, we will use this evaluation data over time to understand and document how teachers are being cultivated, supported, assigned, and removed.

Although a single teacher can have a profound impact on student learning over one year, that effect generally diminishes if a student does not have equally effective teachers in subsequent years, with half the gains being lost the following year and nearly all of the gains lost within two years. To ensure that students have continual years of effective teachers, the *RI Educator Evaluation Standards* allow Rhode Island to link teacher-effectiveness ratings to the students whom those teachers teach and to identify students who are taught in any year by an ineffective teacher. Under the BEP and the *RI Educator Evaluation Standards*, LEAs must ensure that any student who is taught by an ineffective teacher in one year is assigned to an effective or highly effective teacher in the next.

Using information from the evaluation system and in keeping with assurances in our Race to the Top grant application, RIDE expects LEAs to release teachers and

principals after two years of ineffective performance. Because research shows there tends to be a higher concentration of ineffective teachers at high-need schools, LEA action to remove ineffective teachers and principals will relieve schools from ineffective performers and create openings for effective teachers to serve these students.

Using information from the evaluation system, RIDE will prohibit transfer of ineffective teachers into high-poverty, high-minority schools. The BEP requires LEAs to “address staffing of low-performing schools with highly effective” staff to make up for previous disproportionate staffing of less effective teachers to high-need students. By 2012-13, in order to comply with the *RI Educator Evaluation Standards*, LEAs cannot assign or transfer any teachers who are not effective or highly effective to high-poverty, high-minority, or low-performing schools. The educator-evaluation data system will enable RIDE to annually monitor whether districts are placing ineffective teachers in such schools.

Using information from the evaluation system, RIDE will build principal capacity to hire effective teachers based on mutual consent. RIDE focuses on building the capacity of principals—particularly those in low-performing, high-poverty LEAs—to screen and hire effective applicants. As part of our implementation of the educator-evaluation system, RIDE will provide training for all the principals and superintendents in the state on effective teacher observation and evaluation.

The *RI Educator Evaluation Standards* call for LEAs to provide appropriate levels of support based on evaluation findings. RIDE requires LEAs to report annually on the number of teachers and principals who received evaluations of ineffective, developing, effective, and highly effective; the number of educators terminated annually as a result of “ineffective” evaluations; and the evaluation history of those teachers and principals during their terms of employment with the LEA. This reporting requirement will allow RIDE to ensure that LEAs are in fact dismissing those teachers and principals who repeatedly demonstrate ineffective teaching and to ensure that termination decisions are accurate and fair.

Prior to the adoption of the BEP, Rhode Island had an ambitious and U.S. Department of Education-commended teacher equity plan, focused primarily on the equitable distribution of “highly qualified teachers” based on certification (as defined under NCLB) and other credential measures. Based on research from the field, we understand that these measures are not adequate to ensure that children in high-poverty and high-minority schools have equitable access to highly effective teachers. Thus, we will use our educator-evaluation system standards to monitor and drive action to improve the equitable distribution of teachers and principals. Through our data-management system, we will monitor the distribution of highly effective, effective, developing, and ineffective teachers and principals across classrooms, schools, and LEAs, and will use these data to hold LEAs accountable for achieving an equitable distribution of effective teachers and principals with highly effective teachers and principals going to struggling schools and classrooms. RIDE will collect and analyze data on the numbers of highly effective,

effective, developing, and ineffective teachers and principals at each school in the state; differences between high- and low-poverty and high- and low-minority schools statewide and within each LEA; and differences across different types of teaching assignments (for example, general and AP courses) both statewide and in each LEA and school. Additionally, RIDE will monitor the assignments of all educators, as required through our Equitable Distribution Plan.

Continuous Improvement of Evaluation Systems

Teacher and principal involvement

RIDE continues to seek input and to respond to concerns from educators regarding the evaluation system, through drop-in sessions, outreach sessions, and webinars, such as

these that RIDE publicized through the weekly Field Memo and through list-serves, with messages such as this one:

Do you have questions about the Rhode Island Model Educator Evaluation and don't know where to find answers? Join us for a conversation about implementation of the Rhode Island Model.

We are offering some sessions as drop-in sessions and some in an online webinar. The drop-in sessions do not require registration.

On February 1, 2012, RIDE partnered with the National Education Association – Rhode Island and the Rhode Island Federation of Teachers and Health Professionals to co-host a webinar for all educators on evaluations and to provide the latest updates on the evaluation system. RIDE continues to hold webinars on evaluations for administrators as well. During the current month (February 2012), RIDE is conducting an online statewide survey for teachers on educator evaluations. The survey asks teachers questions about their experiences with the evaluations as well as about their perspective on evaluation systems in general. Later this month, RIDE will begin an online survey of principals on educator evaluations.

In addition, Education Commissioner Deborah A. Gist held teacher meetings in every LEA in Rhode Island during the previous (2010-11) school year in order to discuss the evaluation system directly with teachers so as to respond to concerns and to receive feedback. The Commissioner invited all teachers in each LEA to join her at these meetings, and she provided her e-mail address to all teachers in order to respond to follow-up questions as necessary. These meetings were closed to the public in order to allow teachers to express their views frankly to the Commissioner.

Finally, RIDE will receive feedback throughout the current school year from the two districts that have agreed to be “early adopters” and to go through full implementation of the Rhode Island Model. RIDE is conducting focus groups and surveys of teachers and

school leaders to obtain information about the process of full implementation of an educator-evaluation system so as to guide our work going forward toward full implementation in all LEAs during the next school year (2012-13).

Feedback received and goals for improvement

Some of the feedback we have received to date include:

- the paperwork and the time required to complete the beginning-of-the-year components (e.g., self assessment, professional growth plan, Student Learning Objectives) is a significant concern;
- writing Student Learning Objectives is complicated, especially for special educators;
- the Teacher Professional Practice rubric should be streamlined to eliminate redundancy and to clarify expectations for observable and non-observable areas; and
- the evaluation conferences are meaningful and focused on how to improve practice, but preparing for them requires a lot of work.

Some of our goals for incorporating this feedback and improving our evaluations are to:

- increase clarity related to expectations, requirements, and timelines;
- streamline the process and forms to address capacity issues while maintaining a robust model that yields accurate ratings and fosters professional growth;
- review rubric competencies to identify redundancy; and
- examine the number of required professional goals.

A achments

Attachment 1: Notice to LEAs

Attachment 1(a): LEA meeting agenda examples

Urban District Overview: ESEA Waiver

January 31, 2012

4:00 – 6:00 pm

Agenda

1. Introductions:.....4:00

Group

2. Overview of the Waiver Opportunity:.....4:15

David Abbott

- Elements of the application
- Opportunities through the waiver
- Process and timeline for completion
- Q & A

3. Measurement and Accountability Systems4:30

David Abbott

- Measurement and Accountability System
- Classification System
- Implications for all schools/implications for urban
- Q & A

4. Classification System5:00

David Abbott

- Classification types and meaning
- Q & A

5. System of Intervention and Support5:15

Andrea Castañeda

- Reward, Priority, and Focus schools
- The process
- The Flex Model
- Q & A

6. Discussion.....5:45

Group

- Feedback and Recommendations
- Q & A

Superintendents Overview: ESEA Waiver

January 19, 2012

8:30 – 10:30 am

Agenda

1. Introductions:.....8:30

Group

2. Overview of the Waiver Opportunity:.....8:45

David Abbott

- Elements of the application
- Opportunities through the waiver
- Process and timeline for completion
- Q & A

3. Measurement and Accountability Systems9:00

David Abbott

- Measurement and Accountability System
- Classification System
- Implications for all schools/implications for urban
- Q & A

4. Classification System9:15

David Abbott

- Classification types and meaning
- Q & A

5. System of Intervention and Support9:30

Andrea Castañeda

- Reward, Priority, and Focus schools
- The process
- The Flex Model
- Q & A

6. Discussion.....10:00

Group

- Feedback and Recommendations
- Q & A

RIASP/RIASCD/RIMLE Meeting with Commissioner Gist
Friday, December 2, 2011 4:00 pm at RIDE

- Feedback from many Rhode Island administrators indicates the need for more training to implement the evaluation system effectively. Many educators in the field believe that the module training has been inadequate for something so different and so important. The training AFT administrators received appears to have been far more extensive. What additional ways can our organizations assist with this mammoth task?

- We have been surprised to hear from many talented and respected principals that they are overwhelmed and extremely stressed by the sheer volume of work they are required to do. For the first time, these principals are seriously concerned about burnout and about how long they can remain at the job. What can our organizations do to assist RIDE in addressing this concern? (Some principals are also noting that they are actually spending less time in classrooms than they did previously.)

- Commissioner's Concerns: ESEA Flexibility

- Other

- Current Work of
 - RIASCD: Pre-Service Teacher Conference scheduled for February 11th at Johnston High School. We are working on offering a few Author Forums during the spring. These would provide an opportunity for ASCD authors to discuss their books with practitioners.

 - RIMLE: Planning for annual RIMMLE Winter Conference continue. RIDE will be presenting sessions around the Educator Evaluation System, Questions Around the Common Core, and How Teams Middle Level Teams Can Support the Teacher Coaching Induction Model. Other sessions include the North Providence Anti-bullying Initiative, Grading and Homework Policy Development, STEM, RtI, Formative Assessment Strategies, and Data Analysis To Inform Instruction. Coming in the spring will be a Personalization series on strengthening the role of the advisor.

 - RIASP: In December at elementary and secondary network meetings, in collaboration with RIDE personnel, RIASP will provide professional development training to enhance members' capacity to implement the educator evaluation system. Also, on December 13th, RIASP is bringing Jill Pancoast of The Breakthrough Coach to RI for a two hour session titled: "How to Work Less, Produce More, and Still Get the Job Done in a Sensible Work Week – An Overview."

Attachment 1(b): Commissioner field memo examples

From: Gist, Deborah
Sent: Friday, November 18, 2011 2:22 PM
To: SUPTS-L@LISTSERV.RI.NET
Subject: Today's Field Memo

**Commissioner Deborah A. Gist's Weekly Field Memo
Friday, November 18, 2011**

Rhode Island to seek "flexibility," changes to system of accountability under ESEA

As we're all aware, the No Child Left Behind act of 2001 set a goal of all students becoming proficient (100-percent proficiency) by 2014. As we approach that date, the inflexibility of the law has become apparent:

- all schools treated alike, regardless of whether they miss one target or many;
- schools measured solely by a snapshot of performance on a standardized test (percent proficient); and
- no clarity as to whether proscribed sanctions (school choice, supplemental educational services) or other provisions of the act (requirement for highly qualified teachers) improve student achievement.

As Congress considers reauthorization of the Elementary and Secondary Education Act (ESEA), the U.S. Department of Education is allowing states to apply for "flexibility" regarding some of the provisions of ESEA. We have notified the U.S. Department of Education that we intend to apply for flexibility during the 2nd round of applications, in February 2012.

Flexibility for Rhode Island would mean major changes to our accountability and classifications systems. These changes will allow us to strengthen our accountability system. We have no interest in retreating from accountability. We are interested in looking at these areas, among others:

- We want our accountability system to measure the "magnitude of gaps," not treating all missed targets equally.
- We are interested in using data other than state summative assessments; these data might include measures of school climate, teacher preparation, the efficacy of professional development.
- We want to fine-tune the interventions that we will initiate for schools that miss targets so that these interventions can be based on the particular needs of these schools.
- We want to develop a clear definition of career-ready standards as a frame for the accountability system.
- We want to ensure that our measures of accountability are clear and transparent.

Over the next two months, we will be engage in community outreach with many stakeholders, including representatives of school leadership, teachers, parents, community leaders, students, and others, to get input and feedback to help us develop and refine our application for flexibility. I will keep you informed about this community outreach and about ongoing developments in our application for ESEA flexibility.

From: Gist, Deborah
Sent: Friday, December 16, 2011 4:36 PM
To: SUPTS-L@LISTSERV.RI.NET
Subject: Today's Field Memo

**Commissioner Deborah A. Gist's Weekly Field Memo
Friday, December 16, 2011**

RIDE seeks public comment on request for ESEA flexibility

As I noted to you in a field memo last month (November 18), we are preparing to submit to the U.S. Department of Education a request for flexibility under the Elementary and Secondary Education Act (ESEA) by the February 21 deadline. We are in the process of gathering ideas and comments from the public as we draft our request for flexibility. We held a well-attended public hearing on ESEA flexibility on Monday, and we will hold additional hearings next month. We have also set up a dedicated e-mail address to receive comments on ESEA flexibility:

ESEA.Flex@ride.ri.gov.

We welcome comments from you and your leadership team, as well as from the educators, families, and students in your community. Please share this information widely with others in your community to help us get the broadest range of input and the best thinking of all Rhode Islanders as we prepare our request.

The U.S. Department of Education has said that states may seek waivers regarding several key provisions of the No Child Left Behind act, including:

- removing provisions on Adequate Yearly Progress and the timeline that requires schools to achieve 100-percent proficiency by 2014;
- removing school and district improvement requirements, including requirements for school choice, supplementary educational services, corrective action, and restructuring;
- removing requirements for improvement plans restrictions on Title I and Title II funds for districts that miss requirements regarding highly qualified teachers; and
- incorporating other waiver requests, such as flexibility on the use of 21st Century Learning Communities funds.

As I noted to you last month, flexibility for Rhode Island would mean major changes to our accountability and classifications systems. These changes will allow us to strengthen our accountability system. We have no interest in retreating from accountability. We are interested in looking at these areas, among others:

- We want our accountability system to measure the "magnitude of gaps," not treating all missed targets equally.
- We are interested in using data other than state summative assessments; these data might include measures of school climate, teacher preparation, the efficacy of professional development.
- We want to fine-tune the interventions that we will initiate for schools that miss targets so that these interventions can be based on the particular needs of these schools.
- We want to develop a clear definition of career-ready standards as a frame for the accountability system.
- We want to ensure that our measures of accountability are clear and transparent.

We had a good meeting on Tuesday at which we presented information on our request for flexibility as well as on Race to the Top initiatives. We video-recorded the meeting, and you can access the video by visiting the Race to the Top [page](#) on our Web site, and under “Community Engagement” click on the first video “Race to the Top Implementation: Moving Forward Together – 12/13/2011.” Please feel free to share this video with anyone who was not able to attend the meeting and would benefit from the information that we shared.

RIDE will hold an informational meeting specifically for superintendents and assistant superintendents on **Monday, January 19**, to present more detailed information regarding our request for flexibility and to receive your feedback. The meeting will take place from 8:30 to 10:30 a.m., at the New England Institute of Technology, Media Presentation Theater, 1408 Division Rd., East Greenwich. You may also receive information about this meeting from John Pini, at RISSA.

We are also working with RIASP to schedule a meeting with principals on ESEA flexibility, and we are working with the leadership of NEA-RI and RIFTHP to schedule a meeting with teachers on ESEA flexibility. Both meetings will take place next month.

For more information on our ESEA flexibility request, see our Web site, at:

<http://www.ride.ri.gov/Commissioner/eseaflex.aspx>

For information from the U.S. Department of Education on ESEA flexibility, see:

<http://www.ed.gov/esea/flexibility>

This Education Week blog has good information about the first 11 requests to the U.S. Department of Education for ESEA flexibility:

http://blogs.edweek.org/edweek/campaign-k-12/2011/12/an_insiders_guide_to_the_11_nc.html

From: Gist, Deborah
Sent: Friday, January 13, 2012 4:46 PM
To: SUPTS-L@LISTSERV.RI.NET
Subject: Today's Field Memo

**Commissioner Deborah A. Gist's Weekly Field Memo
Friday, January 13, 2012**

Reminder: RIDE to hold meeting Thursday with superintendents on ESEA flexibility

As we prepare to submit to the U.S. Department of Education a request for flexibility under the Elementary and Secondary Education Act (ESEA) by the February 21 deadline, we are in the midst of extensive public outreach to gather input. We held well-attended public forums on ESEA flexibility on December 12 and January 9, as well as webinars for teachers, principals, and business leaders. We have also set up a dedicated e-mail address to receive written comments on ESEA flexibility:

ESEA.Flex@ride.ri.gov.

A draft of our flexibility request will be posted to the RIDE website (<http://www.ride.ri.gov/Commissioner/eseaflex.aspx>) next week, at which point we will begin a second round of outreach to gather specific feedback on the draft.

As a reminder, RIDE will hold an informational meeting specifically for superintendents and/or assistant superintendents on **Thursday** (January 19), to present more detailed information regarding our request for flexibility and to receive your feedback. The meeting will take place from 8:30 - 10:30 a.m., at the New England Institute of Technology, Media Presentation Theater, 1408 Division Rd., East Greenwich. I hope you will be able to attend to share your thoughts and ideas.

From: Gist, Deborah
Sent: Friday, January 20, 2012 5:38 PM
To: SUPTS-L@LISTSERV.RI.NET
Subject: Today's Field Memo

**Commissioner Deborah A. Gist's Weekly Field Memo
Friday, January 20, 2012**

Educators invited to webinar on RIDE request for flexibility under ESEA/NCLB – Action Item

On Thursday, January 19, RIDE held an information meeting with superintendents and assistant superintendents on the draft of our request for flexibility under ESEA/NCLB. We continue to seek input as we prepare to submit the request to the U.S. Department of Education next month.

To that end, we would like to solicit input from all Rhode Island educators. *Please pass this invitation on this week to your district and school administrators and teachers:*

We invite you to join a RIDE webinar for educators on our request for flexibility under the Elementary and Secondary Education Act (ESEA), on Monday, January 30, from 5 to 7 p.m. Deputy Commissioner David V. Abbott will present an overview of our draft request, and there will be an opportunity for you to ask questions and give your input on the draft. You may [click here to register for this webinar](#). Once you register, you will automatically receive an e-mail with instructions on how to join the webinar.

Additionally, RIDE will hold a public forum, Wednesday, February 1, from 6 to 8 p.m., at Riverside Middle School, 179 Forbes St., East Providence, on our request for flexibility, which we will submit to the U.S. Department of Education next month.

We have posted a [draft of our flexibility request](#) on our website.

We welcome you and your team to join us at the forum if your schedules permit.

We also welcome you to review the draft of our request, if you have not already done so. You can submit any comments about the request to ESEA.Flex@ride.ri.gov.

Attachment 1(c): Email examples

From: Commissioner.Updates@ride.ri.gov

Recipients: Commissioner's contact list of 5,000, which includes superintendents, principals, other LEA and school administrators, teachers, union leaders, school committee members, parents, students, business leaders, public officials, advisory boards, community organizations, and other stakeholders.

Subject: You are invited to public forum on RIDE request for flexibility under ESEA/NCLB

Dear Friend of Education,

As we prepare to submit to the U.S. Department of Education a request for flexibility under the Elementary and Secondary Education Act (ESEA) by the February 21 deadline, we are in the midst of extensive public outreach to gather input. We held well-attended public forums on ESEA flexibility on December 12 and January 9. This week, we are beginning to receive feedback on the first draft of the application. We continue to seek input as we prepare to submit the request to the U.S. Department of Education next month. To that end, we would like to solicit input from all Rhode Island education stakeholders:

RIDE will hold a public forum, Wednesday, February 1, from 6 to 8 p.m., at Riverside Middle School, 179 Forbes St., East Providence, on our request for flexibility. We welcome you to join us if your schedule permits.

Additionally, we have posted a [draft of our flexibility request](#) on our website. We also welcome you to review the draft of our request, if you have not already done so. You can submit any comments about the request to ESEA.Flex@ride.ri.gov.

Thank you for joining the conversation on how to improve education for Rhode Island students.

Best,
Commissioner Deborah A. Gist

From: Commissioner.Updates@ride.ri.gov

Recipients: Commissioner's contact list of 5,000, which includes superintendents, principals, other LEA and school administrators, teachers, union leaders, school committee members, parents, students, business leaders, public officials, advisory boards, community organizations, and other stakeholders.

Subject: You are invited to public forum on RIDE request for flexibility under ESEA/NCLB

Dear Friend of Education,

RIDE is developing its application for flexibility under the No Child Left Behind (NCLB) law and we continue to seek feedback from all stakeholders - parents, teachers, students, administrators, LEAs, community members, and business leaders - on what our application include. Based on your understanding of NCLB, what aspects of the current law distract us from focusing on providing students with the best educational opportunities?

Please join us for a community forum to discuss and gather input on our application, Monday, January 9, 2012, from 6:00 to 8:00 p.m. at Providence Career and Technical Academy, located at 41 Fricker Street. All are welcome and encouraged to attend.

You may also visit our [website](#) for more information on the application. We encourage you to send all questions and comments to ESEA.flex@RIDE.ri.gov.

We will continue our public outreach as we progress through the application process. We want to make sure that we hear from all interested stakeholders.

SAVE THE DATE: RIDE will hold another community forum to discuss and receive **feedback** on the draft application Wednesday, February 1, 2012, from 6:00 to 8:00 p.m. at Riverside Middle School, located at 179 Forbes Street in East Providence.

Thank you for your interest and participation in this exciting opportunity to improve education for the students of Rhode Island.

Best,
Commissioner Deborah A. Gist

Attachment 2: Comments on request received from LEAs

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

RIASC Meeting 12.10.11 - Notes

"I really like that the Department is considering a super sub-group for accountability purposes. That will bring more equity to the current divide between urban and suburban school districts for number of targets they are held accountable for."

"I appreciate your asking us about lessening the burden on school districts. Our administrators are struggling with the sheer volume of new initiatives RIDE is implementing."

"Incorporating growth measures into the accountability system is frankly long overdue, but very welcome."

"What is the difference between growth measures for teacher evaluation and growth as part of school accountability?"

"Use this opportunity to eliminate the four reform models for persistently lowest-achieving schools. They are far too rigid and have little to do with what schools actually need to address."

"The requirement for replacing the principal in low-performing schools seems arbitrary. Isn't there a way to make that decision on a case-by-case basis?"

"It seems like how you identify schools is less important than what you do with the schools once they are identified."

Distinguished Educators Meeting 11.30.11 - Notes

- Additional supports for English Language Learners should be part of Rhode Island's educational landscape, at the district and school levels. This may help to close the achievement gap between white and Hispanic students, in particular.
- A growth model should be part of Rhode Island's accountability system, which would help us to better assess and close achievement gaps. An additional benefit of using a growth model would be helping educators and families understand how the student's learning is progressing over time.
- Special education students who stay in school past age 18 are considered drop-outs according to 'Safe Harbor' rules for making AYP. Changing the way we count those students would contribute to a more fair assessment of the school's and district's graduation rates.
- If the accountability system can use a growth model that takes into account growth on interim and formative assessments, that would be more helpful than considering just NECAP growth.
- The ideal accountability system would be a hybrid of using the growth model and proficiency measures, so that we can recognize growth but also be honest about how a child/school/district is performing in terms of proficiency for the age and grade level.

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

- The appropriate support for educators to administer high-quality alternative assessments to special-needs students is critical to the school's success on annual performance measures related to the state assessment.
- If we have the opportunity to redirect the way we use some federal funds, more funds for professional development for educators would be helpful.

Committee of Practitioners Meeting 2.9.12 - Notes

From RI principal:

- Conceptually it makes a lot of sense. Ride did a lot of research to get to this point. In support category, like #2 & #3 bc there is accountability. With #1, #4 don't see accountability piece. How do we really know that professional development is working – need more in the classroom (such as coaching).
- It takes years to change the culture in a school and turn it around. (Our application recognizes that.)

Superintendents Meeting 1.19.12 - Notes

- The way this system would identify high-performing schools is refreshing, because NCLB now focuses on the negative and moving students to a minimum level of proficiency.
- I'm concerned that districts will take the path of least resistance when it comes time to choose an intervention model. We should be sure that there are safeguards against that.
- The diagnostic screening should also be offered to the "other 80%" schools to help them choose appropriate interventions to make improvements.
- I like the way the flex model "menu" is tied to the BEP. This same menu or table should be offered to other schools so that they can also choose strategies within each BEP capacity that will help them improve.

Webinar for Principals 1.10.12 - Notes

How far away are we from developing and getting the data dashboard going? I believe that this will be key for getting staffs more comfortable and used to using data to make decisions.

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

Chariho LEA Comments Received by Email 1.29.12

1. Will the setting of individualized school and district AMOs penalize those schools and districts that have made strong recent progress? As I read the draft document, it seems as if AMOs will be much higher for those schools that have recently scored at high levels.
2. I suggest that the October 1 deadline for new students be adjusted so that students who enter at upper grade levels must be in a school or district for two years to be counted for school accountability purposes. Clearly, students who enter a school in grade ten have been more heavily influenced by previous school history than a student who enters in grade three.
3. I see no accountability for special education out-of-district placements/schools. Scores for students in these schools are currently reported back to the 'home' district even though the 'home' district has little to no control over program or instructional effectiveness.
4. The first box on page 4 is not checked. Is this an error?
5. I see no provision in the draft for small schools with homogeneous populations of difficult-to-educate students. I am particularly concerned as to how this proposal will effect the RYSE School, which consists of clinical day program and alternative learning program students. For about 50% of these students, the RYSE School is the least restrictive environment and the remaining 50% have experienced failure in the traditional school setting. The School's total population is under 50.

Providence Public School District Comments Received – Input Phase – by Email 1.5.12

Overview and General Recommendations

It is the Providence School Department's recommendation to RIDE that the RI accountability system be modeled after that of Colorado. Over the past year, the Office of RPA reviewed several large urban district accountability systems and began to develop and adapt our own accountability system based on the Colorado school performance framework. It is our professional opinion that the Colorado model is comprehensive in that it uses multiple measures of academic performance to determine proficiency, growth and achievement gaps.

Providence would also like to see the 4-year graduation rate account for students who remain for one transition year or who receive services until they are 21. These students have met the graduation requirements so the calculation should reflect that fact or these students should be removed from the denominator. High schools with larger populations of students who receive transition services or remain until 21 are unfairly penalized when their 4-year graduation rates are calculated for AYP.

Providence School Department Chiefs will be in contact to follow-up on these recommendations.

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

The Colorado Model

Colorado developed their school performance framework after receiving feedback from multiple stakeholders. The framework uses multiple measures (including AYP) to determine the performance of schools and uses measures of growth in addition to the standard 'point-in-time' measure of student proficiency on the state exam. Colorado also compares schools that are similar demographically. The Colorado model takes advantage of a more comprehensive assessment system than Rhode Island currently offers, including a State Assessment in Spanish and testing students in 9th and 10th grade. The gaps in our state assessment system will preclude the use of some growth measures or achievement measures, especially for special populations and our high school students. Despite these gaps, developing something similar to Colorado model would be an improvement over the existing accountability system.

The Point System and Its Benefits

The Colorado model uses a point system to classify the performance of schools and districts rather than an all-or-nothing index proficiency score and targets. Using a point system similar to the Colorado model would help Providence in three ways. First, the current system of needing to meet all targets to make AYP is inequitable in that urban districts with a more heterogeneous student population have a much higher number of targets to meet compared to suburban districts. For example, a Providence school may need to meet 20 targets to make AYP compared to a school from another district that may need to meet 8 targets. If the current system were based on the percentage of targets met or the calculated average difference between the target score and actual score then it would be more equitable. The point system somewhat eliminates the disparity in the AYP calculation by not making it dependent on a varying number of targets. Schools will receive points based on whatever number of eligible calculations can be made and then the total points are averaged for one overall score. Each school would have one overall score that could then be classified using a similar rubric to that of Colorado (see Colorado's ESEA waiver submission).

The Colorado model uses multiple measures beyond the state assessment and the measures are used to calculate proficiency, growth and achievement gaps. The current RI accountability system relies primarily on NECAP proficiency levels, which means student performance at one point in time on one exam is used to determine whether a school makes AYP (not taking into account attendance/graduation and RIAA). Using multiple measures and multiple methods for calculating performance should help Providence. What would also be helpful would be a Spanish-language equivalent NECAP assessment to administer to our relatively large population of Spanish-speaking students in Providence or to only be compared to other demographically similar districts in the state.

The third benefit to Providence from the calculation of points and the use of a classification rubric, as disseminated through the reporting system, is that it allows principals and schools to better identify their areas of strength and weakness in developing improvement plans. The Colorado improvement

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

plan types and their implementation as well as the associated tiered system of support should be considered as a framework for the RI Accountability System. It is notable that the Colorado reporting system appears user-friendly, and is available through multiple media to various stakeholders. An accountability system is only as useful as the mechanisms established for disseminating the information obtained using the system. This will be particularly important if it is our expectation that the accountability system will provide information to principals and schools that will allow them to write more actionable improvement plans. The AYP information received from the current accountability system has limited applicability since it is primarily focused on NECAP Reading and Math proficiency levels from instruction provided over one year ago given the timing of the release of AYP information. Using a more comprehensive accountability system that is overtly tied into a school improvement planning process should be more useful for principals and school improvement teams.

Given the timing of the release of information, it will be important to communicate that the accountability system shows 'how we did' rather than 'how we are doing.' In other words, this system will provide a backward-looking report that does not provide information on current performance. An accountability system that shows progress over the course of the year would require the use of different assessments than are currently in use in PPSD (such as the interims being developed by RIDE, the concept of the PARCC through-course exams, monitoring attendance, etc.).

Adaptations and Modifications

Domains

It is not PPSD's recommendation however, that RIDE adopt the Colorado model without considering some adaptations and other modifications. The selection of domains and associated measures as well as how the measures will be scored are one example. Colorado has selected four domains: academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness (they call them performance indicators). RIDE may want to consider adding three domains: student engagement (example measures: average daily attendance, chronic absenteeism), safe and supportive environments (example measure: creation of climate index for teacher, parent, student from SurveyWorks!), and parent engagement (example measure: school-based SurveyWorks! parent participation rate). The addition of any domains would require measures that are reliable. While the Colorado school performance framework contains similar additional domains, these were not reflected in the accountability system submitted as part of their ESEA waiver.

Regardless of which domains are selected, it may be helpful to couch the domains as primary or key questions. The framing of these primary or key accountability questions may help facilitate communication. For example, 'How effectively is the school educating students?' This question would be answered by the academic achievement, growth and gaps domains. Another example tied to the student engagement domain might be, 'How effectively is the school engaging students as learners?'

Subgroup Analyses & Achievement Gap

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

Similar to Colorado, all measures should be disaggregated by groups to provide more in-depth information about student performance including achievement, growth, and graduation rates. RIDE mentioned super subgroups at a community ESEA waiver forum and the standard 8 subgroups that currently exist in the RI Accountability System. PPSD is in agreement with the super subgroups of ethnic and racial minorities (all non-white students), and the special populations super subgroup (ELL/LEP status and IEP status students). PPSD is also in agreement with lowering the qualifying subgroup size to 20 from 45.

In terms of calculating achievement gaps, in addition to considering the Colorado model, Massachusetts appears to have a different method for calculating gaps that is worth review (see their ESEA waiver beginning on page 29).

Participation Rates

Maintaining test participation rates at 95% will be required to ensure that a representative sample of the student body is included in the calculations. Schools testing fewer than 95% of students should be penalized in some tiered manner particularly if certain subgroups are disproportionately omitted. Massachusetts index score includes participation rates as one of their four indicators (mentioned in their ESEA waiver).

Longitudinal Comparisons

The Colorado model uses standards and relative performance as well as multiple years of data. For each of the measures it is suggested that RIDE use the same, although, it is not clear whether the relative performance comparisons such as grouping schools into quartiles should also control for differences in student body composition (i.e., comparing like schools but operationalizing what 'like' is). Unlike Colorado, it is suggested that for both standard and relative performance comparisons, that a current year as well as a 3-year average is calculated. For a growth measure this would mean that a school would receive points for their one year performance and points for their 3-year average performance.

Growth Measures vs. Absolute Performance

And finally, Colorado values growth more than absolute performance on the state exam. The value is reflected in the weighting of points across the different domains. RIDE should consider which domains are more valued. If the three additional domains are incorporated they may carry a lower weight particularly if it is to pilot the measures as part of an accountability system. PPSD would weight academic growth measures more than academic achievement measures at the elementary and middle school levels.

Providence Public School District Comments Received – Feedback Phase – by Email 2.14.12

Some general feedback:

- The proposed accountability system is better than the one that currently exists.

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

- The flex plan is a good idea.
- When reporting results publicly, use teaching year.
- Business rules such as how to deal with student and teacher attendance should be considered.
- Achieving a 95% attendance rate should be mentioned – schools should be deducted points for not reaching the threshold and the deduction should be a significant deterrent.
- This still relies heavily on only one measure – even if it is getting sliced and diced many different ways. Consider using ACCESS for ELLs. Can use ACCESS in the same way you will calculate the non-cohort 11th grade growth. Could look at it by grade level or maybe only at schools that have some type of programming?
- All calculations could use both a normative comparison (points relative to other districts) datapoints. Can also use a 2- or 3-year averages to add more datapoints.
- With growth need to address issues of mobility among urban districts and impact on sample. Same for attendance and chronic absenteeism.
- The combination of IEP and ELLs into one group might not work for a district like Providence. Given the wide range in sample sizes shouldn't districts be compared to like districts (for normative comparisons).
- Consider applying the accountability framework to all schools.
- 80% of 'unidentified' schools should not be compared relative to one another but to a set standard/expectation for performance.

Feedback specific to the accountability criteria:

Criteria 1. On page 37 it says 'mean percent proficient' and not sure what that is. The language makes it sound like this will be a normative comparison but in the appendix it is clear that it is not. This is confusing. Consider using both standard and normative comparison.

Criteria 2. On page 38 again it reads as normative when it is more about a standard.

Criteria 3a. Create a 'reference group' which would be white students in urbans but will probably need to remove ses/poverty & ELL from the equation (which will limit # of whites).

Criteria 3b. for Providence we have a large number of special populations so combining into one group, while it will work for suburbans, will probably mask issues in the urbans. Again reads as a normative comparison when it is not.

Criteria 4. Good. sets standard higher. Should even consider making it 10% rather than 5%. Need to get schools focused on reaching for highest levels of proficiency not just making the minimum.

Criteria 5. Consider giving points for all 6 calculations before combining upfront. No harm in having 6 scores and could better reflect what is happening in a school in terms of strengths and weaknesses (thinking about reporting). Would also advocate for a 2 or 3 year media growth score in addition to the 1-year change.

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

Criteria 6a. for first year how will 5 and 6 year grad rate work? On eRIDE it does not show 6-year rates for cohorts that should have a 6-year rate.

Comments from International Charter School Received by Email 12.22.11

As Rhode Island is already implementing many of the reforms that the flexibilities require a commitment to enact, I support RIDE's request for flexibilities as we are already implementing these reforms and increased flexibility could be beneficial. In particular, removing the 2014 timeline for achieving 100% proficiency is frankly acknowledging flawed educational policy enacted with No Child Left Behind (NCLB). In terms of the required commitment for the state to develop a differentiated system of recognition, accountability and support, I would request that the following be considered:

- I was pleased to hear in one of the information sessions re: flexibility that RIDE will not be combining Limited English Proficient (LEP) and students with Individual Education Plans (IEP) in the super subgroup. One of the greatest benefits of NCLB is the disaggregation of students with IEPs, who are of different Socioeconomic Statuses (SES), LEP etc. I would like to see our request for flexibility go even further with disaggregation. Currently the category LEP encompasses the spectrum of those who are monolingual speakers of another language who just arrived to the U.S. to those who may have been in program for 3-5 years and are about to exit the LEP status. We have the ACCESS for ELLs data and could create more refined groups within the categories we currently have.
- I know that RIDE is looking to drop the N size from 45 to 20 so that more students can be included in the accountability system. I just do not know if such a low N is generalizable.
- • By the very definition of their status, LEP students are limited in their English proficiency. Research suggests that standardized assessments of LEP students is more an assessment of their language proficiency than their academic proficiency. However, their performance on NECAP is still part of a LEAs accountability. Is there a possibility of getting waiver for LEP students (in math and English Language Arts) until reach they proficiency? We currently have a standardized way to determine when they are proficient using ACCESS data.
- Graduation requirements for late arriving LEP students are challenging, as you likely heard during the public hearings on graduation requirements. And, whereas IEP students have a right to be educated until they are 21, LEP students have no such protections, and often, traditional high schools do not provide the best setting for older LEP students. Many of these students, who by no choice of their own arrive in 10th, 11th or 12th grade, would be afforded greater opportunities had they graduated from schools in their native countries. However, the fact that their families chose to bring them to the states when they are in high school means that nearly all do not have sufficient time to develop English language skills, take required coursework, and pass state assessments (even completing a portfolio is a challenge for a late arriving student due to time restraints and the fact that most elements require demonstration of fulfillment in English). Perhaps a remedy for the inadequacies of the graduation requirements for late arriving LEP students could be incorporated into the flexibilities.
- RIDE and educators across the state are tapped out with the constellation of reforms currently underway. It is essential that whatever plan to request and enact waivers do so without causing too much additional burden.

Attachment 2: Comments on request received from LEAs

Compilation of feedback received from LEA representatives

The RI charter school accountability system currently measures whether charter schools are an academic success based on what I think were NCLB measures, including that charters perform higher than other public schools in RI. I would ask that a thorough examination of the RI charter accountability system be made to align with whatever flexibilities are requested.

Comments from North Providence Principal Received by Email 12.21.11

To whom it may concern,

The waiver should request that the current intervention provision requiring the automatic removal of the principal be eliminated. In RI principals are not provided significant enough autonomy because of restrictions in local contracts, district/state policies and laws...autonomy such as hiring/firing of staff, etc...Principals should be held accountable like every other educator, perhaps more so, but automatic dismissal of the principal is entirely inequitable with respect to school accountability.

Thank you for the opportunity to provide input into this crucial matter.

Comments from Warwick Principal Received by Email 12.16.11

It is very important in the "apply for flexibility" process for the Federal government to consider the areas that you have indicated here. It has always been unrealistic to believe that all students can reach 100% of any measure. Not all children come to the school house door equal. The social-emotional skills of students need to be considered as well as the economic hardships that Rhode Island and the United State are experiencing.

Teachers need more time for professional development to be able to utilize the data that is being collected to drive curriculum and instruction to provide a comprehensive, viable education to their students. The social emotional issues that families and students are experiencing need to be addressed by the mental health organizations and funding needs to be provided so that this can be done outside of academic time.

We need to continue to help our public schools to continue to do what they need to do. This requires forums such as this one, continued support for teachers and administrators to be able to make these changes possible. The dedication and knowledge of the educational professional is amazing. The public needs to know.

Attachment 3: Notice and information provided to the public
regarding the request

Attachment 3(a): Email examples

From: Commissioner.Updates@ride.ri.gov

Recipients: Commissioner's contact list of 5,000, which includes superintendents, principals, other LEA and school administrators, teachers, union leaders, school committee members, parents, students, business leaders, public officials, advisory boards, community organizations, and other stakeholders.

Subject: You are invited to public forum on RIDE request for flexibility under ESEA/NCLB

Dear Friend of Education,

As we prepare to submit to the U.S. Department of Education a request for flexibility under the Elementary and Secondary Education Act (ESEA) by the February 21 deadline, we are in the midst of extensive public outreach to gather input. We held well-attended public forums on ESEA flexibility on December 12 and January 9. This week, we are beginning to receive feedback on the first draft of the application. We continue to seek input as we prepare to submit the request to the U.S. Department of Education next month. To that end, we would like to solicit input from all Rhode Island education stakeholders:

RIDE will hold a public forum, Wednesday, February 1, from 6 to 8 p.m., at Riverside Middle School, 179 Forbes St., East Providence, on our request for flexibility. We welcome you to join us if your schedule permits.

Additionally, we have posted a [draft of our flexibility request](#) on our website. We also welcome you to review the draft of our request, if you have not already done so. You can submit any comments about the request to ESEA.Flex@ride.ri.gov.

Thank you for joining the conversation on how to improve education for Rhode Island students.

Best,
Commissioner Deborah A. Gist

From: Commissioner.Updates@ride.ri.gov

Recipients: Commissioner's contact list of 5,000, which includes superintendents, principals, other LEA and school administrators, teachers, union leaders, school committee members, parents, students, business leaders, public officials, advisory boards, community organizations, and other stakeholders.

Subject: You are invited to public forum on RIDE request for flexibility under ESEA/NCLB

Dear Friend of Education,

RIDE is developing its application for flexibility under the No Child Left Behind (NCLB) law and we continue to seek feedback from all stakeholders - parents, teachers, students, administrators, LEAs, community members, and business leaders - on what our application include. Based on your understanding of NCLB, what aspects of the current law distract us from focusing on providing students with the best educational opportunities?

Please join us for a community forum to discuss and gather input on our application, Monday, January 9, 2012, from 6:00 to 8:00 p.m. at Providence Career and Technical Academy, located at 41 Fricker Street. All are welcome and encouraged to attend.

You may also visit our [website](#) for more information on the application. We encourage you to send all questions and comments to ESEA.flex@RIDE.ri.gov.

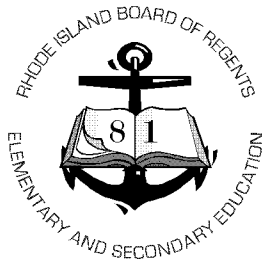
We will continue our public outreach as we progress through the application process. We want to make sure that we hear from all interested stakeholders.

SAVE THE DATE: RIDE will hold another community forum to discuss and receive **feedback** on the draft application Wednesday, February 1, 2012, from 6:00 to 8:00 p.m. at Riverside Middle School, located at 179 Forbes Street in East Providence.

Thank you for your interest and participation in this exciting opportunity to improve education for the students of Rhode Island.

Best,
Commissioner Deborah A. Gist

Attachment 3(b): Media advisory examples



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

NEWS RELEASE

Contact: Elliot Krieger, Communications - (401) 222-8471
Embargo until: Immediate release - Wednesday, December 7, 2011

RIDE seeks comment on changes to accountability, classification systems Commissioner Gist schedules public forum on flexibility request

Education Commissioner Deborah A. Gist has scheduled a public forum to receive comment from Rhode Islanders on the request from the R.I. Department of Education (RIDE) for flexibility under the Elementary and Secondary Education Act (ESEA).

Who:

Education Commissioner Deborah A. Gist
Deputy Commissioner David V. Abbott

What:

Public forum on Rhode Island request flexibility on accountability, school classifications

When:

Monday, December 12, from 6:30 – 8:30 p.m.

Where:

R.I. Department of Education (RIDE), Room 260
255 Westminister St. or 80 Washington St., Providence

The public is also invited to submit comments on the flexibility request to RIDE, at ESEA.Flex@ride.ri.gov.

Please see this statement from Education Commissioner Deborah A. Gist on the Rhode Island request for flexibility:

The No Child Left Behind Act of 2001 set a goal of all students becoming proficient in English and mathematics by 2014. As we approach that date, the inflexibility of the law has become apparent:

- the law treats all schools alike, regardless of whether they miss one target or many;
- the law measures all schools solely by a snapshot of performance on a standardized test (percent proficient); and

Telephone 401-222-4600 **Fax** 401-222-6178 **TTY** 800-745-5555 **Voice** 800-745-6575

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, gender identity/expression, race, religion, national origin, or disability

- the law provides no clarity as to whether proscribed sanctions (such as school choice or supplemental educational services) or other provisions of the act (such as the requirements regarding highly qualified teachers) improve student achievement.

As Congress considers reauthorization of the Elementary and Secondary Education Act, the U.S. Department of Education is allowing states to request “flexibility” regarding some of its provisions. We have notified the U.S. Department of Education that we intend to request flexibility in February 2012.

Flexibility for Rhode Island would mean major changes to our accountability and classification systems. These changes would allow us to strengthen our accountability system. We have no interest in retreating from accountability. We are interested in looking at these areas, among others:

- We want our accountability system to measure the “magnitude of gaps,” not treating all missed targets equally.
- We are interested in using data other than state summative assessments; these data might include measures of school climate, teacher preparation, and the efficacy of professional development.
- We want to fine-tune the interventions that we will initiate for schools that miss targets so that we can base these interventions on the particular needs of schools.
- We want to develop a clear definition of career-ready standards as a frame for the accountability system.
- We want to ensure that our measures of accountability are clear and transparent.

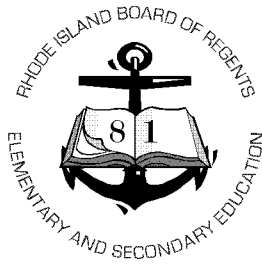
We are now engaged in the process of community outreach with many stakeholders, including representatives of school leadership, teachers, parents, community leaders, students, and others, to get input and feedback to help us develop and refine our request for flexibility. As part of this process, we have scheduled a public forum to discuss our request for flexibility under the Elementary and Secondary Education Act. We invite all Rhode Islanders to attend the forum to share their views on how we can improve our accountability and classification systems in order to advance student achievement and close achievement gaps.

- **Deborah A. Gist, Commissioner of Elementary and Secondary Education**

For information from the U.S. Department of Education on ESEA flexibility, see:

<http://www.ed.gov/esea/flexibility>

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State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

NEWS RELEASE

Contact: Elliot Krieger, Communications - (401) 222-8471
Embargo until: Immediate release - Friday, January 6, 2012

RIDE seeks comment on changes to accountability, classification systems Commissioner Gist schedules 2nd public forum on flexibility request

Education Commissioner Deborah A. Gist has scheduled a 2nd public forum to gather input and ideas from Rhode Islanders to help the R.I. Department of Education (RIDE) develop a request for flexibility under the Elementary and Secondary Education Act (ESEA).

Who:

Education Commissioner Deborah A. Gist
Deputy Commissioner David V. Abbott

What:

Public forum on Rhode Island request for flexibility on accountability, classifications

When:

Monday, January 9, from 6 – 8 p.m.

Where:

Providence Career and Technical Academy
41 Fricker St. 02903

The public is also invited to submit comments on the flexibility request to RIDE, at ESEA.Flex@ride.ri.gov.

Please see this statement from Education Commissioner Deborah A. Gist on the Rhode Island request for flexibility:

The No Child Left Behind Act of 2001 set a goal of all students becoming proficient in English and mathematics by 2014. As we approach that date, the inflexibility of the law has become apparent:

- the law treats all schools alike, regardless of whether they miss one target or many;
- the law measures all schools solely by a snapshot of performance on a standardized test (percent proficient); and

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- the law provides no clarity as to whether proscribed sanctions (such as school choice or supplemental educational services) or other provisions of the act (such as the requirements regarding highly qualified teachers) improve student achievement.

As Congress considers reauthorization of the Elementary and Secondary Education Act, the U.S. Department of Education is allowing states to request “flexibility” regarding some of its provisions. We have notified the U.S. Department of Education that we intend to request flexibility in February.

Flexibility for Rhode Island would mean major changes to our accountability and classifications systems. These changes would allow us to strengthen our accountability system. We have no interest in retreating from accountability. We are interested in looking at these areas, among others:

- We want our accountability system to measure the “magnitude of gaps,” not treating all missed targets equally.
- We are interested in using data other than state summative assessments; these data might include measures of school climate, teacher preparation, and the efficacy of professional development.
- We want to fine-tune the interventions that we will initiate for schools that miss targets so that we can base these interventions on the particular needs of schools.
- We want to develop a clear definition of career-ready standards as a frame for the accountability system.
- We want to ensure that our measures of accountability are clear and transparent.

We are now engaged in the process of community outreach with many stakeholders, including representatives of school leadership, teachers, parents, community leaders, students, and others, to get input and feedback to help us develop and refine our request for flexibility. As part of this process, we have scheduled a second public forum to discuss our request for flexibility under the Elementary and Secondary Education Act. (The first forum was held on December 12; RIDE will hold another forum on February 1 to gather feedback on the draft of the flexibility request, which should be completed by that date.)

We invite all Rhode Islanders to attend the forum to share their views on how we can improve our accountability and classification systems in order to advance student achievement and close achievement gaps.

- **Deborah A. Gist, Commissioner of Elementary and Secondary Education**

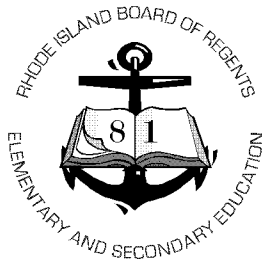
For more information on the RIDE flexibility request, see:

<http://www.ride.ri.gov/Commissioner/eseaflex.aspx>

For information from the U.S. Department of Education on ESEA flexibility, see:

<http://www.ed.gov/esea/flexibility>

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State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

NEWS ADVISORY

Contact: Elliot Krieger, Communications - (401) 222-8471
Embargo until: Immediate release - Monday, January 30, 2012

RIDE seeks comment on changes to accountability, classification systems Commissioner Gist schedules 3rd public forum on flexibility request

Education Commissioner Deborah A. Gist has scheduled a 3rd public forum to gather input and ideas from Rhode Islanders to help the R.I. Department of Education (RIDE) develop a request for flexibility under the Elementary and Secondary Education Act (ESEA).

At this forum, Commissioner Gist is seeking comment on the draft of the flexibility request that the R.I. Department of Education (RIDE) has developed based in part on advice and comments received at the previous forums. The draft request is posted on the RIDE website, at:

http://www.ride.ri.gov/Commissioner/DOCUMENTS/RIDE_ESEA_Flexibility_Request_Draft_01182012.pdf

Who:

Education Commissioner Deborah A. Gist
Deputy Commissioner David V. Abbott

What:

3rd public forum on Rhode Island request for flexibility on accountability, classifications

When:

Wednesday, February 1, from 6 – 8 p.m.

Where:

Riverside Middle School
179 Forbes St., East Providence 02915

The public is also invited to submit comments on the flexibility, no later than February 14, request to RIDE, at ESEA.Flex@ride.ri.gov.

-more-

Telephone 401-222-4600 **Fax** 401-222-6178 **TTY** 800-745-5555 **Voice** 800-745-6575

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, gender identity/expression, race, religion, national origin, or disability

Please see this statement from Education Commissioner Deborah A. Gist on the Rhode Island request for flexibility:

The No Child Left Behind Act of 2001 set a goal of all students becoming proficient in English and mathematics by 2014. As we approach that date, the inflexibility of the law has become apparent:

- the law treats all schools alike, regardless of whether they miss one target or many;
- the law measures all schools solely by a snapshot of performance on a standardized test (percent proficient); and
- the law provides no clarity as to whether proscribed sanctions (such as school choice or supplemental educational services) or other provisions of the act (such as the requirements regarding highly qualified teachers) improve student achievement.

As Congress considers reauthorization of the Elementary and Secondary Education Act, the U.S. Department of Education is allowing states to request “flexibility” regarding some of its provisions. We have notified the U.S. Department of Education that we intend to request flexibility in February.

Flexibility for Rhode Island would mean major changes to our accountability and classifications systems. These changes would allow us to strengthen our accountability system. We have no interest in retreating from accountability. We are interested in looking at these areas, among others:

- We want our accountability system to measure the “magnitude of gaps,” not treating all missed targets equally.
- We want to fine-tune the interventions that we will initiate for schools that miss targets so that we can base these interventions on the particular needs of schools.
- We want to develop a clear definition of career-ready standards as a frame for the accountability system.
- We want to ensure that our measures of accountability are clear and transparent.

We invite all Rhode Islanders review the draft of our flexibility request and to attend the forum to share their views on how we can improve our accountability and classification systems in order to advance student achievement and close achievement gaps.

- **Deborah A. Gist, Commissioner of Elementary and Secondary Education**

For more information on the RIDE flexibility request, see:

<http://www.ride.ri.gov/Commissioner/eseaflex.aspx>

For information from the U.S. Department of Education on ESEA flexibility, see:

<http://www.ed.gov/esea/flexibility>

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Attachment 3(c): RIDE ESEA web page



Office of the Commissioner

Commissioner

- ▶ Commissioner Home
- ▶ About the Office of the Commissioner
- ▶ Commissioner's Staff
- ▶ ESEA FLEX
- ▶ Race To The Top
- ▶ RI Education Policy
- ▶ Commissioner's Advisories and Notices to Superintendents
- ▶ Commissioner's Field Memos
- ▶ Commissioner's Speeches and Publications
- ▶ Peter McVaffer's Speeches (1992 - 2009)
- ▶ Charter Schools
- ▶ Legal
- ▶ Legislative
- ▶ Equity & Access
- ▶ Human Resources
- ▶ Photo Gallery

Contact

- ▶ Hayley Jamroz
Hayley.Jamroz@doe.nj.gov

Rhode Island's Request for ESEA Flexibility

The No Child Left Behind act of 2001 (NCLB) set a goal of all students becoming proficient (100-percent proficiency) by 2014. As we approach that date, the inflexibility of the law has become apparent. As Congress considers reauthorization of the Elementary and Secondary Education Act (ESEA), the U.S. Department of Education is allowing states to apply for "flexibility" regarding some of the provisions of ESEA. Rhode Island is applying for flexibility during the 2nd round of applications, in February 2012.

Flexibility for Rhode Island would mean major changes to our accountability and classifications systems. These changes would allow us to strengthen our accountability system – We are not interested in retreating from accountability. Rhode Island is considering revamping these areas, among others:

We want our accountability system to measure the "extent of gaps," not treating all missed targets equally.

We are interested in using data other than state summative assessments; these data might include measures of school climate, teacher preparation, and the efficacy of professional development.

We want to fine-tune the interventions that we will initiate for schools that miss targets so that these interventions can be based on the particular needs of schools.

We want to develop a clear definition of career-ready standards as a frame for the accountability system.

We want to ensure that our measures of accountability are clear and transparent.

RIDE's Presentation to Stakeholders Regarding ESEA Flexibility

Rhode Island's Draft Request for ESEA Flexibility, January 2012

Throughout December, January, and February, we engaged in outreach to many stakeholders, including representatives of school leadership, teachers, parents, students, community and business leaders, and others, to get input and feedback to help us develop and refine our application for flexibility. All feedback was received by February 14.

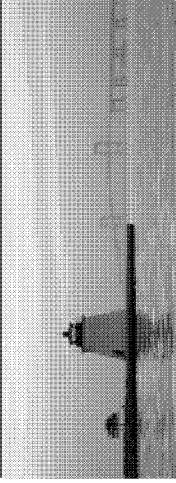
Completed Public Events:

- December 12: Public forum to gather input on Rhode Island's flexibility request - 6:30-8:30 p.m., 255 Westminster Street, Providence
- January 9: Public forum to gather input on Rhode Island's flexibility request - 6-8 p.m., Providence Career and Technical Academy, 41 Fricker Street, Providence
- February 1: Public forum to receive feedback on Rhode Island's draft flexibility request - 6-8 p.m., Riverside Middle School Auditorium, 179 Forbes Street, East Providence

Send Comment

Attachment 3(d): Presentation used in all outreach and on website

Transforming Education in Rhode Island



ESEA Flexibility

February 10, 2012
2:00 - 4:00 p.m.

Outline

- I. The ESEA Flexibility Opportunity
- II. The Rhode Island Approach
- III. Principles 1 and 3: College- and Career-Ready Expectations for All Students & Supporting Effective Instruction and Leadership
- IV. Critical Components of Rhode Island's Proposal
- V. Principle 2: State-Developed Differentiated Recognition, Accountability, and Support
- VI. What's Next

The ESEA Flexibility Opportunity

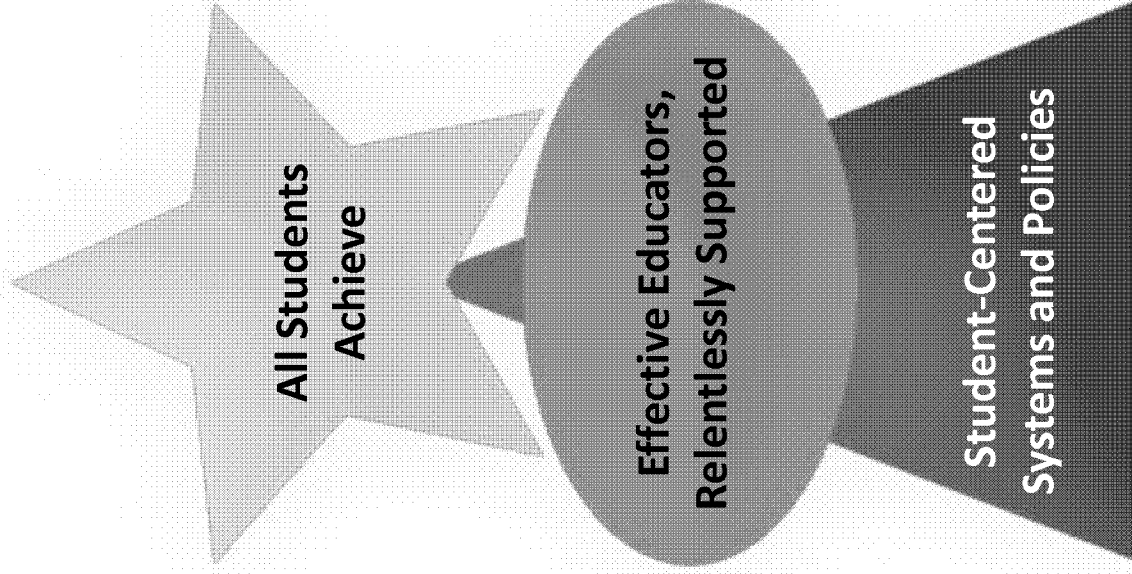
- Offers the opportunity to request flexibility on behalf of the state, LEAs, and schools in order to better focus on improving educational outcomes, closing achievement gaps, and increasing the quality of instruction
- Builds on and supports the significant state and local reform efforts already underway
- Timeline: Request due Feb. 21
- View the draft at www.ride.ri.gov/commissioner/eseaflex and send written comments to ESEA.Flex@ride.ri.gov

ESEA Flexibility Package Includes Several Elements

State proposals for ESEA flexibility must provide commitments, plans, rationale, and evidence on several issues in each area:

- 1. College and Career-Ready Standards and Assessments for All Students**
 - A. Adopt college- and career-ready standards (in at least reading/language arts and math)
 - B. Transition to college- and career-ready standards
 - C. Develop and administer annual, statewide, aligned assessments that measure student growth in knowledge and skills
- 2. State-Developed, Differentiated Systems of Recognition, Accountability, and Support**
 - A. Develop and implement a state-based system of differentiated recognition, accountability, and support
 - B. Set ambitious but achievable annual measurable objectives
 - C. Identify Reward Schools (highest-performing)
 - D. Identify Priority Schools (lowest-performing), including new turnaround principles
 - E. Identify Focus Schools (achievement gaps/lowest-performing subgroups)
 - F. Provide incentives and supports for other Title I schools
- 3. Supporting Effective Instruction and Leadership through Educator Evaluation**
 - A. Develop and adopt guidelines for teacher and principal evaluation and support systems
 - B. Ensure LEAs implement evaluation and support systems
- 4. Reducing Duplication and Unnecessary Burden**

The Rhode Island Approach



**All students will achieve
at high levels when:**

- We have an effective teacher in every classroom and an effective leader in every school,
- AND**
- Teachers and school leaders are supported by student-centered systems.

Principles 1 and 3

Principle 1: College- and Career-Ready Expectations for All Students

- Trained more than 3,000 educators to prepare them to implement the Common Core State Standards

Principle 3: Supporting Effective Instruction and Leadership

- Have begun annual evaluations of all Rhode Island teachers and principals based in part on evidence of student growth and achievement.

Critical Components of RI's Proposal

- Replace statewide AYP measures with school-based AMOs
- Reduce n size from 45 to 20
- Create “super subgroups” by combining ethnic, racial, and economic disaggregations; combine IEP and ELL
- Increase number of AMO targets for suburban districts; decrease number of AMO targets for urban districts
- Replace old “in need of improvement” classification system with new accountability and intervention system
- Look more deeply at individual schools; lateral analysis made more difficult

Principle 2: State-Developed Differentiated Recognition, Accountability and Support

- **Measurement:** How do we measure school performance?
- **Classification:** How – and into what categories – do we classify schools based upon their performance?
- **Intervention:** Once classified, what interventions will be required in the lowest-performing schools?

Measurement

Key questions addressed:

- What data will be used to gauge school performance?
- How will the data be combined?
- What happens after measurement? (classification)

ESEA Flexibility Design Weights

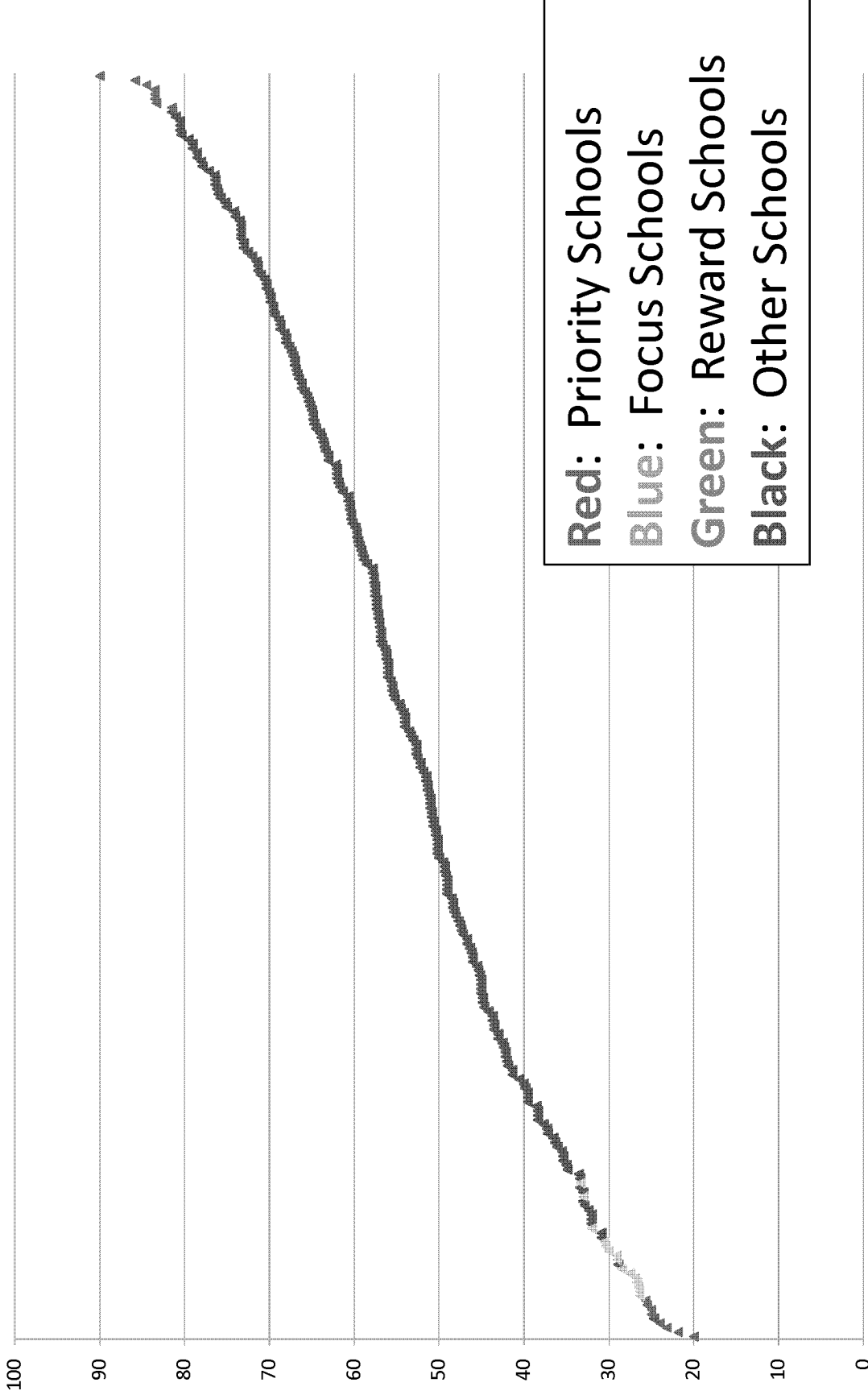
Measure	Components	Elementary / Middle Schools	High Schools
Absolute Percent Proficient	All Students	30	30
Progress to 2017 Target	All Students	10	10
Subgroup Performance Gaps against Adjusted White	Minority+FRL	30	30
	IEP+LEP		
Percent of Tested Students in Distinction Level	All Students	5	5
	All Students	25	0
	Minority+FRL		
Growth	IEP+LEP	25	0
	All Students		
HS Graduation Rates	All Students		20
HS Scaled Score Change	All Students		5
TOTAL		100	100

Classification

Key questions addressed:

- What are the classification categories?
- How are schools classified into those categories?
- What happens after classification?
(Reward and Intervention)

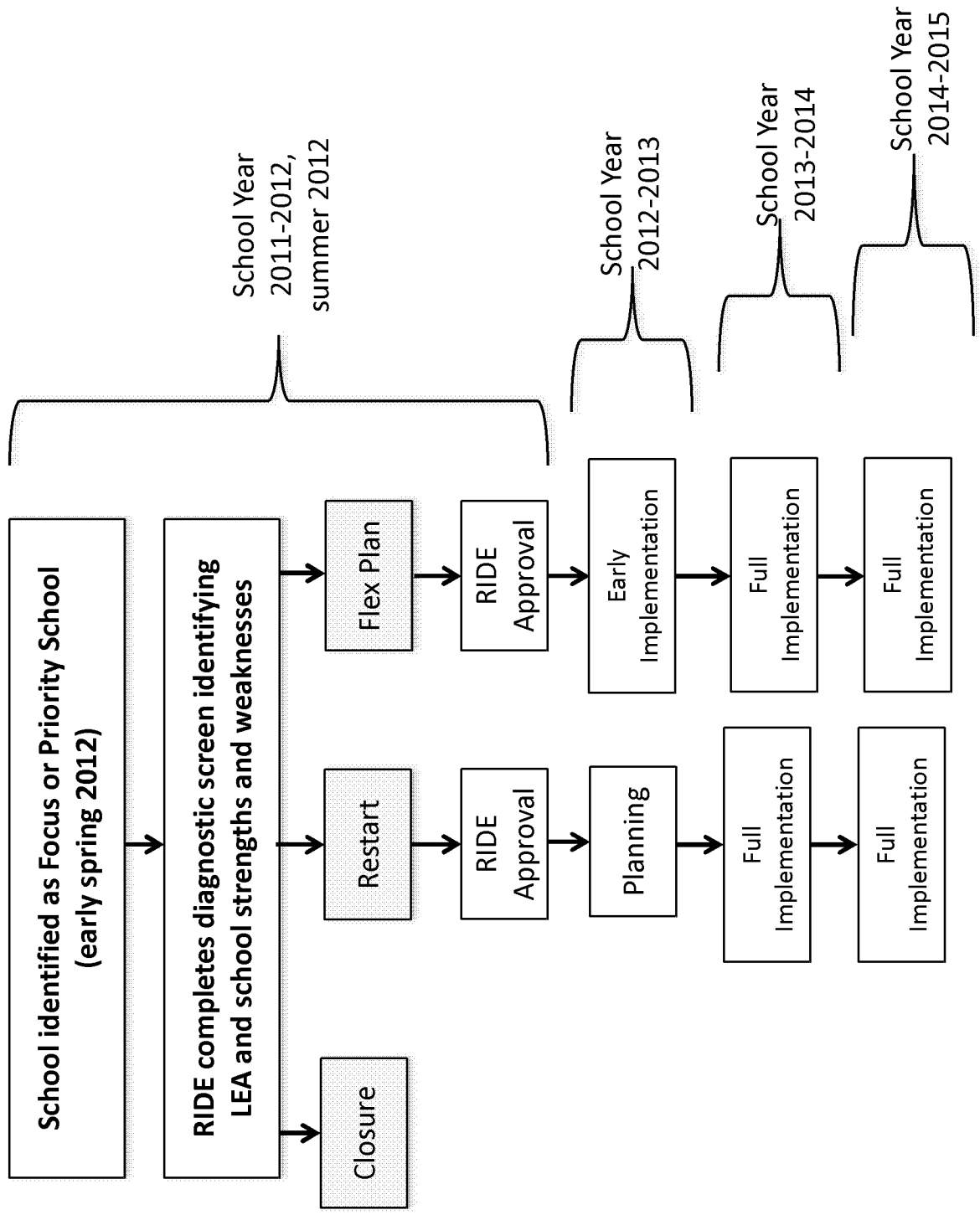
Total Points Earned by School



Reward and Intervention

Key questions addressed:

- What is the reward and intervention system?
- What are the decisions and options for schools identified?



The Flex Model

Reform Plan Intervention Strategies		
Leadership	Support	Content
Intervention III Strategies		
Priority: schools must select one from each area; Focus schools must select one from an area of their choice		
L-III.1: Removal of building principal and replacement with a leader with a track record of success in turnaround environments	S-III.1: Require at least 30 hours of focused professional development on instructional strategies to support students with disabilities and English language learners	C-III.1: Comprehensively improve instructional approach for R-UI Tier II/III students including offering focused professional development and implementing system for student progress monitoring
L-III.2: Provide building administrators the authority to hire, fire, transfer, and place all educational staff	S-III.2: Require at least 30 hours of professional development for all educators focusing on school climate and the use of data in the classroom	C-III.2: Review student course-taking patterns and make substantial changes to school schedule to ensure student access to rigorous academic core
L-III.3: Provide building administrators the authority and autonomy to manage teacher placement, budget, and school schedule	S-III.3: Dramatically increase common planning time and implement a system for its effective utilization	C-III.3: Increase the length of the school day or year by no less than 300 hours, with a focus on delivery of instruction in core content areas and traditionally underserved students
Intervention II Strategies		
Priority: and Focus Schools must select no less than two strategies from areas of their choice		
L-II.1: Evaluate the principal and connect her with a mentor or appropriate resources to ensure ability to lead the school reform work	S-II.1: Implement a comprehensive dropout prevention and reentry program	C-II.1: Increase advanced coursework opportunities for students
L-II.2: Evaluate, assess, and diagnose the performance of the existing school leadership team and take appropriate job action	S-II.2: Implement a comprehensive ramp-up program for students at-risk of failure or subpopulations with the largest achievement gaps	C-II.2: Assign additional instructional coaches or other core content focused, job-embedded support for teachers
L-II.3: Restructure building leadership team to dramatically increase time available for instructional leadership	S-II.3: Implement comprehensive family and community engagement programs that build capacity of school to improve student academic achievement	C-II.3: Offer virtual education options for both at-risk and advanced students
L-II.4: Identify one leader to routinely monitor the implementation and effectiveness of the core curriculum/instruction and services to traditionally underserved students	S-II.4: Hire full time parent/community engagement specialist to improve academic achievement through school-community link	C-II.4: Implementation of instructional monitoring system to ensure that the curriculum is being implemented with fidelity and traditionally underserved students have access to a rigorous academic core
L-II.5: Require the school to report to a turnaround office in the L.E.A. or directly to the Superintendent	S-II.5: Establish flexible or expanded learning opportunities with a focus on students at risk for failure	C-II.5: Increase student access to career, technical, or credentialing programs

What's Next

- Timeline:
 - Comments due to RIDE Feb. 14
 - Request due to U.S. Department of Education Feb. 21
- View the draft at www.ride.ri.gov/commissioner/eseaflex and send written comments to ESEA.Flex@ride.ri.gov

Questions and Comments

Attachment 4: Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process

BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

Providence Public Library
150 Empire St.
Providence, RI 02908
Thursday, July 1, 2010 4:00 p.m.

MINUTES

Attending: R. Flanders, K. Forbes, A. Beretta, B. Shimberg, C. Callahan,
A. Cano-Morales, F. Caprio.

The meeting convened at 4:05 p.m.

Commissioner's Report

Adult Education Update – Commissioner Gist told the Board that the overall goal of adult education is to ensure all Rhode Island adults have the skills and credentials they need for upward mobility (college and career), engaged citizenship and leading strong families and communities. Located in public libraries across the state, the Rhode Island Family Literacy Initiative began over 12 years ago offering programming to address the literacy needs and barriers of children and their families. As a high performing adult education provider, RIFLI has adjusted to the needs in the community and now offers ESL, citizenship and college/career transition programming. They are a leader in the use of technology to support adult learning and are Rhode Island's representative for the National Learner Web project. Strong adult education programs such as RIFLI will be necessary as the next set of adult education reforms is instituted. These will include alignment of adult secondary and postsecondary education policies that adhere to the nationally benchmarked college and career readiness standards as well as expansion of adult education that is contextualized and support career pathways for youth and adults in Rhode Island critical and emerging sectors.

RTTT Update – The Commissioner told the group that we should receive news on Rhode Island's Race to the Top application by the second or third week of July; and that interviews will be scheduled during the second week of August.

Graduation Requirements - The 2008 Board of Regents High School Regulations say that, "Commencing with the graduating class of 2012, local educational agencies without full approval will no longer be authorized to grant diplomas; all diplomas granted within the State of Rhode Island's public schools must then be Regents' approved diplomas." Under these regulations approximately 3000 – 4500 students may be denied local diplomas. The Commissioner told the group that she would like to create a Board of Regents subcommittee to develop a solution that will, first of all, mitigate the student impact in 2012; and secondly will compel continue efforts of

implementation and maintain BOR authority. She explained that there are a number of options available to mitigate the implications of the 2008 Regulations, and urged the Board to form an ad hoc committee to fully examine all of the options. Chairman Flanders asked that Regent Callahan chair the committee as an extension of her original work on the High School Regulations. Summer Program Update – The Commissioner reported that on Wednesday, she had visited some summer learning sites with a group of middle-school students who participate in YMCA programs. They visited the Joslin Recreation Center: YMCA on the Move; Roger Williams Park Zoo; the Pawtucket Library: Teen Zone; RISD Museum of Art; and the Jaswell's Farm: Farm to School Program. They also enjoyed lunch at the Galego Court Community; one of the summer food service programs, funded through the USDA and administered by the Department of Education to provide free, nutritious meals for children in schools, parks, playgrounds, and other sites across the state. Commissioner Gist emphasized that there are a lot of learning opportunities across Rhode Island where, at little or no cost, families and students can have fun and learn this summer.

One year anniversary – Commissioner Gist remarked that this week marks the end of the first year of her Commissionership. She thanked the Regents for the opportunity to come to Rhode Island and thanked Rhode Island for welcoming her.

Public Remarks

(b)(6), Rhode Island Family Literacy program thanked the Regents for holding the meeting at the Providence Public Library and the Rhode Island Family Literacy Initiative Center. She said that fifteen adult immigrants attend the program where they have been studying ESL and career awareness twice a week over the past year. Additionally RIFLI ESL and citizenship preparation programs are held in the Cranston, East Providence, Pawtucket, Providence and West Warwick libraries.

(b)(6), RIFL – spoke to the Regents about her participation in the center's ESL program. She said that education is very important to her and she is grateful for the opportunity to learn English.

(b)(6), RIFL – Told the members of the Board that she had come to the United States one year ago and had to wait four months to get into the RIFL program. She said that her primary goal is to learn English so that she will be able to attend college, however at the center she has access to a lot of other services as well.

(b)(6), Director, Blackstone Academy Charter School and Vice Pres. League of Charter Schools – (b)(6) thanked the department for their work with the Charter Schools that are up for renewal and/or extensions of their charters on tonight's agenda. She also told the Regents that while she recognizes the importance of developing and adopting performance standards, she is concerned that tonight's vote is premature. She urged the Regents to delay the vote until the standards are developed so that everyone knows what the criteria for performance is. She also asked that the charter schools be included in that developmental work.

(b)(6) Principal Highlander Charter School – urged the Regents to give the Highlander Charter School a five year renewal.

(b)(6) Highlander Board member and foster grandparent – thanked the Regents for reconsidering the original proposal to grant Highlander a one year renewal. He said that he understands the Commissioner’s goal to ensure that Rhode Island charter schools are the best schools (academically) in the state, however expressed his concern that by relying solely on state testing, some kids will be excluded from having the opportunity to have a choice in the school they attend.

(b)(6) Director Kingston Hill Academy – expressed his agreement that the state goal should be to increase student achievement and graduation rates, however disagrees with the time frame of the establishment of performance criteria.

(b)(6) Director International Charter School – disagrees with the “order of things”. She said that it is premature to vote on the renewal or extension of any charters until the performance criteria is developed. Additionally, the school was looking forward to celebrating the granting of a five year charter rather than a two.

(b)(6) International Charter School – spoke to the Regents about the physical facility; for bonding purposes, the stability of a school is important; and a five year charter is more stable than a two year charter.

(b)(6) Cuffee Charter School – announced that he is retiring from Cuffee this year and introduced the new head of school. He told the Regents that he supports the development of performance criteria to hold charter schools accountable, but asks that the Regents put the criteria in place before voting on any extensions or reauthorization.

(b)(6) Young Voices - Urged the Regents not to rely solely on test scores when reauthorizing charter schools. Rather, to look at climate and culture, as well. Need to put policies in place for ALL schools – not just charter schools; and need to protect choices for families.

(b)(6) Young Voices – A “concrete” process of evaluation and performance criteria needs to be put in place before any extensions are granted.

(b)(6), parent of former Highlander student (now in college) – talked about his daughter’s experience at Highlander. He told the group that she never would have “made it” to college if it hadn’t been for Highlander.

(b)(6) Rhode Island School for the Deaf – Spoke on the agenda item to return the authority of the Rhode Island School for the Deaf to the Board of Trustees. He told the Regents that the Trustees have been working hard to find good Trustees to fill the two vacant seats. The Board is committed to bringing the school back to where it should be.

(b)(6) Rhode Island Commission on the Deaf and Hard of Hearing – requested that the Regents take this opportunity to establish a common structure with the School for the Deaf Trustees by scheduling joint meetings twice a year, maybe April and October.

(b)(6) Highlander teacher – spoke about the huge challenges at Highlander and the need for the Regents to “do the right thing”. Urged the

Regents to fix the failures of the system, but not based solely on test scores; vote to give Highlander a five year reauthorization.

Approval of Executive Minutes of the Board of Regents Meeting of May, 5, 2010; Minutes of the Board of Regents Special Work Session on Charter Schools of June 1, 2010; Minutes of the Board of Regents Meeting of June 3, 2010; Minutes of Board of Regents Work Session on the Evaluation of the Commissioner of June 11, 2010; Executive Minutes of Board of Regents Work Session on the Evaluation of the Commissioner of June 11, 2010; Minutes of Board of Regents Work Session of June 17, 2010; and the Minutes of the Board of Regents Special Work Session on Highlander Charter School of June 22, 2010.

MOVED AND SECONDED: THAT, the Rhode Island Board of Regents for Elementary and Secondary Education Approves the Executive Minutes of the Board of Regents Meeting of May, 5, 2010; Minutes of the Board of Regents Special Work Session on Charter Schools of June 1, 2010; Minutes of the Board of Regents Meeting of June 3, 2010; Minutes of Board of Regents Work Session on the Evaluation of the Commissioner of June 11, 2010; Executive Minutes of Board of Regents Work Session on the Evaluation of the Commissioner of June 11, 2010; Minutes of Board of Regents Work Session of June 17, 2010; and the Minutes of the Board of Regents Special Work Session on Highlander Charter School of June 22, 2010.

VOTE: Approved Unanimously.

Approval to Return the Authority of the School for the Deaf to the Board of Trustees

Commissioner (b) reminded the Board that this agenda item was discussed at their June 17 work session. (b) then reviewed the history of the action - in October, 2009, the Rhode Island Board of Regents passed a resolution to exercise its authority related to the supervision, administration and control of the school for the deaf and its operation by assigning the direct supervision of the current school Director and assistants to the RIDE Office for Diverse Learners Director; and asked that the Regents now return the authority of the School for the Deaf to the Board of Trustees. RIDE staff member, (b)(6) updated the group on the progress of filling the last two seats on the Board of Trustees.

MOVED AND SECONDED: THAT, the Rhode Island Board of Regents for Elementary and Secondary Education Approve the Return of Authority of the School for the Deaf to the Rhode Island School for the Deaf Board of Trustees.

VOTE: Approved Unanimously.

Approval of Appeals

Regent (b)(6) presented each of these appeals and read the decisions, as follows:

Student (b)(6) v. Bristol-Warren School Department

MOVED AND SECONDED: THAT, in the Matter of Student (b)(6) v. the Bristol-Warren School Department, the Decision of the Commissioner is Upheld.

VOTE: Approved Unanimously.

(b)(6) v. Cranston School Committee

MOVED AND SECONDED: THAT, in the Matter of (b)(6) v. Cranston School Committee, the Decision of the Commissioner is Upheld.

VOTE: Approved Unanimously.

(b)(6) v. Newport School Committee

MOVED AND SECONDED: THAT, in the Matter of (b)(6) v. Newport School Committee, the Decision of the Commissioner is Upheld.

VOTE: Approved Unanimously.

(b)(6) v. Providence School Board

MOVED AND SECONDED: THAT, in the Matter of Bernard McCrink v. Providence School Board, the Decision of the Commissioner is Upheld.

VOTE: Approved Unanimously.

(b)(6) v. Providence School Board

MOVED AND SECONDED: THAT, in the Matter of (b)(6) v. Providence School Board, the Decision of the Commissioner is Upheld.

VOTE: Approved Unanimously.

Cranston School District & Chariho Regional School District v. RI DE

MOVED AND SECONDED: THAT, in the Matter of the Cranston School District & Chariho Regional School District v. RIDE, the Decision of the Commissioner is Upheld.

VOTE: Approved Unanimously.

Approval of Extension of Charter for Highlander Charter School

(b)(6) made opening remarks on the proposal to extend the Highlander Charter School charter for three years and to include a performance management plan that sets expectations and student achievement benchmarks for each academic year – 2010 through 2013. For the record, (b)(6)

emphasized that at no time did she ever suggest that Highlander not be reauthorized at all. Rather, she said that she had concerns about their test scores and was asking for an opportunity for the Department and Regents to take a closer look. The Commissioner then invited (b)(6) to come to the table to update the group on the process. (b)(6) talked about the vision for charter schools and the establishment of clear and concise measurable objectives. The group then talked about timeline (a draft of the performance measures will be ready in the Fall) and the development process (which will include a review of what other states are doing and input from Rhode Island charter schools).

(b)(6) addressed the group, saying that this recommendation represents a compromise for both the Regents/Department and the Highlander Charter Schools. He urged passage of the motion.

MOVED AND SECONDED: THAT, the Board of Regents for Elementary and Secondary Education Grants a three year extension of the Charter for Highlander Charter School. This extension will include a performance management plan that sets expectations and student achievement benchmarks for each academic year – 2010 through 2013. Highlander Charter School’s performance will be reviewed each school year. Following the review in 2013, if requirements of the performance management plan have been met, an additional extension of the charter (five years) shall be considered.

VOTE: Approved Unanimously.

Approval of Extension of Charters for Paul Cuffee/Kingston Hill/International Charter Schools

The Commissioner told the Regents that this agenda item is being presented to them for approval to ensure that there is clarity on the expectations for the reauthorization of charter schools. All of these schools are up for reauthorization next summer. The Regents discussed the possibility of holding off this vote until after the performance agreements have been developed.

MOVED AND SECONDED: THAT, the Board of Regents for Elementary and Secondary Education Grants a two year extension of the Charters for Paul Cuffee/Kingston Hill/International Charter School. This extension will include a performance management plan that sets expectations and student achievement benchmarks for each academic year – 2010 through 2013. Each school’s performance will be reviewed annually. Following the review in 2013, if the achievement benchmarks articulated within the performance

management plan have been achieved, an additional extension of the charter (five years) shall be considered.

VOTE: Approved Unanimously.

Approval of the Common Core

Commissioner Gist reminded the Regents that during the two work sessions held on June 17 and 24, RIDE staff presented information on the common core standards, as follows:

- The Common Core State Standards were developed as a state-led effort coordinated by the National Governors Association and Council of Chief State School Officers. 48 states, 2 territories and the District of Columbia are part of this state led consortium.
- These standards were developed in collaboration with teachers, school administrators and education experts. They are aligned with college and work expectations and internationally benchmarked.
- After reviewing the final version of the standards, RIDE is confident that these standards maintain the high expectations that have been set for our students through the GLE/GSE's.
- RIDE is developing a detailed implementation plan to ensure that all schools are fully implementing a curriculum that is aligned with the common core standards prior to the first assessment based on the common core standards during the 2014-2015 school year.

MOVED AND SECONDED: THAT, the Board of Regents for Elementary and Secondary Education Adopt the Common Core State Standards, as presented.

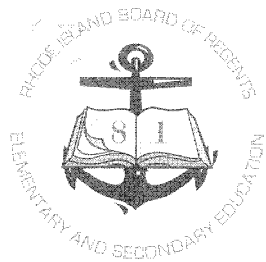
VOTE: Approved Unanimously.

Agenda for Future Meetings

The next meeting of the Board of Regents will be a work session and is scheduled on July 22, 2010 from 11:30 a.m. to 1:30 p.m. in the Shepard Building, Room 501. Additional information about the agenda is available in the Office of the Commissioner of Education, Shepard Building, 255 Westminster Street, Providence, RI 02903. The Shepard Building has been deemed accessible to those with disabilities by the State Building Commissioner. Individuals requesting interpreter services for the hearing impaired or needing other accommodations, please call 401-222-8468 or RI Relay 1-800-745-5555 at least 48 hours in advance of the meeting.

With unanimous consent, the meeting adjourned at 6:50 p.m.

Attachment 5: Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Deborah A. Gist
Commissioner

April 7, 2011

The Honorable Lincoln D. Chafee
Governor
R.I. State House
Smith Street
Providence, R.I. 02903

Dear Governor Chafee,

Last year leaders from 25 states, including Rhode Island, formed the Partnership for Assessment of Readiness for College and Careers (PARCC) state consortium to create a next-generation assessment system. I am writing to ask for your affirmation of Rhode Island's continued participation in PARCC. Please know that Regents Chairman Caruolo has endorsed this request.

A fundamental goal of the PARCC states is to *build their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace*. When PARCC formed, the states recognized that there would be changes in political leadership over the four-year project period. As a result, when a key transition occurs in a PARCC state, state leadership must affirm in writing the state's continued commitment to participate in the Partnership.

In order to meet the requirements of NCLB states are required to test all students annually in grades 3-8 and once in high school in mathematics and reading or language arts. Currently the NECAP consortium develops our state assessment to meet these requirements and it is our intention that the PARCC consortium will in the future. After the fall 2013 administration the NECAP consortium will no longer be administering the Mathematics, Reading, and Writing assessments as the other NECAP states are also members of a consortium. Without the other NECAP states, Rhode Island would not be able fund the continued administration of the NECAP assessments. As a member of a consortium we will be able leverage our resources and funding to benefit all of the states. We will be able to provide computer based assessments, through-course assessments, and additional challenging performance tasks and innovative computer-enhanced items that as a single state would not be possible. In addition, we will be able to benefit from the experience and knowledge of our partner states.

There are two consortia that received funding to build new assessment systems, PARCC and Smarter Balanced. Although our partners in the other NECAP states are members of the Smarter Balanced consortium, I believe that PARCC will better support Rhode Island's goal in our strategic plan to implement a state assessment system that is nationally and internationally benchmarked and aligned to the Common Core State Standards. PARCC is particularly attentive to the importance of higher education involvement in the establishment of test designs and understanding achievement level implications for college placement. In addition, PARCC recognizes the important relationship between instruction and assessment. Through this Partnership we will develop a high quality and rigorous assessment that incorporates technology and innovative items. We will be able to provide educators, students, and families with timely and actionable information regarding student performance and whether a student is on track to reach college and career readiness. Further, Rhode Island districts and schools will be able to benchmark their progress against that of other states and similar districts across the country. The Partnership plans to provide teachers with optional resources to support curriculum development, lesson planning, and formative assessment.

Finally, Rhode Island is a Governing State, which means that I sit on the PARCC Governing Board and have decision making authority on behalf of the Partnership on major policies and operational procedures. Each Governing State also designates lead staff to coordinate the state's participation in PARCC, including by serving on committees and as a part of working groups that will conduct the major assessment design and development activities. Through the PARCC grant, Governing States receive funding for a staff person devoted to PARCC activities. I am confident that our role as a governing state in PARCC and the PARCC's assessments themselves will yield significant advantages for educators, families, and most of all, students in our state.

Please contact me should you need any further information as you make your decision regarding the endorsement of PARCC.

Sincerely,



Deborah A. Gist
Commissioner

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS

JUNE 3, 2010

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 29th day of March 2011, (the “Effective Date”) by and between the State of Rhode Island and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

- (iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:
- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
 - Participate in the management of the assessment development process on behalf of the Consortium;
 - Represent the chief state school officer when necessary in Governing Board meetings and calls;
 - Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.
- (v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

- b. A Governing State has the following additional rights and responsibilities:
- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
 - (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
 - (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
 - (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
 - (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
 - (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
 - (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
 - (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

- (vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;
- (viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

- (i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;
- (ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

- (i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;
- (ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

- (iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and
- (iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

- 1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
- 2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

- 1. Has all requisite power and authority necessary to execute this MOU;
- 2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
- 3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
- 4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
- 5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
- 6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education (“IHE”) or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium’s high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium’s research-based process to establish common achievement standards on the new assessments that signal students’ preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states’ postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students’ readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Mary Ann Snider, Chief
Educator Excellence and Instructional Effectiveness

Mailing Address: 255 Westminster Street Providence, RI 02840

Telephone: (401)222-8492

Fax: (401) 222-3605

E-mail: maryann.snider@ride.ri.gov

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of *Rhode Island* hereby joins the Consortium as a *Governing State*, and agrees to be bound by all of the assurances and commitments associated with the *Governing State* membership classification. Further, the State of *Rhode Island* agrees to perform the duties and carry out the responsibilities associated with the *Governing State* membership classification.



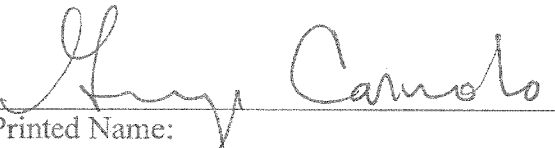
Signatures required:

- Each State’s Governor;
- Each State’s chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.
- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

STATE SIGNATURE BLOCK

State of:	
Signature of the Governor: 	
Printed Name: Lincoln Chafee	Date: 4/8/11
Signature of the Chief State School Officer: 	
Printed Name: DEBORAH COIST	Date: 4/7/11
Signature of the State Board of Education President (if applicable): 	
Printed Name: GEORGE CARUOLO	Date: 4/7/11

Attachment 9: Table 2: Reward, Priority, and Focus Schools

Table 2: List of Priority, Focus & Reward Schools

DISTRICT	SCHOOL	PRIORITY SCHOOLS	FOCUS SCHOOLS	REWARD SCHOOLS
Rhode Island District 89	District 89 High School 08	C		
Rhode Island District 95	District 95 Elementary School 16	E		
Rhode Island District 106	District 106 Elementary School 10	C		
Rhode Island District 111	District 111 High School 05	C		
Rhode Island District 111	District 111 High School 18	C		
Rhode Island District 113	District 113 High School 13	C		
Rhode Island District 113	District 113 Elementary School 40	C		
Rhode Island District 113	District 113 Middle School 44	C		
Rhode Island District 113	District 113 Middle School 47	C		
Rhode Island District 113	District 113 High School 50	C		
Rhode Island District 113	District 113 Elementary School 56	C		
Rhode Island District 113	District 113 Elementary School 57	C		
Rhode Island District 113	District 113 Elementary School 60	C		
Rhode Island District 113	District 113 Elementary School 62	C		
Rhode Island District 113	District 113 Elementary School 65	C		
Rhode Island District 113	District 113 Middle School 82	C		
Rhode Island District 113	District 113 High School 89	C		
Rhode Island District 135	District 135 High School 02	E		
Rhode Island District 89	District 89 Middle School 15		F	
Rhode Island District 92	District 92 High School 35		F	
Rhode Island District 113	District 113 Elementary School 22		F	
Rhode Island District 113	District 113 Elementary School 34		F	
Rhode Island District 113	District 113 Elementary School 35		F	
Rhode Island District 113	District 113 Middle School 37		F	
Rhode Island District 113	District 113 High School 39		F	
Rhode Island District 113	District 113 Middle School 43		F	
Rhode Island District 113	District 113 Elementary School 61		F	
Rhode Island District 113	District 113 High School 93		F	
Rhode Island District 113	District 113 High School 03		F	
Rhode Island District 113	District 113 High School 05		F	
Rhode Island District 86	District 86 Elementary School 03			B
Rhode Island District 86	District 86 Elementary School 09			B
Rhode Island District 92	District 92 Elementary School 03			A

Table 2: List of Priority, Focus & Reward Schools

Rhode Island District 92	District 92 Elementary School 27			A
Rhode Island District 93	District 93 Elementary School 09			A
Rhode Island District 94	District 94 Middle School 03			A
Rhode Island District 94	District 94 High School 06			A
Rhode Island District 107	District 107 High School 01			B
Rhode Island District 108	District 108 Elementary School 14			B
Rhode Island District 140	District 140 Middle School 01			B
Rhode Island District 109	District 109 Elementary School 08			A
Rhode Island District 139	District 139 High School 02			A
Rhode Island District 113	District 113 High School 64			B
Rhode Island District 115	District 115 Elementary School 03			B
Rhode Island District 115	District 115 High School 04			A
Rhode Island District 116	District 116 Elementary School 08			A
Rhode Island District 117	District 117 Elementary School 13			A
Rhode Island District 137	District 137 Elementary School 01			A
Rhode Island District 118	District 118 Elementary School 06			A
Rhode Island District 143	District 143 High School 01			A
Rhode Island District 181	District 181 Elementary School 06			A
Rhode Island District 183	District 183 Elementary School 04			A

Attachment 10: A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems

Educator Evaluation System Standards

Introduction

“Improving achievement requires recruitment of talented teachers and principals and stronger instructional practices, which in turn are driven by strategic talent management. Strategic talent management involves the practices of recruiting, developing, rewarding and retaining talented and demonstrably successful staff in school districts.” (Strategic Management of Human Capital, 2008)

The Rhode Island Department of Education has reviewed recommendations from the Consortium for Policy Research in Education, which was launched with a focus on identifying strategies, policies, and practices to “attract, deploy, develop, incentivize, and retain top teaching, leadership and management talent,” and from the Rhode Island Urban Education Task Force, which has recommended the development and implementation of a statewide educator performance management system to improve educator quality. Anticipating the development of a performance management system that addresses the human capital cycle of acquisition through development, deployment, and advancement to accountability and exit, RIDE recognizes the need to provide leadership to its districts to assure the high quality educator evaluation that is at the core of the performance management system.

Establishing parameters for evaluation systems that are at the basis for the development, deployment, and advancement stage of the model begins with the development of standards for district-based educator evaluation systems. This document presents a set of six standards that describe a high quality system. The standards identify expectations for all districts. RIDE will develop recommendations for how to support districts as they begin to implement these standards and processes that will lead to how local systems will be reviewed for compliance with the standards. It is important to remember that educator evaluation is only one element of an educator performance management system, but it represents a critical starting point.

The six standards that comprise the ***Educator Evaluation System Standards*** were crafted to support the work of school districts to assure educator quality through a comprehensive district educator¹ evaluation system that:

- establishes a common understanding of expectations for educator quality within the district;
- emphasizes the professional growth and continuous improvement of individual educators;
- creates an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- provides quality assurance for the performance of all district educators;
- assures fair, accurate, and consistent evaluations; and
- provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

¹ The term educator is used to designate all district positions that require certification by the Rhode Island Department of Education. The terms of administrator, teacher, and support professional are used to designate three distinct roles that correspond to certification categories. For a full listing of certificates included in each category see <http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/list%20of%20certs%20issued.pdf>

Standard 1: District evaluation systems establish a *common vision of educator quality* within a district through clearly communicated evaluation processes that build upon professional standards, emphasize professional practice, impact on student learning, demonstration of professional responsibilities, and content knowledge, and support district initiatives.

1. District administrators, teachers, and support professionals develop and sustain a common understanding of expectations for educator quality through a detailed system for educator evaluation that clearly communicates the *purposes*, procedures and policies for evaluation, acceptable *levels of performance* for individual educators and groups of educators, and the *ways in which evaluation information will be collected and used*.
 - The system addresses at least the following four core personnel evaluation *purposes*: provide feedback on performance to all educators to support continuous professional development; create incentives for highly effective educators; improve the performance of or remove ineffective educators; and organize personnel resources to support organizational efforts to meet district goals.
 - The system communicates a vision of effective educators and supports this description with clear, measurable expectations for performance that distinguish among highly effective, effective, minimally effective, and ineffective educators.
 - The system clearly identifies the ways in which evaluation data are used to demonstrate each of the four levels of effectiveness and the actions (e.g., professional development, retention, incentives, removal) that result from each rating.
2. Educator evaluation builds upon the professional standards appropriate to the educator’s role within the district.
 - Teacher evaluation builds upon the Rhode Island Professional Teaching Standards.
 - Administrator evaluation builds upon the Rhode Island Standards for Educational Leadership.
 - Support Professional evaluation builds upon the professional standards for these positions².
When an educator’s specific responsibilities are more appropriately measured by the standards for a different role category a district may elect to evaluate that educator using the more appropriate standards and evaluation instruments³.

² The Board of Regents has not adopted specific standards for Support Professionals. Districts should build on the appropriate professional standards for educators working in these roles.

³ For example a library media specialist (a teacher certificate) whose responsibilities in one district may be more comparable to running a program, similar to a support professional. In that situation support professional standards and evaluation instruments may be more applicable than teacher standards and evaluation instruments.

3. Educator evaluation emphasizes the professional practice, impact on student learning, demonstration of professional responsibilities, and requisite content knowledge for all Rhode Island Educators. An educator's overall evaluation of effectiveness is primarily determined by evidence of impact on student growth and academic achievement.
 - Teacher evaluation includes evidence of quality of instruction, of student learning, of professional responsibilities, and of subject matter knowledge.
 - Administrator evaluation includes evidence of quality of instructional leadership and management, of student learning, of professional responsibilities, and of the content knowledge of the field.
 - Support Professional evaluation includes evidence of quality of program planning and delivery of service, of consultation and collaboration, of student learning, of professional responsibilities, and of the content knowledge of the area of professional specialization.
4. Educator evaluation is integrated with and supportive of district initiatives and the district's strategic plan. The district and its schools integrate objectives that support the achievement of district initiatives, school improvement plans, and district plans into the evaluation system in ways that assure that the evaluation of district educators supports the attainment of these objectives.

Standard 2: District evaluation systems **emphasize the professional growth and continuous improvement of *individual educators'*** professional practice to enhance student performance.

1. Educator evaluation systems establish a cyclical process that includes the collection and analysis of information about an educator's performance, the establishment of individual goals for professional development based on the analysis, and the improvement of performance as a result of that professional development.
2. Educator evaluation systems assure that all educators receive detailed feedback on their performance and recommendations for professional growth.
3. Educator evaluation systems create expectations that educators analyze their own professional practice by considering feedback from supervisors, colleagues, students, and parents/guardians, confer with supervisors about their performance and use recommendations for professional growth in developing professional development goals.
4. Educator evaluation systems collect and analyze data about individual professional development needs and identify patterns within schools and across the district to inform the development of a coherent district staff development plan.

Standard 3: District evaluation systems create *an organizational approach to the collective professional growth and continuous improvement of groups of educators'* (e.g., departments, teams, programs, schools) professional practice to enhance student performance.

1. Evaluation systems establish a cyclical process to collect and analyze data on the collective effectiveness of groups of educators (e.g., departments, teams, programs, schools, district) and use the data to establish common goals for professional development based on the analysis and to improve performance as a result of that professional development.
2. Educator evaluation systems collect and analyze data about collective professional development needs of groups of educators and identify patterns across departments, teams, programs, schools and the district to inform the development of a coherent district staff development plan.
3. Evaluation systems include a process to identify individual and groups of district educators who demonstrate exemplary professional practice, impact on student learning, and/or professional responsibilities and who contribute in measurable ways to district improvement. The district identifies ways to recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives.

Standard 4: District evaluation systems provide *quality assurance of all district educators* and differentiate evaluation processes based upon level of experience, job assignment, and information from prior evaluations.

1. All district educators are evaluated at least annually; however due to the cyclical nature of the evaluation the specific procedures may vary based on educator experience, assignment, and the outcome of prior evaluations.
2. Evaluation systems differentiate procedures based on the level of an educator's experience.
 - Educators who are new to the profession, new to the district, or who are new to a role category are provided with intensive support and evaluation in ways that assure that they meet expectations for educator quality within the district.
 - Educators who change assignments within a role category are supported and evaluated based upon a district-developed transition plan that is designed to address the new knowledge and skills required by the change in position, professional development needs identified from prior evaluations, and contextual reasons (e.g., district need, involuntary transfer) for the move.
 - Educators who remain in the same assignment and consistently demonstrate that they meet expectations for educator quality within the district are evaluated in ways that monitor continued quality of performance and emphasize professional growth.

3. Evaluation systems identify all educators who do not meet expectations for educator quality within the district and provide them with intensive support and evaluation specifically designed to improve their performance.
 - The district identifies a team to work with each educator to develop an improvement plan with targeted support and intervention designed to help the educator meet the district's expectations for educator quality.
 - The improvement plan includes clearly articulated objectives, benchmarks, and timelines to improve performance to an acceptable level.
 - The district identifies personnel actions that will result when the educator meets or fails to meet the expectations.
4. The district dismisses educators who do not meet expectations for educator quality and who are unwilling or unable to improve as a result of feedback and outcomes identified in an improvement plan in a timely manner.
5. Evaluation systems are designed to provide objective information to support meaningful renewal and tenure decisions.

Standard 5: District evaluation systems assure *fair, accurate, and consistent assessment* of educator performance.

1. The evaluation system is transparent to all educators. The purpose, criteria, instruments, procedures, and expectations for acceptable levels of performance are clearly communicated to educators through handbooks. Districts support educators in developing a thorough understanding of the evaluation system.
2. The evaluation system demonstrates the validity of evaluation decisions by assuring a strong connection between the evaluation instruments and professional standards and educator roles and responsibilities.
3. Evaluation systems incorporate appropriate evaluation instruments, including at a minimum, observations of the educator's practice, evidence of student learning outcomes, and demonstrations of professional responsibilities.
4. Evaluation systems seek information from students, parents and guardians, colleagues, and supervisors, to inform an educator's evaluation and professional development. Evaluation systems use a variety of methodologies that incorporate different types of evidence to address the range of expectations identified in the appropriate professional standards and use multiple measures, to provide a thorough assessment of the educator's performance.
5. Evaluators are selected, trained, and retained based on their ability to make valid and accurate judgments. Evaluators are selected based upon their depth of knowledge and their demonstrated expertise and are assigned based upon the subject matter knowledge, grade-level experience, and other requisite experience required to accurately use specific evaluation instruments. Evaluators are trained in the implementation of the district's evaluation instruments, demonstrate their ability to make consistent judgments, and are reviewed on a regular basis to verify they continue to make accurate judgments.

6. The evaluation system provides safeguards against possible sources of bias to ensure valid assessments. Districts review evaluation instruments for possible sources of bias in the design process and monitor implementation results for possible inappropriate adverse impact. Evaluators raise existing or potential conflicts of interest so they can be addressed. The evaluation system provides procedural safeguards (e.g., appeals) to ensure the integrity of the system.

Standard 6: District evaluation systems are an integral part of the district human capital management system and *are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs.*

1. Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts) who bring added perspective or expertise when appropriate. The Committee reviews the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system. The Committee uses the information from the analysis to make recommendations for revisions to the system.
2. The District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement.
3. The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.
4. The district is responsible for meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation.

Attachment 11: Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems

BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

Minutes of December 3, 2009

A Meeting of the Rhode Island Board of Regents for Elementary and Secondary Education was held at the Lincoln High School, 135 Old River Rd., Lincoln, RI, and convened at 4:05 p.m.

In Attendance:

[redacted] (b)(6) arrived at 4:40 p.m.

Commissioner's Report

Commissioner Gist updated the Board on the School for the Deaf and said that a full report would be given at the December 17 work session.

Public Remarks

(b)(6), CEO of Innovative Health Care Plans, spoke to the group about the "PAL" health initiative and urged board members to support his proposal along with the RI School Committee Association. He said that under the PAL plan, Rhode Island would save \$14 million. A copy of his remarks is attached.

(b)(6) representing Young Voices, thanked the Regents for including some of their suggestions for changes to the educator evaluation standards and urged the Regents to re-consider issues related to the enforcement of the regulations and how student and parent input is actually going to be used.

Note: The next group of speakers came to the meeting to urge the Board of Regents to support the Hope High School students and faculty by not allowing the Providence Public School District to change the current schedule to a traditional seven period schedule. The names of the students, parents and faculty members that spoke are as follows:

[redacted] (b)(6)

Their written remarks are attached. Chairman (b)(6) urged the members of the group to bring their concerns to the Superintendent and Providence School Committee and told them that the Commissioner would monitor the situation and follow up with the Superintendent.

(b)(6) parent/home educator, addressed the Regents on her concerns about the proposed strategic plan. She specifically expressed concern that the plan does not appear to include any reference to parent involvement.

Chairman's Remarks

Chairman (b)(6) reported that he and the Commissioner had attended the Governor's press conference to celebrate the bill signing for several education-related laws that will continue the advancement of education reform in Rhode Island. He commented that these bills will lead to more learning time for students, better training for teachers, and opportunities for early college entry and completion.

Approval of Minutes of the Board of Regents Meeting of November 5, 2009; November 5, 2009, Executive Session; and November 19, 2009, Work Session

Chairman (b)(6) presented the minutes of the November 5, 2009 meeting; the November 5, 2009, Executive Session; and the November 19, 2009, work session for approval.

MOVED AND SECONDED: THAT, the Rhode Island Board of Regents for Elementary and Secondary Education Approves the Minutes of the November 5, 2009 meeting; the November 5, 2009 Executive Session; and the November 19, 2009 work session, as attached.

VOTE: Approved Unanimously.

Approval of Appeals

Chairman of the Board of Regents Appeals Committee, Amy Beretta, presented each of the three appeals for approval, as follows:

William Hicks v. The Cumberland School Committee, 2007

MOVED AND SECONDED: That, in the Matter of William Hicks v. the Cumberland School Committee, the Commissioner's decision [12/17/07] is clearly not "patently arbitrary, capricious or unfair" and should therefore not be disturbed by us.

VOTE: Approved Unanimously.

William Hicks v. The Cumberland School Committee, 2008

MOVED AND SECONDED: That, in the matter of William Hicks v. the Cumberland School Committee, the Commissioner's decision [2/17/08] is clearly not "patently arbitrary, capricious or unfair" and should therefore not be disturbed by us.

VOTE: Approved Unanimously.

Student S. Doe v. Warwick School Department

MOVED AND SECONDED: That, in the Matter of Student S. Doe v. Warwick School Department, the Commissioner's decision is clearly not "patently arbitrary, capricious or unfair" and should therefore not be disturbed by us.

VOTE: Approved Unanimously.

Approval of FY 2010 Revised Budget and FY 2011 Budget

Commissioner Gist presented the FY 2011 and FY 2010 revised budgets, as attached, for approval. She reminded the Regents that the budgets were reviewed in detail and discussed at the November 19 work session. She then highlighted the details of the proposal as follows:

- The FY 2011 budget submission provides an overall \$26.6M increase over the FY 2010 enacted budget.
- The budget level funds education aid, but requests that the professional development fund that was eliminated last year be restored if funding becomes available.
- The budget includes a nominal increase for the Central Falls school district (\$1.3M), an increase in charter school aid to accommodate growth in grade levels at new and existing schools and other data updates (\$7.3M), and an increase in school construction aid for recently completed projects (\$10.2M).
- The FY 2011 budget reduces the Department's budget by \$1.0M and allows for modest increases in the budgets for the Metropolitan Career & Technical Center, the Rhode Island School for the Deaf, and the William M. Davies Jr. Career-Technical High School which will allow these state-operated schools to, at best, maintain current services.
- The FY 2010 revised budget provides a decrease of \$4.8M when compared to the FY 2010 enacted budget. The budget reduces the Department and state schools \$1.5M, school construction aid \$3.2M, and other select programs \$0.2M.

MOVED AND SECONDED: That the Rhode Island Board of Regents for Elementary and Secondary Education Approves and Transmits the Regents' FY 2011 and FY 2010 Revised Budget Proposals, as attached.

VOTE: Approved 6 – 1 [Regent Callahan vote against the motion]

Approval of Table of Organization

Commissioner Gist reminded the Board that the Table of Organization is being presented for approval tonight to coincide with the submission of the FY 2010 revised and FY 2011 budgets. She said that the organization is being restructured to reflect the priorities of the strategic plan and to account for the current constraint on resources. Staffing of this structure will require the recruitment of staff with specific expertise and the transfer of staff from one office to another. Staff can expect to be assigned to work on specific projects outside of the confines of their offices.

Major changes include: within the Office of the Deputy Commissioner, a center for accountability and quality assurance will be created to build capacity for data analysis and transformation; create a division focused on accelerating school performance to ensure that all schools and programs are accelerating student achievement and closing achievement gaps; and create a division of educator excellence and instructional effectiveness which will work to ensure that all educators will be effective and committed to accelerating student performance and that all students have access to rigorous curricula aligned to internationally benchmarked standards. This organization will work with all districts, state schools in need of support, private and nonpublic schools.

MOVED AND SECONDED: That the Board of Regents for Elementary and Secondary Education Approves the Table of Organization, as presented.

VOTE: Approved Unanimously.

Approval of Educator Code of Responsibility

Commissioner Gist reminded the members of the Board that on August 8th, the Regents approved the Educator Code of Professional Responsibility and the RI Educator Evaluation System Standards for public comment and that two public hearings were then held where we heard from more than 55 students, parents, educators, and community members. The Code of Professional Responsibility applies equally to all certified educators, whether life certified or just beginning their careers. It literally codifies existing requirements for holding an educator certificate, as more generally expressed in the 1896 law requiring all teachers to "cultivate in the minds of all children the principles of morality and virtue." She emphasized to the group that Rhode Island is long overdue in providing all educators with a clearer set of standards of professional practice. Once approved, the Code becomes effective immediately. The manner in which it may be used by RIDE and by employers will be the subject of continued work over the next few months. Guidance will be provided to districts and a work session will be scheduled in the spring to discuss the protocols and procedures for the uses of this document.

MOVED AND SECONDED: That, the Board of Regents for Elementary and Secondary Education adopts the Rhode Island Educator Code of Professional Responsibility, as presented, and that said code be added to all certification and licensing requirements.

VOTE: Approved Unanimously.

Approval of Educator Evaluation Standards

Next, the Commissioner presented the Educator Evaluation Standards for approval. She reminded the Board that the evaluation standards are exactly that – standards – and that their use should be considered similar to the manner in which the Program Approval Standards are used to gauge the effectiveness of teacher preparation programs. The Board discussed at length all of the suggested changes at the November 19th work session. The Department will develop timelines and guidance documents, including rubrics and model processes, at the agency level, as needed to ensure the timely adherence of district practice to these standards. The group discussed in detail Standard 1.3 – “This standard established four broad areas of performance that should provide the focus for all educator evaluation. Testimony and research all support the need to place student improvement as the primary measure of effectiveness.” A sentence added to standard 1.3: “An educator’s overall evaluation of effectiveness is primarily determined by evidence of impact on student growth.” Regents expressed their concern about the wording of the added sentence. The discussion involved the use of “student growth” versus student achievement.

MOVED AND SECONDED: THAT, the Board of Regents for Elementary and Secondary Education Approve the Amendment to Standard 1.3 of the Board of Regents document, “Annotated Changes to RI Educator Evaluation System Standards” to read as follows: “An educator’s overall evaluation of effectiveness is primarily determined by evidence of impact on student growth and academic achievement.”

VOTE: Approved Unanimously.

MOVED AND SECONDED: That, the Board of Regents for Elementary and Secondary Education adopts the Rhode Island Educator Evaluation System Standards, as amended.

VOTE: Approved Unanimously.

DISCUSSION ITEMS

Strategic Plan Update

Commissioner Gist reported on the progress of the strategic plan, as follows:

- The Strategic Plan has been posted on the web-site for public comment starting November 23, 2009 and will end at the end of this month.
- The Department has received comments from members of the Board of Regents as well as superintendents and internal RIDE staff. These comments have been helpful to clarify and improve the plan.
- We will be adding an additional strategy under Educator Excellence that attends to the role of the state in professional development. This will be under Objective 3.
- The completed Strategic Plan will be brought to the Board of Regents for approval in January 2010.

Race to the Top Update

Commissioner Gist reminded the members of the Board that Race to the Top funds are a \$4.3 billion education reform fund that is part of the American Recovery and Reinvestment Act. The funds will be distributed in two phases – Phase I applications will be due in early 2010 and awarded in April, 2010. Phase II will be due in late spring 2010 and awarded in September. Rhode Island’s application will propose initiatives and strategies as part of a 3-tier plan -- 1) Standards and systems to support and guide every educator in RI and to build statewide capacity; 2) Opportunities for additional resources,

tools, and training to enhance innovation and quality; 3) Deep interventions to turn around RI's struggling schools. She also reported that there have been great turnouts at the community forums – 100 to 140 people at each of the three. We have heard strong ideas about what it means to be effective as a teacher or principal; that communities want to be involved; more user-friendly data systems equal better communication; and better direction around assessment is desired.

As per RIGL 42-46-5 (a)(1) and (2), the meeting adjourned at 5:35 p.m. into Executive Session.

The meeting reconvened to open session at 5:55 p.m.

Chairman Flanders reported that during Executive Session there were no votes taken.

MOVED AND SECONDED: That the minutes of the Executive Session be sealed.

VOTE: Approved Unanimously.

Adjournment

With unanimous consent, the meeting adjourned at 6:00 p.m.

Appendices

Appendix A: Rank Ordered School List with Scoring Detail

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

SCHOOL	CLASSIFICATION	TOTAL POINTS	POINTS FROM						
			% PROF/30	SUBGROUP POINTS/30	PROG TO 2017/10	% IN DIST/5	SGP/25	GRAD RATE/20	
District 89	Priority	52.00	6.00	28.50	4.00	1.50			10.00
District 95	Priority	34.33	10.00	12.00	2.00	2.00	8.33		
District 106	Priority	25.00	6.00	10.50	2.00	1.50	5.00		
District 111	Priority	45.33	13.00	21.00	4.00	1.50			3.33
District 111	Priority	46.00	10.00	18.00	4.00	1.50			10.00
District 113	Priority	49.17	8.00	22.50	6.00	1.00			6.67
District 113	Priority	40.50	6.00	19.50	4.00	1.00	10.00		
District 113	Priority	40.50	6.00	13.50	5.00	1.00	15.00		
District 113	Priority	35.67	6.00	15.00	2.00	1.00	11.67		
District 113	Priority	38.83	6.00	19.50	5.00	1.50			3.33
District 113	Priority	35.50	8.00	19.50	2.00	1.00	5.00		
District 113	Priority	47.00	6.00	18.00	7.00	1.00	15.00		
District 113	Priority	35.50	6.00	16.50	2.00	1.00	10.00		
District 113	Priority	36.33	6.00	15.00	6.00	1.00	8.33		
District 113	Priority	43.00	8.00	16.50	7.00	1.50	10.00		
District 113	Priority	32.50	6.00	13.50	2.00	1.00	10.00		
District 113	Priority	43.50	6.00	19.50	4.00	1.50			10.00
District 135	Priority	32.86	9.00	9.86	8.00	1.00	5.00		
District 89	Focus	47.00	9.00	15.00	6.00	2.00	15.00		
District 92	Focus	39.83	9.00	18.00	4.00	1.50			3.33
District 113	Focus	37.00	6.00	18.00	2.00	1.00	10.00		
District 113	Focus	42.00	8.00	18.00	4.00	2.00	10.00		

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 113	District 113 Elementary School 35	Focus	52.67	8.00	21.00	6.00	1.00	16.67	
District 113	District 113 Middle School 37	Focus	48.83	8.00	16.50	10.00	1.00	13.33	
District 113	District 113 High School 39	Focus	45.67	8.00	21.00	5.00	1.50		6.67
District 113	District 113 Middle School 43	Focus	49.67	9.00	16.50	10.00	2.50	11.67	
District 113	District 113 Elementary School 61	Focus	43.50	6.00	18.00	3.00	1.50	15.00	
District 113	District 113 High School 93	Focus	43.17	6.00	21.00	5.00	1.00		6.67
District 113	District 113 High School 03	Focus	39.33	8.00	21.00	3.00	1.00		3.33
District 113	District 113 High School 05	Focus	42.67	8.00	21.00	4.00	1.50		6.67
District 89	District 89 Elementary School 01	Warning	47.50	10.00	19.50	6.00	2.00	10.00	
District 89	District 89 Elementary School 05	Warning	43.00	10.00	19.50	2.00	1.50	10.00	
District 89	District 89 Elementary School 06	Warning	48.17	10.00	19.50	5.00	2.00	11.67	
District 131	District 131 Middle School 02	Warning	50.50	10.00	15.00	9.00	1.50	15.00	
District 91	District 91 Elementary School 17	Warning	49.00	16.00	13.50	6.00	3.50	10.00	
District 92	District 92 Elementary School 17	Warning	45.67	13.00	13.50	4.00	3.50	11.67	
District 92	District 92 Elementary School 19	Warning	47.50	10.00	18.00	2.00	2.50	15.00	
District 92	District 92 Elementary School 22	Warning	49.33	14.00	16.50	2.00	3.50	13.33	
District 92	District 92 Elementary School 24	Warning	47.17	13.00	16.50	4.00	2.00	11.67	
District 92	District 92 Elementary School 30	Warning	42.67	11.00	13.50	4.00	2.50	11.67	
District 93	District 93 Middle School 15	Warning	55.17	14.00	13.50	8.00	3.00	16.67	
District 95	District 95 Elementary School 13	Warning	43.33	12.00	12.00	3.00	3.00	13.33	
District 95	District 95 Elementary School 17	Warning	44.83	10.00	13.50	6.00	2.00	13.33	
District 95	District 95 Middle School 22	Warning	46.33	13.00	15.00	2.00	3.00	13.33	
District 95	District 95 Elementary School 24	Warning	46.83	12.00	13.50	6.00	2.00	13.33	
District 101	District 101 Elementary School 09	Warning	49.33	13.00	21.00	5.00	2.00	8.33	
District 101	District 101 Middle School 11	Warning	49.50	13.00	19.50	5.00	2.00	10.00	
District 104	District 104 Elementary School 07	Warning	67.00	21.00	27.00	6.00	3.00	10.00	

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 106	District 106 Elementary School 02	Warning	46.83	14.00	16.50	5.00	3.00	8.33	
District 106	District 106 Elementary School 14	Warning	70.83	18.00	24.00	6.00	4.50	18.33	
District 108	District 108 Elementary School 09	Warning	48.50	15.00	18.00	2.00	3.50	10.00	
District 109	District 109 Elementary School 03	Warning	44.50	12.00	16.50	4.00	2.00	10.00	
District 109	District 109 Elementary School 06	Warning	60.00	20.00	25.50	6.00	3.50	5.00	
District 111	District 111 Middle School 07	Warning	45.17	11.00	22.50	3.00	2.00	6.67	
District 111	District 111 Elementary School 13	Warning	44.00	10.00	18.00	4.00	2.00	10.00	
District 111	District 111 Elementary School 19	Warning	50.00	10.00	16.50	7.00	1.50	15.00	
District 111	District 111 Elementary School 20	Warning	50.00	10.00	18.00	5.00	2.00	15.00	
District 111	District 111 Elementary School 21	Warning	47.00	10.00	18.00	2.00	2.00	15.00	
District 113	District 113 Elementary School 15	Warning	49.50	10.00	21.00	2.00	1.50	15.00	
District 113	District 113 Elementary School 16	Warning	40.17	10.00	19.50	2.00	2.00	6.67	
District 113	District 113 Elementary School 63	Warning	43.50	11.00	21.00	4.00	2.50	5.00	
District 113	District 113 High School 87	Warning	60.00	11.00	25.50	8.00	1.50	10.00	
District 120	District 120 Elementary School 01	Warning	49.83	15.00	19.50	4.00	3.00	8.33	
District 120	District 120 Elementary School 04	Warning	57.50	17.00	25.50	7.00	3.00	5.00	
District 120	District 120 Elementary School 24	Warning	67.00	22.50	30.00	6.00	3.50	5.00	
District 120	District 120 Elementary School 29	Warning	43.83	13.00	18.00	2.00	2.50	8.33	
District 120	District 120 Elementary School 36	Warning	48.83	14.00	21.00	3.00	2.50	8.33	
District 120	District 120 Middle School 39	Warning	48.67	15.00	19.50	4.00	3.50	6.67	
District 121	District 121 Elementary School 01	Warning	55.67	19.50	24.00	3.00	2.50	6.67	
District 123	District 123 Elementary School 11	Warning	46.83	13.00	15.00	3.00	2.50	13.33	
District 124	District 124 Elementary School 01	Warning	46.67	12.00	16.50	4.00	2.50	11.67	
District 124	District 124 Elementary School 18	Warning	47.00	14.00	18.00	2.00	3.00	10.00	
District 124	District 124 Elementary School 28	Warning	44.83	10.00	13.50	6.00	2.00	13.33	
District 181	District 181 Elementary School 04	Warning	49.33	16.00	19.50	2.00	3.50	8.33	

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 184	District 184 High School 02	Warning	51.00	12.00	12.00	2.00	3.00	20.00
District 86	District 86 Elementary School 04	Typical	64.67	24.00	18.00	6.00	5.00	11.67
District 86	District 86 Elementary School 05	Typical	66.50	20.00	22.50	4.00	5.00	15.00
District 88	District 88 Middle School 04	Typical	56.83	14.00	18.00	9.00	2.50	13.33
District 88	District 88 Elementary School 05	Typical	61.17	15.00	19.50	7.00	3.00	16.67
District 88	District 88 Elementary School 07	Typical	58.33	14.00	18.00	5.00	3.00	18.33
District 91	District 91 Middle School 04	Typical	56.50	14.00	18.00	6.00	3.50	15.00
District 91	District 91 Elementary School 09	Typical	68.00	22.50	27.00	5.00	3.50	10.00
District 91	District 91 Elementary School 12	Typical	69.17	21.00	27.00	6.00	3.50	11.67
District 91	District 91 Elementary School 16	Typical	52.50	16.00	15.00	8.00	3.50	10.00
District 91	District 91 High School 19	Typical	56.83	15.00	21.00	3.00	2.50	13.33
District 91	District 91 Elementary School 21	Typical	59.17	17.00	21.00	6.00	3.50	11.67
District 92	District 92 Elementary School 10	Typical	64.50	17.00	18.00	6.00	3.50	20.00
District 92	District 92 Elementary School 12	Typical	58.00	18.00	24.00	3.00	3.00	10.00
District 92	District 92 High School 13	Typical	54.50	12.00	21.00	6.00	2.00	10.00
District 92	District 92 Middle School 15	Typical	67.33	16.00	21.00	9.00	3.00	18.33
District 92	District 92 Elementary School 16	Typical	51.83	13.00	18.00	5.00	2.50	13.33
District 92	District 92 Elementary School 18	Typical	62.50	14.00	19.50	6.00	3.00	20.00
District 92	District 92 Elementary School 20	Typical	66.00	16.00	21.00	6.00	3.00	20.00
District 92	District 92 Elementary School 21	Typical	54.33	17.00	22.50	3.00	3.50	8.33
District 92	District 92 Middle School 23	Typical	67.50	18.00	22.50	9.00	3.00	15.00
District 92	District 92 Elementary School 25	Typical	61.50	16.00	22.50	6.00	2.00	15.00
District 92	District 92 High School 26	Typical	60.17	14.00	22.50	2.00	2.50	16.67
District 92	District 92 Elementary School 28	Typical	61.33	18.00	21.00	6.00	3.00	13.33
District 92	District 92 Middle School 29	Typical	63.00	17.00	19.50	8.00	3.50	15.00
District 92	District 92 Elementary School 34	Typical	63.33	17.00	24.00	5.00	4.00	13.33

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 93	District 93 Elementary School 07	Typical	57.00	14.00	18.00	8.00	2.00	15.00	
District 93	District 93 Elementary School 08	Typical	57.83	15.00	16.50	5.00	3.00	18.33	
District 93	District 93 Elementary School 10	Typical	63.67	18.00	19.50	6.00	3.50	16.67	
District 93	District 93 Elementary School 12	Typical	56.00	14.00	18.00	6.00	3.00	15.00	
District 93	District 93 High School 14	Typical	54.83	14.00	19.50	3.00	2.00		13.33
District 93	District 93 Middle School 16	Typical	60.50	17.00	18.00	6.00	4.50	15.00	
District 94	District 94 Elementary School 02	Typical	58.33	17.00	18.00	6.00	4.00	13.33	
District 94	District 94 Elementary School 05	Typical	67.50	20.00	21.00	4.00	5.00	17.50	
District 94	District 94 Elementary School 08	Typical	67.00	20.00	21.00	6.00	5.00	15.00	
District 95	District 95 Middle School 09	Typical	60.17	14.00	19.50	7.00	3.00	16.67	
District 95	District 95 Elementary School 11	Typical	68.00	18.00	24.00	8.00	3.00	15.00	
District 95	District 95 High School 12	Typical	60.00	14.00	24.00	6.00	2.50		10.00
District 95	District 95 Elementary School 14	Typical	51.00	14.00	15.00	4.00	3.00	15.00	
District 95	District 95 Elementary School 23	Typical	57.17	14.00	18.00	5.00	3.50	16.67	
District 95	District 95 Elementary School 25	Typical	62.17	16.00	21.00	4.00	4.50	16.67	
District 98	District 98 Elementary School 03	Typical	60.67	18.00	24.00	4.00	3.00	11.67	
District 98	District 98 Elementary School 04	Typical	63.67	16.50	27.00	6.00	2.50	11.67	
District 100	District 100 Middle School 01	Typical	69.50	19.00	21.00	5.00	4.50	20.00	
District 100	District 100 Elementary School 02	Typical	63.17	18.00	18.00	6.00	4.50	16.67	
District 101	District 101 Elementary School 03	Typical	50.67	13.00	18.00	6.00	2.00	11.67	
District 101	District 101 Elementary School 08	Typical	56.33	15.00	19.50	6.00	2.50	13.33	
District 101	District 101 High School 12	Typical	57.83	13.00	22.50	4.00	2.00		13.33
District 102	District 102 Elementary School 06	Typical	64.33	17.00	19.50	6.00	3.50	18.33	
District 102	District 102 Elementary School 09	Typical	66.00	17.00	19.50	5.00	4.50	20.00	
District 102	District 102 Elementary School 12	Typical	53.83	16.00	16.50	4.00	4.00	13.33	
District 102	District 102 Elementary School 13	Typical	53.00	15.00	15.00	5.00	3.00	15.00	

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 102	District 102 Middle School 17	Typical	62.50	18.00	19.50	6.00	4.00	15.00	
District 125	District 125 High School 01	Typical	68.00	21.00	27.00	5.00	2.00		10.00
District 103	District 103 Middle School 01	Typical	69.67	20.00	18.00	6.00	4.00	21.67	
District 104	District 104 Elementary School 06	Typical	51.33	13.00	15.00	6.00	4.00	13.33	
District 104	District 104 High School 11	Typical	61.33	19.00	18.00	4.00	3.00		13.33
District 104	District 104 Middle School 14	Typical	63.33	16.00	19.50	6.00	3.50	18.33	
District 104	District 104 Elementary School 17	Typical	61.67	14.00	21.00	7.00	3.00	16.67	
District 105	District 105 Elementary School 02	Typical	61.33	18.00	19.50	7.00	3.50	13.33	
District 105	District 105 High School 04	Typical	66.67	21.00	18.00	4.00	3.50		16.67
District 106	District 106 Middle School 06	Typical	53.83	12.00	15.00	6.00	2.50	18.33	
District 106	District 106 High School 11	Typical	64.33	15.00	24.00	6.00	2.00		13.33
District 106	District 106 Elementary School 12	Typical	64.00	16.50	21.00	9.00	2.50	15.00	
District 108	District 108 Middle School 05	Typical	68.17	19.00	16.50	6.00	5.00	21.67	
District 108	District 108 High School 08	Typical	64.17	18.00	18.00	5.00	3.00		16.67
District 108	District 108 Elementary School 10	Typical	55.00	17.00	21.00	3.00	4.00	10.00	
District 108	District 108 Middle School 12	Typical	55.67	15.00	15.00	5.00	4.00	16.67	
District 108	District 108 Elementary School 13	Typical	50.17	14.00	16.50	5.00	3.00	11.67	
District 109	District 109 High School 05	Typical	68.50	14.00	22.50	6.00	2.50		20.00
District 109	District 109 Elementary School 07	Typical	58.00	14.00	21.00	6.00	2.00	15.00	
District 109	District 109 Elementary School 09	Typical	53.83	14.00	19.50	5.00	2.00	13.33	
District 109	District 109 Elementary School 10	Typical	54.83	14.00	21.00	4.00	2.50	13.33	
District 109	District 109 Middle School 11	Typical	56.50	12.00	21.00	6.00	2.50	15.00	
District 109	District 109 Middle School 12	Typical	60.83	13.00	24.00	8.00	2.50	13.33	
District 110	District 110 Elementary School 06	Typical	65.17	18.00	21.00	6.00	3.50	16.67	
District 110	District 110 High School 08	Typical	69.50	15.00	21.00	6.00	3.00		20.00
District 110	District 110 Middle School 09	Typical	66.67	18.00	21.00	7.00	4.00	16.67	

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 110	District 110 Elementary School 10	Typical	69.33	21.00	24.00	4.00	3.00	17.33
District 111	District 111 Middle School 03	Typical	58.00	12.00	22.50	7.00	1.50	15.00
District 111	District 111 Middle School 06	Typical	52.17	12.00	22.50	4.00	2.00	11.67
District 111	District 111 Elementary School 10	Typical	51.00	13.00	21.00	5.00	2.00	10.00
District 111	District 111 Elementary School 11	Typical	51.00	11.00	18.00	5.00	2.00	15.00
District 111	District 111 Elementary School 15	Typical	67.00	16.00	27.00	6.00	3.00	15.00
District 111	District 111 Elementary School 16	Typical	62.00	15.00	25.50	4.00	2.50	15.00
District 111	District 111 Elementary School 22	Typical	57.67	11.00	21.00	7.00	2.00	16.67
District 111	District 111 Elementary School 25	Typical	66.50	17.00	25.50	6.00	3.00	15.00
District 138	District 138 Elementary School 01	Typical	66.33	15.00	24.00	7.00	2.00	18.33
District 112	District 112 Elementary School 04	Typical	66.50	20.00	21.00	6.00	4.50	15.00
District 112	District 112 Elementary School 11	Typical	63.00	21.00	18.00	7.00	4.50	12.50
District 112	District 112 Middle School 12	Typical	66.17	18.00	21.00	6.00	4.50	16.67
District 113	District 113 Elementary School 21	Typical	63.50	14.00	25.50	7.00	2.00	15.00
District 113	District 113 Elementary School 27	Typical	52.50	12.00	22.50	6.00	2.00	10.00
District 113	District 113 Elementary School 30	Typical	51.50	12.00	22.50	5.00	2.00	10.00
District 113	District 113 Elementary School 38	Typical	64.83	14.00	24.00	6.00	2.50	18.33
District 113	District 113 Elementary School 42	Typical	63.33	16.00	27.00	5.00	2.00	13.33
District 113	District 113 Middle School 45	Typical	63.00	14.00	22.50	9.00	2.50	15.00
District 113	District 113 Elementary School 51	Typical	56.33	15.00	25.50	4.00	3.50	8.33
District 113	District 113 Elementary School 53	Typical	56.00	11.00	24.00	4.00	2.00	15.00
District 134	District 134 Middle School 67	Typical	55.71	12.00	16.71	6.00	1.00	20.00
District 113	District 113 High School 78	Typical	63.33	15.00	27.00	4.00	1.50	13.33
District 113	District 113 Elementary School 81	Typical	62.00	13.00	25.50	6.00	2.50	15.00
District 136	District 136 Middle School 02	Typical	67.17	16.00	25.50	6.00	3.00	16.67
District 145	District 145 High School 03	Typical	63.33	13.00	25.50	6.00	2.00	13.33

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 115	District 115 Elementary School 02	Typical	63.67	21.00	21.00	6.00	4.00	11.67	
District 115	District 115 Middle School 05	Typical	68.33	16.00	18.00	7.00	4.00	23.33	
District 116	District 116 Elementary School 04	Typical	62.50	18.00	19.50	6.00	4.00	15.00	
District 116	District 116 High School 07	Typical	65.00	16.50	21.00	2.00	2.50	20.00	
District 116	District 116 Middle School 09	Typical	55.83	17.00	15.00	7.00	3.50	13.33	
District 117	District 117 Elementary School 03	Typical	57.17	18.00	19.50	4.00	4.00	11.67	
District 117	District 117 Elementary School 07	Typical	68.00	19.00	21.00	6.00	4.50	17.50	
District 117	District 117 High School 08	Typical	64.17	17.00	19.50	4.00	3.50	16.67	
District 117	District 117 Middle School 10	Typical	65.67	20.00	18.00	6.00	5.00	16.67	
District 117	District 117 Elementary School 12	Typical	55.00	18.00	18.00	5.00	4.00	10.00	
District 117	District 117 Middle School 14	Typical	60.17	17.00	15.00	7.00	4.50	16.67	
District 118	District 118 Elementary School 05	Typical	57.83	17.00	18.00	5.00	4.50	13.33	
District 118	District 118 Elementary School 07	Typical	65.83	19.00	22.50	7.00	4.00	13.33	
District 118	District 118 High School 08	Typical	68.67	17.00	24.00	5.00	3.00	16.67	
District 118	District 118 Middle School 10	Typical	64.50	18.00	21.00	7.00	3.50	15.00	
District 120	District 120 Elementary School 14	Typical	53.33	15.00	18.00	4.00	3.00	13.33	
District 120	District 120 Middle School 18	Typical	52.83	15.00	19.50	7.00	3.00	8.33	
District 120	District 120 Elementary School 19	Typical	59.00	16.00	21.00	4.00	3.00	15.00	
District 120	District 120 Middle School 20	Typical	52.50	14.00	18.00	8.00	2.50	10.00	
District 120	District 120 Elementary School 21	Typical	62.50	19.00	24.00	6.00	3.50	10.00	
District 120	District 120 Elementary School 23	Typical	57.83	16.50	24.00	2.00	2.00	13.33	
District 120	District 120 Elementary School 25	Typical	54.17	15.00	19.50	5.00	3.00	11.67	
District 120	District 120 Elementary School 27	Typical	51.33	14.00	21.00	5.00	3.00	8.33	
District 120	District 120 Elementary School 28	Typical	50.83	15.00	21.00	4.00	2.50	8.33	
District 120	District 120 High School 30	Typical	51.83	12.00	19.50	3.00	2.00	13.33	
District 120	District 120 Elementary School 31	Typical	58.00	17.00	22.50	4.00	4.50	10.00	

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 120	District 120 Elementary School 32	Typical	64.83	15.00	21.00	2.00	3.50	23.33	
District 120	District 120 Elementary School 33	Typical	53.83	14.00	19.50	4.00	3.00	13.33	
District 120	District 120 High School 34	Typical	60.33	15.00	24.00	3.00	2.00		13.33
District 120	District 120 Elementary School 35	Typical	67.17	17.00	24.00	6.00	3.50	16.67	
District 120	District 120 High School 38	Typical	66.67	17.00	27.00	2.00	2.50		16.67
District 121	District 121 Middle School 03	Typical	53.83	15.00	16.50	5.00	4.00	13.33	
District 121	District 121 Elementary School 06	Typical	64.50	18.00	21.00	6.00	4.50	15.00	
District 121	District 121 Elementary School 09	Typical	68.83	19.00	21.00	6.00	4.50	18.33	
District 123	District 123 Elementary School 04	Typical	52.50	14.00	16.50	5.00	2.00	15.00	
District 123	District 123 High School 06	Typical	56.33	14.00	21.00	3.00	2.50		13.33
District 123	District 123 Middle School 07	Typical	52.83	14.00	18.00	5.00	2.50	13.33	
District 123	District 123 Elementary School 09	Typical	54.67	14.00	21.00	5.00	3.00	11.67	
District 124	District 124 Elementary School 10	Typical	63.33	16.50	24.00	5.00	2.00	15.83	
District 124	District 124 Elementary School 12	Typical	50.00	12.00	18.00	6.00	1.50	12.50	
District 124	District 124 Middle School 15	Typical	50.00	11.00	21.00	6.00	2.00	10.00	
District 124	District 124 Elementary School 17	Typical	60.67	12.00	21.00	9.00	2.00	16.67	
District 124	District 124 Elementary School 19	Typical	62.17	16.00	25.50	6.00	3.00	11.67	
District 124	District 124 Elementary School 20	Typical	54.33	13.00	19.50	6.00	2.50	13.33	
District 124	District 124 High School 23	Typical	55.17	13.00	24.00	6.00	2.00		6.67
District 181	District 181 Elementary School 05	Typical	53.00	17.00	19.50	3.00	3.50	10.00	
District 181	District 181 High School 07	Typical	66.67	17.00	22.50	4.00	3.00		16.67
District 181	District 181 Middle School 12	Typical	61.00	16.00	19.50	7.00	3.50	15.00	
District 181	District 181 Elementary School 13	Typical	51.83	15.00	16.50	4.00	3.00	13.33	
District 182	District 182 Elementary School 01	Typical	66.00	19.00	24.00	3.00	3.50	16.50	
District 182	District 182 Elementary School 03	Typical	58.33	17.00	19.50	5.00	3.50	13.33	
District 182	District 182 Middle School 05	Typical	57.00	19.50	15.00	9.00	3.50	10.00	

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 182	District 182 High School 06	Typical	66.67	21.00	18.00	5.00	3.00	16.67
District 183	District 183 High School 01	Typical	69.67	18.00	19.50	8.00	3.00	16.67
District 183	District 183 Middle School 03	Typical	67.00	20.00	22.50	6.00	3.50	15.00
District 184	District 184 Middle School 01	Typical	64.33	16.00	18.00	8.00	4.00	18.33
District 86	District 86 High School 06	Leading	72.50	24.00	19.50	3.00	3.50	20.00
District 86	District 86 Middle School 08	Leading	74.00	23.00	21.00	5.00	5.00	20.00
District 88	District 88 High School 09	Leading	71.67	18.00	27.00	4.00	2.50	16.67
District 144	District 144 Middle School 01	Leading	73.17	16.00	25.50	8.00	2.00	21.67
District 92	District 92 Elementary School 36	Leading	71.00	20.00	25.50	4.00	4.00	17.50
District 94	District 94 Elementary School 07	Leading	77.86	27.00	23.36	5.00	5.00	17.50
District 97	District 97 Elementary School 01	Leading	74.50	21.00	24.00	6.00	3.50	20.00
District 101	District 101 Elementary School 06	Leading	70.00	19.00	25.50	7.00	3.50	15.00
District 102	District 102 High School 10	Leading	70.17	18.00	21.00	7.00	3.50	16.67
District 105	District 105 Middle School 03	Leading	70.83	18.00	19.50	6.00	4.00	23.33
District 108	District 108 Elementary School 11	Leading	73.67	21.00	25.50	6.00	4.50	16.67
District 112	District 112 High School 06	Leading	71.17	21.00	22.50	4.00	3.50	16.67
District 113	District 113 High School 70	Leading	73.00	17.00	27.00	5.00	2.00	20.00
District 133	District 133 Middle School 01	Leading	72.50	14.00	24.00	7.00	2.50	25.00
District 115	District 115 Elementary School 06	Leading	70.83	22.50	27.00	4.00	4.00	13.33
District 116	District 116 Elementary School 03	Leading	71.43	27.00	21.43	6.00	4.50	12.50
District 116	District 116 Elementary School 05	Leading	74.33	24.00	27.00	6.00	4.00	13.33
District 121	District 121 High School 04	Leading	74.67	20.00	24.00	7.00	3.00	16.67
District 121	District 121 Elementary School 11	Leading	70.50	19.00	21.00	7.00	3.50	20.00
District 183	District 183 Elementary School 05	Leading	74.50	23.00	25.50	6.00	5.00	15.00
District 183	District 183 Elementary School 06	Leading	75.67	22.50	27.00	6.00	3.50	16.67
District 183	District 183 Elementary School 07	Leading	75.50	21.00	24.00	6.00	4.50	20.00

APPENDIX A: POINTS EARNED FROM COMPONENTS OF COMPOSITE INDEX SCORE

District 86	District 86 Elementary School 03	Commended	79.00	25.50	30.00	4.00	4.50	15.00	
District 86	District 86 Elementary School 09	Commended	81.43	27.00	24.43	5.00	5.00	20.00	
District 92	District 92 Elementary School 03	Commended	83.50	24.00	30.00	6.00	3.50	20.00	
District 92	District 92 Elementary School 27	Commended	80.33	22.50	30.00	6.00	3.50	18.33	
District 93	District 93 Elementary School 09	Commended	81.67	23.00	27.00	6.00	4.00	21.67	
District 94	District 94 Middle School 03	Commended	77.33	24.00	24.00	6.00	5.00	18.33	
District 94	District 94 High School 06	Commended	78.00	25.50	24.00	3.00	3.50	20.00	
District 107	District 107 High School 01	Commended	80.71	27.00	24.21	6.00	3.50	20.00	
District 108	District 108 Elementary School 14	Commended	77.50	24.00	30.00	4.00	4.50	15.00	
District 140	District 140 Middle School 01	Commended	90.33	28.00	28.50	6.00	4.50	23.33	
District 109	District 109 Elementary School 08	Commended	77.00	22.00	30.00	7.00	3.00	15.00	
District 139	District 139 High School 02	Commended	79.17	21.00	30.00	6.00	2.00	16.67	
District 113	District 113 High School 64	Commended	87.00	25.50	30.00	5.00	3.00	20.00	
District 115	District 115 Elementary School 03	Commended	87.00	25.50	30.00	8.00	3.50	20.00	
District 115	District 115 High School 04	Commended	84.00	24.00	27.00	6.00	3.50	20.00	
District 116	District 116 Elementary School 08	Commended	78.33	24.00	27.00	4.00	5.00	18.33	
District 117	District 117 Elementary School 13	Commended	86.83	25.50	27.00	6.00	5.00	23.33	
District 137	District 137 Elementary School 01	Commended	88.50	24.00	27.00	8.00	4.50	25.00	
District 118	District 118 Elementary School 06	Commended	94.50	28.50	30.00	6.00	5.00	25.00	
District 143	District 143 High School 01	Commended	82.83	25.50	30.00	7.00	3.00	13.33	
District 181	District 181 Elementary School 06	Commended	77.00	22.50	30.00	5.00	4.50	15.00	
District 183	District 183 Elementary School 04	Commended	79.50	22.00	25.50	5.00	4.50	22.50	

Appendix B: BEP Performance Measures

Basic Education Program Performance Measures

Lead the Focus on Learning and Achievement	Recruit, Support and Retain Highly Effective Staff	Guide the Implementation of Curriculum, Instruction and Assessment	Use Information for Planning and Accountability	Engage Families and the Community	Foster Safe and Supportive Learning Environments	Ensure Equity and Adequacy of Fiscal and Human Resources
<p>The LEA articulates expectations about the roles and responsibilities of instructional leaders and school improvement teams and communicates widely that school governance and leadership are distributed and school improvement is a collective responsibility.</p>	<p>The school committee has formalized and negotiated a broad range of strategies to recruit, hire, and retain highly qualified district and school personnel, paying particular attention to staffing low performing schools with highly qualified staff.</p>	<p>The superintendent has developed and regularly communicates a common vision of effective instruction and ensures that all students have access to guaranteed and viable curricula.</p>	<p>The central office collects, analyzes and uses data to plan instruction, to set instructional priorities, to allocate resources, and to be accountable for student performance and district goals.</p>	<p>The superintendent and school committee actively work together to involve families and the community in promoting student achievement, community-wide leadership, and input on decision-making.</p>	<p>The LEA clearly articulates and facilitates the development, implementation, and maintenance of safe, civil, healthy and intellectually stimulating learning environments where students and staff are respected and engaged in the school community.</p>	<p>The school committee and superintendent identify and acquire high quality resources to support district goals and ensure that budget plans link expenditures to anticipated outcomes.</p>
<p>The LEA establishes policies that create favorable conditions under which learning can take place and performance goals can be measured.</p>	<p>The content—the what—of professional learning reinforces educators’ understanding and use of strategies for promotion of equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.</p>	<p>The central office and school committee develop and implement an articulated Pre-K-12 curriculum for all students that is sequenced and organized to ensure that students know, do, and understand the core content outlined in the GSEs, GLEs, and other state and national standards.</p>	<p>A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive district-wide assessment and evaluation system.</p>	<p>The superintendent communicates directly with families and the community concerning learning expectations, student outcomes, and the quality of schools and teachers.</p>	<p>Instruction is personalized and small learning environments maximize student contact with teachers.</p>	<p>The central office coordinates fiscal resources from local, state, and federal funding streams, as well as human resources, to meet priority instructional goals and to promote equity and excellence.</p>
<p>The district leadership team effectively demonstrates the principles and practices of distributed leadership as part of a process of shared governance.</p>	<p>The central office creates a cohesive system of high quality professional development, including setting priorities, supporting and evaluating district-wide and school-based professional development plans, and providing opportunities for all school personnel to participate.</p>	<p>The central office requires, finances, and supports differentiated instructional strategies, materials, and assessments to ensure that all students have opportunities to meet state and district performance standards.</p>	<p>A cohesive and comprehensive information system is in place to ensure that all staff use data to maximize student outcomes and to monitor result equity, accountability and resource allocation.</p>	<p>The superintendent ensures that opportunities are consistently provided to foster collaboration and partnerships among schools, parents, businesses and the community in a network of support to improve student achievement and school performance.</p>	<p>LEA policies, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize the academic, social, emotional, and relational growth of each student.</p>	<p>Resources to support student achievement and instructional goals, including money, time, personnel and materials, are allocated in a manner that supports district goals and maximizes student growth and achievement.</p>
<p>All stakeholders within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.</p>	<p>The process—the how—of professional learning is aligned with articulated goals and purposes, is data driven and research based, and evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.</p>	<p>Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they have a mutual understanding of core content and required student performance(s).</p>	<p>The superintendent provides professional development and ongoing support on interpreting and using data to school staff, members of school improvement teams, and other individuals or groups responsible for measurable results.</p>	<p>The superintendent and central office actively support schools in working effectively with families and the community in promoting student achievement.</p>	<p>The LEA supports school communities of practice for continuous learning for adults, and staff work collaboratively to ensure that policies, policies, and procedures related to sustaining a safe, productive, and inviting learning environment are consistently implemented within each school.</p>	<p>The LEA identifies and acquires high quality resources to support instructional priorities that meet the differentiated needs of staff as identified through a collaborative planning process.</p>

Leadership

Content

Infrastructure

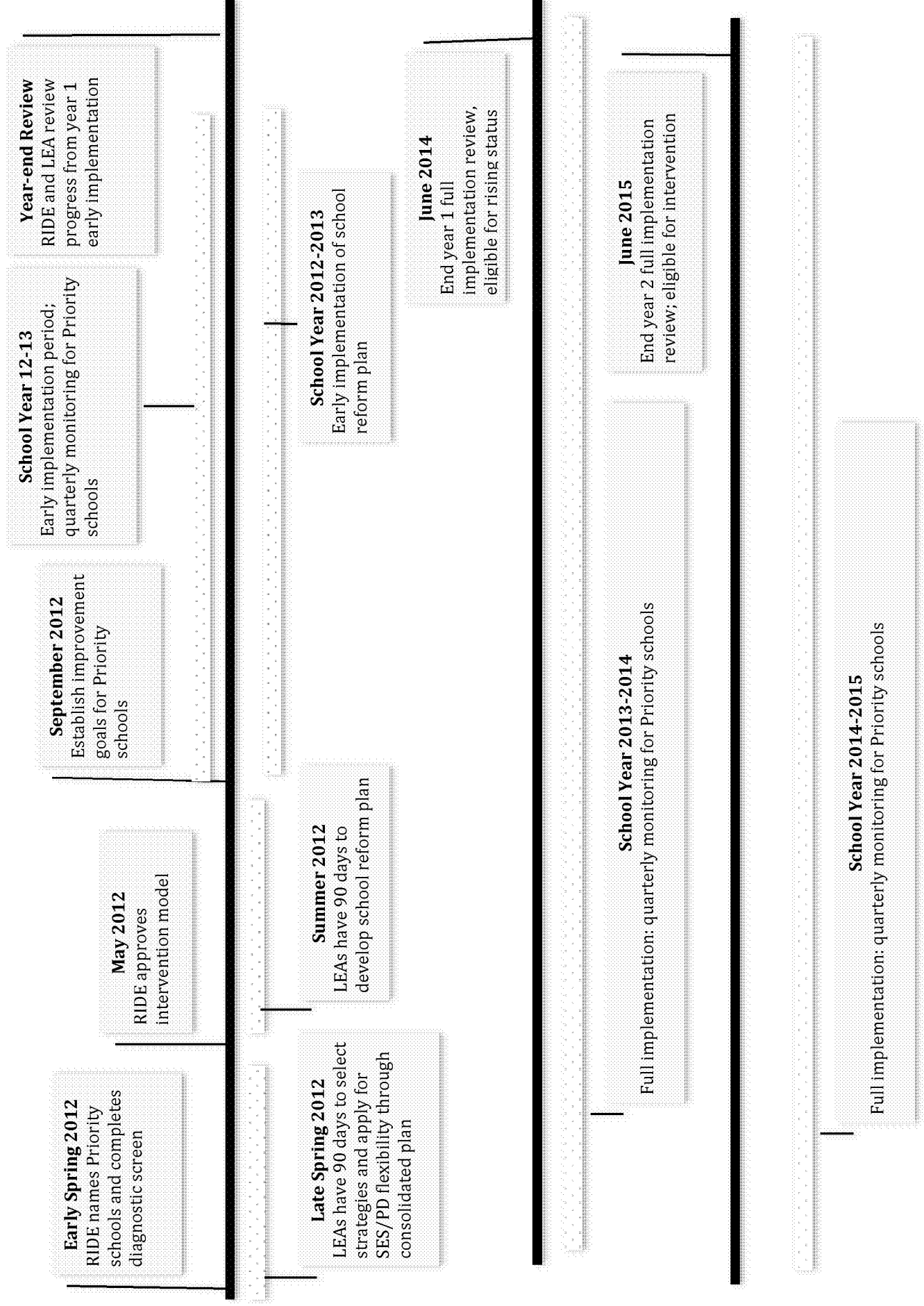
Support

Appendix C: Priority and Focus School Implementation Timeline

Attachment C: Implementation Timelines for Priority and Focus Schools

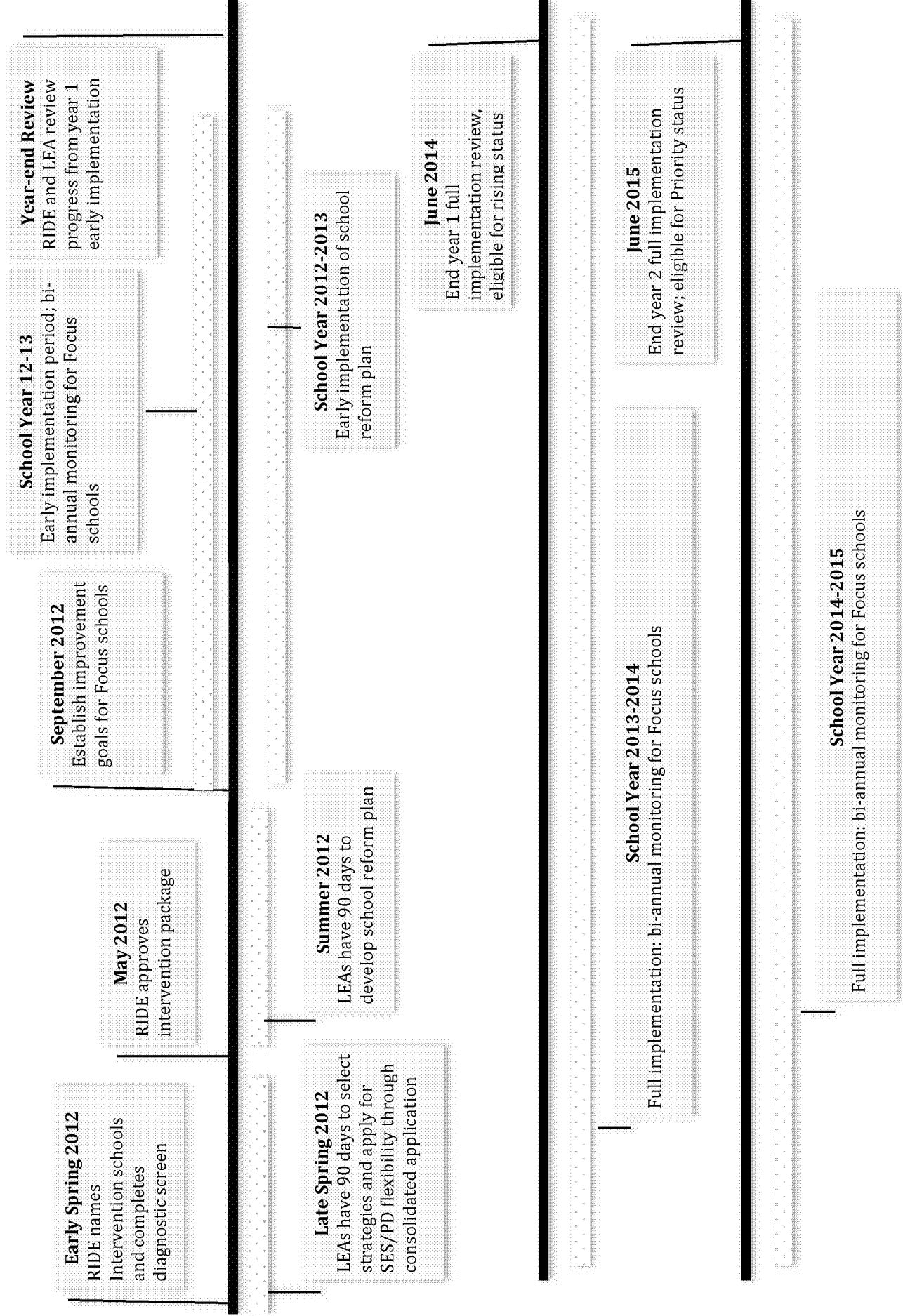
Priority School Implementation Timeline

SEA Action LEA Action



Focus School Implementation Timeline

SEA Action
 LEA Action



Appendix D: RIDE Commitments to LEAs serving Priority
and Focus Schools

Appendix D: RIDE Commitments to Serving Priority and Focus Schools

SEA Commitment One: Establish clear expectations for educators, students, and systems

- (1) Provide a clear, well-communicated and straightforward set of **protocols, processes and tools** that identify state and federal requirements around intervention in identified schools
- (2) Establish a measureable and jointly-held and understood set of **performance targets that enable performance monitoring and quality assurance activities**
- (3) **Ensure alignment** of performance targets and other accountability/monitoring processes and commitments currently in effect
- (4) Clearly differentiate between activities that are **required** and those that are **recommended** and afford school districts the maximum allowable latitude to design, fund, and implement strategic, prudent, allowable, and bold reform

SEA Commitment Two: Provide systems with the capacity and resources to enable LEAs to meet state expectations

- (1) **Minimize** bureaucracy and **maximize** seamlessness of delivery of state and federal funding to support identified districts and schools
- (2) Within context of the SEA/LEA relationship, identify leverage points and deliver support to **increase the LEA capacity** to meet the needs of its identified schools
- (3) Make an agency-wide commitment to **expeditiously delivering resourcing** and to meeting all other obligations to districts serving identified schools

SEA Commitment Three: Ensuring quality assurance and quality control of LEA efforts through an effective system of indicators, data collection, analysis, and public reporting

- (1) Create and/or support the creation of **systemic approaches for progress monitoring** in identified schools that include leading indicators and outcome measures
- (2) **Infuse rich and regular data review** into SEA/LEA system for monitoring implementation of school intervention model
- (3) Focus on **measures of effectiveness of implementation and execution** rather than on choice of program or intervention

SEA Commitment Four: Leveraging innovative partnerships to ensure fidelity of implementation and to overcome barriers to improvement

- (1) Work with LEAs to identify and, when appropriate, **minimize or remove barriers** to intervention
- (2) Identify and secure partners that will privilege **seamless, efficient delivery of empirically-proven** services to identified districts and schools

- (3) Work with LEAs to ***identify innovative practices*** that will support implementation of innovative approaches to intervening in and supporting identified schools
- (4) Coordinate with and, whenever possible, ***leverage*** existing LEA/vendor partnerships to eliminate duplication of services and role-confusion.

Appendix E: AMO Supporting Materials

Appendix E: AMO Supporting Materials

STATEWIDE ANNUAL MEASURABLE OBJECTIVES BY SCHOOL LEVEL

SUBGROUP	STATEWIDE ELEMENTARY SCHOOL READING TARGETS							
	2011 ENR BASELINE	2011 % PROF BASELINE	2012	2013	2014	2015	2016	2017
All Students	39501	71.1	73.5	75.9	78.3	80.7	83.1	85.5
American Indian	259	57.5	61.1	64.6	68.1	71.7	75.2	78.8
Asian	1170	76.4	78.4	80.3	82.3	84.3	86.2	88.2
Black	2852	54.3	58.1	61.9	65.7	69.5	73.3	77.2
Hispanic	8212	52.4	56.4	60.4	64.3	68.3	72.3	76.2
Pacific Islander	36	66.7	69.4	72.2	75.0	77.8	80.6	83.3
White	25841	78.9	80.6	82.4	84.1	85.9	87.7	89.4
Multi-Racial	1036	69.9	72.4	74.9	77.4	79.9	82.4	84.9
IEP	5962	30.7	36.5	42.3	48.1	53.8	59.6	65.4
English Language Learners	2597	35.0	40.5	45.9	51.3	56.7	62.1	67.5
Economically Disadvantaged	17906	56.9	60.5	64.1	67.7	71.3	74.9	78.5

SUBGROUP	STATEWIDE ELEMENTARY SCHOOL MATH TARGETS							
	2011 ENR BASELINE	2011 % PROF BASELINE	2012	2013	2014	2015	2016	2017
All Students	39471	62.3	65.5	68.6	71.7	74.9	78.0	81.2
American Indian	259	43.6	48.3	53.0	57.7	62.4	67.1	71.8
Asian	1168	69.7	72.2	74.7	77.3	79.8	82.3	84.8
Black	2851	41.2	46.1	51.0	55.9	60.8	65.7	70.6
Hispanic	8204	42.4	47.2	52.0	56.8	61.6	66.4	71.2
Pacific Islander	36	55.6	59.3	63.0	66.7	70.4	74.1	77.8
White	25825	71.2	73.6	76.0	78.4	80.8	83.2	85.6
Multi-Racial	1034	56.0	59.7	63.3	67.0	70.7	74.3	78.0
IEP	5950	27.1	33.2	39.3	45.3	51.4	57.5	63.6
English Language Learners	2595	29.7	35.5	41.4	47.3	53.1	59.0	64.8
Economically Disadvantaged	17894	46.2	50.7	55.1	59.6	64.1	68.6	73.1

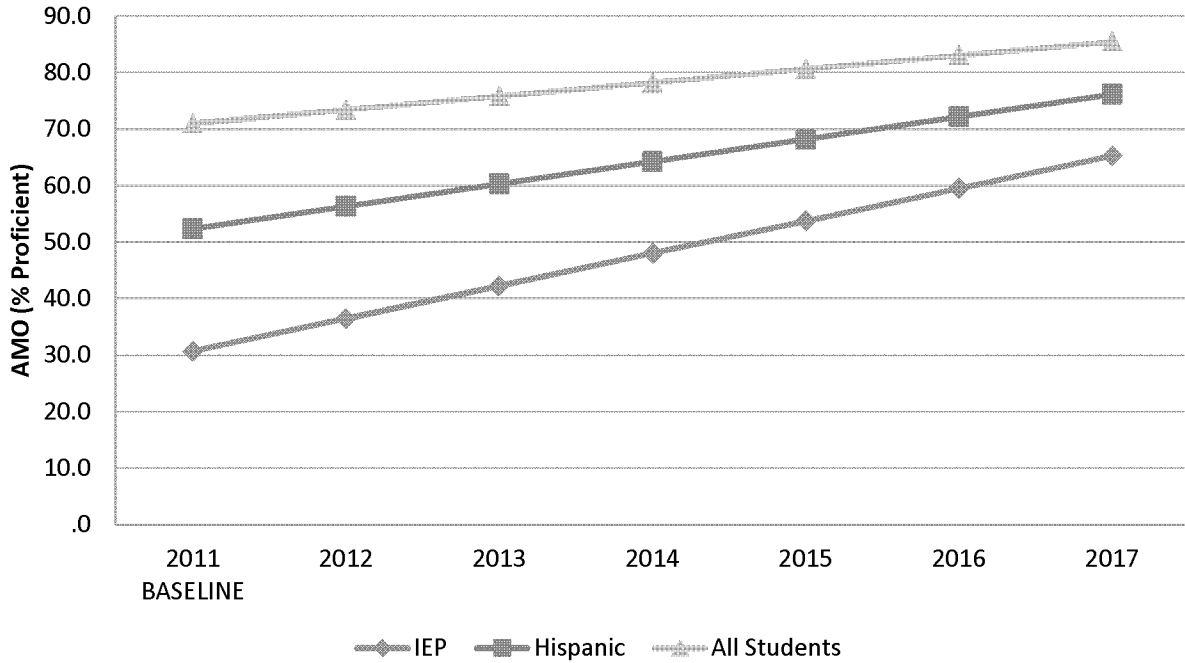
SUBGROUP	STATEWIDE MIDDLE SCHOOL READING TARGETS							
	2011 ENR BASELINE	2011 % PROF BASELINE	2012	2013	2014	2015	2016	2017
All Students	19293	71.0	73.5	75.9	78.3	80.7	83.1	85.5
American Indian	164	53.7	57.5	61.4	65.2	69.1	73.0	76.8
Asian	554	70.2	72.7	75.2	77.7	80.1	82.6	85.1
Black	1356	54.1	57.9	61.7	65.5	69.4	73.2	77.0
Hispanic	3523	49.1	53.3	57.6	61.8	66.1	70.3	74.6
Pacific Islander	9	66.7	69.4	72.2	75.0	77.8	80.6	83.3
White	13268	79.0	80.8	82.5	84.3	86.0	87.8	89.5
Multi-Racial	376	67.0	69.8	72.5	75.3	78.0	80.8	83.5
IEP	3264	32.4	38.0	43.7	49.3	54.9	60.6	66.2
English Language Learners	600	25.7	31.9	38.1	44.3	50.4	56.6	62.8
Economically Disadvantaged	8019	54.9	58.7	62.4	66.2	69.9	73.7	77.5

SUBGROUP	STATEWIDE MIDDLE SCHOOL MATH TARGETS							
	2011 ENR BASELINE	2011 % PROF BASELINE	2012	2013	2014	2015	2016	2017
All Students	19272	56.4	60.0	63.6	67.3	70.9	74.6	78.2
American Indian	164	33.5	39.1	44.6	50.2	55.7	61.2	66.8
Asian	553	61.8	65.0	68.2	71.4	74.6	77.7	80.9
Black	1353	33.0	38.6	44.1	49.7	55.3	60.9	66.5
Hispanic	3517	31.8	37.5	43.2	48.9	54.5	60.2	65.9
Pacific Islander	9	55.6	59.3	63.0	66.7	70.4	74.1	77.8
White	13254	65.6	68.5	71.3	74.2	77.1	79.9	82.8
Multi-Racial	375	49.9	54.0	58.2	62.4	66.6	70.8	74.9
IEP	3256	19.6	26.3	33.0	39.7	46.4	53.1	59.8
English Language Learners	601	17.5	24.3	31.2	38.1	45.0	51.9	58.7
Economically Disadvantaged	8006	37.5	42.7	47.9	53.1	58.3	63.5	68.8

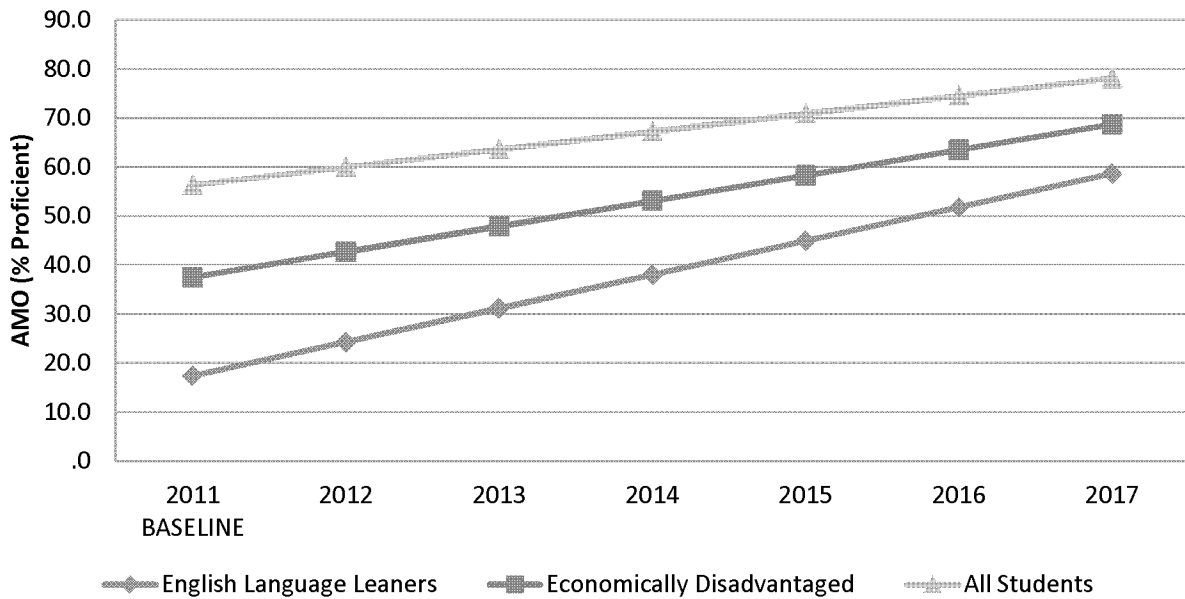
SUBGROUP	STATEWIDE HIGH SCHOOL READING TARGETS							
	2011 ENR BASELINE	2011 % PROF BASELINE	2012	2013	2014	2015	2016	2017
All Students	10540	76.7	78.6	80.6	82.5	84.5	86.4	88.3
American Indian	65	60.0	63.3	66.7	70.0	73.3	76.7	80.0
Asian	282	78.7	80.5	82.3	84.0	85.8	87.6	89.4
Black	888	58.7	62.1	65.6	69.0	72.4	75.9	79.3
Hispanic	1860	60.6	63.9	67.2	70.5	73.8	77.0	80.3
Pacific Islander	29	55.2	58.9	62.6	66.4	70.1	73.9	77.6
White	7216	83.4	84.7	86.1	87.5	88.9	90.3	91.7
Multi-Racial	170	76.5	78.4	80.4	82.4	84.3	86.3	88.2
IEP	1655	38.7	43.8	48.9	54.0	59.1	64.2	69.3
English Language Learners	308	26.6	32.7	38.9	45.0	51.1	57.2	63.3
Economically Disadvantaged	3783	63.3	66.4	69.4	72.5	75.5	78.6	81.7

SUBGROUP	STATEWIDE HIGH SCHOOL MATH TARGETS							
	2011 ENR BASELINE	2011 % PROF BASELINE	2012	2013	2014	2015	2016	2017
All Students	10542	34.6	40.1	45.5	51.0	56.4	61.9	67.3
American Indian	66	22.7	29.2	35.6	42.0	48.5	54.9	61.4
Asian	282	37.9	43.1	48.3	53.5	58.6	63.8	69.0
Black	887	16.7	23.6	30.6	37.5	44.5	51.4	58.3
Hispanic	1863	17.2	24.1	31.0	37.9	44.8	51.7	58.6
Pacific Islander	28	21.4	28.0	34.5	41.1	47.6	54.2	60.7
White	7215	41.6	46.5	51.4	56.2	61.1	66.0	70.8
Multi-Racial	170	26.5	32.6	38.7	44.9	51.0	57.1	63.2
IEP	1656	10.1	17.6	25.1	32.6	40.1	47.6	55.1
English Language Learners	311	4.2	12.2	20.2	28.1	36.1	44.1	52.1
Economically Disadvantaged	3785	18.9	25.6	32.4	39.2	45.9	52.7	59.4

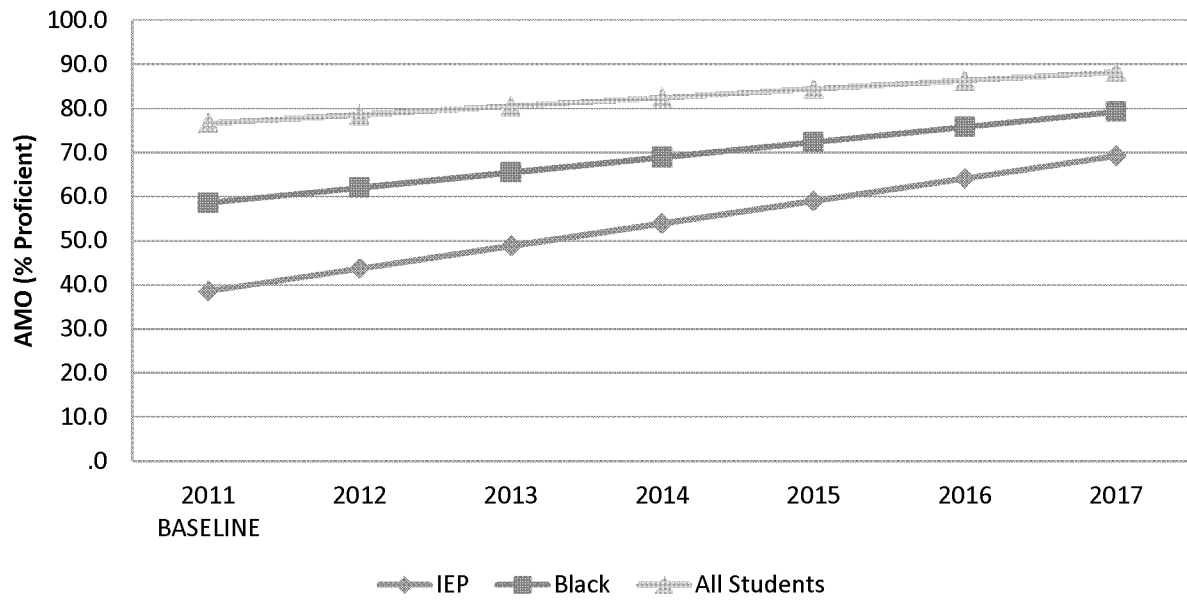
AMO Trajectory for Reading (Elementary)



AMO Trajectory for Math (Middle)



AMO Trajectory for Reading (High)



Appendix F: Dr. J. Andrés Ramírez Letter

Appendix F: Dr. J. Andrés Ramírez Letter

February 1, 2012

David V. Abbott
State Contact for the ESEA Flexibility Request
Deputy Commissioner/General Counsel Commissioner's Office

Re: Written comments to Rhode Island ESEA Flexibility
Request

Dear Deputy Commissioner Abbott,

This letter intends to offer our support and feedback regarding Rhode Island's request for ESEA flexibility. We write not only as concerned individuals but also with conscious awareness of our responsibility in leadership positions for the Latino community in Rhode Island. We have worked closely in projects and/or organizations that work with Latino children, youth and families who are poor, and/or non-English speaking along with other language minority individuals. We acknowledge the critical importance of this proposal for Rhode Island and understand, based on written feedback on previous ESEA flexibility applications submitted last November by other states (accessible at the DOE website), that Rhode Island and other states can strengthen their requests for the next round of applications in many ways including noting in the proposal specific changes based on feedback from key stakeholders. We hope you find our feedback useful to Rhode Island's application and are able to make the changes we will recommend in this letter.

We also hope that our commentary will also help affirm the federal call for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students. We are particularly interested in highlighting a single but important point in your application can be modified and thus strengthened to better serve the needs all students, particularly English Language Learners who, in our state and in the nation are, largely Latinos from many countries of origin. The point we take issue with is the proposal to create student super groups that combine students with special needs with English Language Learners. Such a grouping is problematic in many respects but we will only mention three that are of most concern to us.

First, we believe this grouping is insensitive to the all too common and widely criticized history of disproportionality of English Language Learners in Special Education. Too often English Language Learners have been overrepresented in classrooms for children with cognitive impairments but underrepresented in gifted and talented programs. Erroneous placement of ELLs in special education, particularly the history of labeling them as impaired, must not be ignored and should alone be sufficient reason to avoid this kind of "super subgroup." Moreover, this approach misses an excellent opportunity to improve the educational attainment of Latinos who are also ELLs. It falls short of the imperative outlined in the federal guidelines to clearly propose differentiated systems of recognition, accountability, and support.

Second, and with regards to Principle 2: Differentiated Recognition, Accountability, And Support Systems, combining disparate subgroups of children with very diverse needs into a single super subgroup creates an unnecessarily complex system that parents of English learners or stakeholders may not understand nor support. In addition, Rhode Island's ability to meaningfully include Annual Measurable Objectives (AMOs) for all ESEA subgroups as a part of accountability system will be seriously compromised if ELLs and Special Education groups continue together in one undifferentiated "super subgroup". Finally, the resulting interventions from this model will run the risk of being generic interventions that do not address the specific needs, rights and backgrounds of English Learners.

We are very concerned that "research-based methods" designed for other at risk populations will be used when research-based methods of intervention and support are plentiful for English Language Learners. These account for stage of proficiency and cultural characteristics of learners, and should the super subgroup label confound the populations, the wrong remedies will be applied with even more negative consequences for Latino children and youth. Cultural and linguistic responsiveness is the hallmark of quality instructional approaches and guarantees their effectiveness. By keeping ELLs in their own group, practitioners will seek the kinds of instructional approaches that second language learners need and thus the effectiveness of the instruction will be enhanced. Use of the native language to support learning is one such strategy and this would not ever be considered for students with special needs or other at-risk pupils nor would the effectiveness research of this approach help direct districts to use all the tools at their disposal to aid children who are not yet meeting standards. In Rhode Island the use of the children's native language is rare, yet we know this could enhance their learning as they are in the process of learning English and aid them from ending up in "at-risk" categories in the first place.

Third, lumping these groups together fails to recognize that English Learners are a highly diverse group with highly diverse needs and should, if anything, be disaggregated further in order to meet these needs with appropriate interventions. ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency, including literacy levels. Effectively educating these students requires diagnosing each student's instructional needs, adjusting instruction accordingly, and closely monitoring student progress. For example, Latino ELLs who are literate in Spanish can easily apply first-language vocabulary knowledge when reading in English, they can often bring to bear conceptual knowledge developed in their first language when reading in English if teachers know how to tap into this resource, and they also have the great advantage of the high number of cognates shared with English. In fact, the amount of Spanish cognates shared with English actually increases exponentially in content specific areas (i.e., Science). On the other hand, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native like proficiency in English takes many years and will not be achieved by particular populations of ELLs especially if they start schooling in the US in the later grades without programs that recognize the time it take to develop academic language competence in a new language.

A recent study (cited in the NCELA brief DOE website intended to help states in the process of application for ESEA flexibility) by Short, D. J. & Boyson, B. A. (2012) concluded that middle and high school students exhibit such a variety of characteristics that specific programs must be designed to meet their needs. Several practices were found to be successful, including: flexible scheduling, targeted professional development for teachers, literacy development content instruction, extended time, connections with families, monitoring of student data and transition measures to ease students beyond high school.

This last point on monitoring student data and transition measures is essential and deserves special attention since Rhode Island's accountability system must be appropriate, valid and reliable for assessing ELLs. Undoubtedly, NECAP results have brought needed attention to the achievement gap between ELLs and fully English proficient students. Certainly, districts, schools, educational leaders and classroom teachers must be held accountable for ensuring steady progress of ELLs in content-area understanding and English language proficiency. However, the NECAP is an unreliable measure for measuring ELL student progress precisely because they are not yet proficient in English as the category ELL implies. NECAP scores should be used for its original intended purposes, that is, identifying schools, school districts and individual children and youth who

are struggling in order to provide them with the necessary supports and interventions.

The WIDA ACCESS for ELLs test (an assessment of academic language proficiency for ELLs that is based on performances in listening, speaking, reading and writing across the various content areas) not only provides very high reliability across all grade-level clusters (.972 for kindergarten; .948 for grades 1-2; .928 for grades 3-5; .939 for grades 6-8; and .944 for grades 9-12), but it is also used to understand gains in student proficiency, to make decisions about exiting from language support services and to set Annual Measureable Achievement Objectives (AMAOs). Furthermore, following the guidance provided in a position statement of TESOL International regarding ESEA flexibility, Rhode Island should have the flexibility to "Incorporate English language proficiency level as a weighted factor into ESEA accountability provisions for content-area achievement for ELLs. For accountability purposes, both the language proficiency assessment and academic assessments should be taken into consideration and weighed according to each student's level of language proficiency. For English language learners at the beginning levels of language proficiency, more weight should be given to language proficiency assessment results. As a learner becomes more proficient in English, gradually more weight can be given to the academic-content assessment results." (TESOL, 2011,p.2).

We are conscious that the RI proposal is to reduce the previous N size of 45, to a N size of 20 for any calculation involving super subgroup Performance. This is a move in the right direction and might help with the goal of ensuring that even schools with small N groups are accountable for all of them, without the need to create super subgroups. While we applaud RIDE's efforts to guarantee anonymity when numbers are low, we nevertheless feel that the most pressing issue of shining a light on all students who are struggling academically should take precedence. If the issue is only to protect anonymity, then we propose a N of "5" as other states do (i.e., Maryland) and in these cases where the N is 5 or less, states should abide by a provision of not reporting the results publicly but privately to RIDE. Thus Super Subgroups would not be necessary.

We strongly believe that the Rhode Island proposal is right in stating that "the overarching goal is to ensure that schools can no longer mask underperformance of students who face special challenges." This is why we strongly urge Rhode Island not to insist in forming super-subgroups. This is critical for meaningful accountability purposes, accurate selection of strategies based on appropriate research, and ultimately for addressing DOE recommendations seeking to ensure subgroup accountability (compiled from flexibility applications from states that submitted in November).

Failure to recognize these important student population differences will result in failure of the Rhode Island intent of ensuring that all students achieve at high levels. "To ensure a completely accurate and unflinching picture of student performance" as it is proposed in the current plan, the system must include a model for conceptualizing academic language, an instructional framework for that guarantees English language acquisition and academic language learning to support students' successful preparation for college and careers.

We truly hope that our feedback serves to assist you to better focus on improving student learning and increasing the quality of instruction, which will provide educators, and state and local leaders with flexibility regarding what we believe are untenable requirements of the No Child Left Behind Act of 2001 (NCLB).

Sincerely,

(b)(6)

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cc: Honorable Secretary of Education Arne Duncan

Appendix G: ELL Advisory Document

Appendix G: ELL Advisory Council Document

RI LEP/ELL Advisory Council Concerns and Feedback on RIDE ESEA Flexibility Request February 16, 2012

We appreciated the information that was provided during our meeting at RIDE on February 13, 2012 as it helped to address some of our concerns. We would like the RIDE team to consider the following as it prepares the final draft of the document.

Grouping students with IEPs together with ELLs in a Super Subgroup

While it is troubling that these two very different populations of students will be grouped together, the end result shows promise. If things play out as RIDE is projecting, a substantial number of schools that were previously not held accountable for the achievement of their ELLs will come under closer scrutiny according to federal and state guidelines. We were also assured, and it appears in the documents, that while ELLs and students with IEPs will be grouped together for initial accountability, the data will be disaggregated before it is used for other purposes. We still wonder how the data will be shared publicly and whether the distinction differences between the two subgroups will be clarified.

English Language Proficiency (ELP)

We are still concerned that RIDE is not capitalizing on this opportunity to build in additional assurances that ELLs will be treated more appropriately throughout the accountability and assessment process. For example, this is an ideal time for RIDE to promote the use of English language proficiency measures in determining overall student achievement. Even if it is not possible to build ELP into the new AMOs, the need to consider ELP should be evident throughout the ESEA Request.

The alignment of Common Core Standards with WIDA ELP standards is a critical component that needs to be more directly addressed within the request.

This would be the perfect opportunity for RIDE to remove the requirement that ELLs take the math portion of the NECAP during their first year. Language proficiency has an impact on student performance on all components of the NECAP. Requiring ELLs to take any portion of the test during their first year is not appropriate. English language proficiency clearly affects performance on the NECAP beyond the first year and should be accounted for as future assessments are adopted and implemented.

A review of the ten requests that have already been approved shows an emphasis on the following regarding English language learners (ELLs):

- measuring English language proficiency
- aligning ELP standards with content standards (Common Core)
- professional development for educators regarding ELLs, language acquisition, standards, etc.
- school improvement related to diversity, language, families, communities

- addressing to ELLs and students with special needs
- measures of achievement through state adopted measures with a goal of factoring in ELP

Specifically, Colorado, Massachusetts, and Florida include extensive references to ELP and the performance of ELLs. (See annual requests submitted: Colorado p. 6 – 7, 15, 20, 23, 25 – 26, 30, 35 – 37, 49, 58, 69-70, 74, 149; Florida p. 6, 17, 22 – 23, 66; Massachusetts p. 6, 15 - 16, 24 – 26, 61, 70).

The Flex Model

Intervention III Strategies

How will RIDE ensure that schools select the interventions that are most appropriate for improving student learning, especially when ELLs are involved?

How will RIDE ensure that schools implement quality instruction based on ELL research-based approaches?

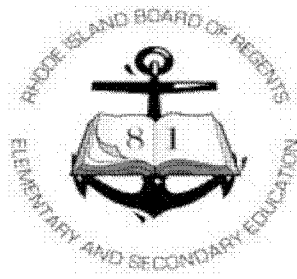
How will L1 support be built into the Flex Model?

A major concern that we have relates to the implementation of ESL programs. In addition to ensuring academic rigor, the programs must be suitable to the language acquisition needs of ELLs. For example, literacy programs that are designed to raise reading levels and are implemented in place of ESL instruction are not appropriate for ELLs who have not yet developed the English language proficiency to benefit from such programs. This may be an issue that will be better addressed by RIDE once achievement gaps are identified and instructional models are introduced. Perhaps these types of issues will be best addressed through RIDE ELL monitoring visits.

Attachments: Summary research notes from Pat Morris; letter from J. Andrés Ramírez.

Submitted by Laurie Grupp and Julie Moira on behalf of the RI LEP/ELL Advisory Council.

**Appendix H: The Rhode Island Model: Guide to Evaluating Building
Administrators and Teachers 2011-2012**



The Rhode Island Model:
*Guide to Evaluating Building
Administrators and Teachers*
2011-2012





Dear Rhode Islanders,

Together, we are opening a new chapter in the history of education in Rhode Island. Our state's learning communities are uniquely positioned to transform Rhode Island's education system at a time when the eyes of the nation are focused on improving outcomes for *all* students. Our schools must be centers of excellence, and our educators deserve a fair, accurate, and meaningful evaluation system that will help them take student achievement to new heights.

Educators across the Ocean State have been working hard over the last year to develop a new evaluation system focused on professional growth and student achievement. Educators from more than 23 districts and organizations collaborated to create the Rhode Island Model Educator Evaluation System, which is grounded in the Educator Evaluation System Standards approved by the Board of Regents in 2009. Many public forums, outreach sessions and webinars have been held to share information about the work and to solicit feedback. We should all be proud to implement a system that represents the best thinking from Rhode Island educators.

This guide will be an essential tool in ensuring the success of this effort. Every step of the evaluation process is focused on helping educators grow and develop as professionals, for the benefit of our students. A second guide designed specifically for teachers will be published in late August. In addition, RIDE will provide workshops, webinars, training tools for school-based training and support from intermediary service providers (ISPs), who will train and support school administrators as they familiarize themselves with the new system. Success will require open communication and a renewed spirit of teamwork at every level.

Transformation takes time and practice. Based on feedback from educators in the field, RIDE chose to implement the Rhode Island Model gradually during 2011-2012 school year in preparation for full implementation the following year. The purpose of gradual implementation is to give educators a school year to learn, practice, and provide feedback on the new system. This is a valuable opportunity for hands-on practice, which will allow schools and districts to identify challenges and begin developing solutions before stakes are attached to final evaluation ratings. RIDE values feedback, and will be looking for opportunities throughout the year to refine the system based on ideas from teachers, principals, and community members. We want this model to represent the state, and the gradual implementation year is our chance to make The Rhode Island Model one of the best evaluation systems in the country.

We are committed to helping Rhode Island's educators succeed in implementing an effective evaluation system. I know this initiative requires dedication and focused energy at the school level. Feedback during the development phase has been invaluable to our work, and we welcome the continued collaboration of our partners in education as we navigate new territory on behalf of Rhode Island's students. Please send comments and suggestions to EdEval@ride.ri.gov.

Sincerely,



Deborah A. Gist
Commissioner of Elementary and Secondary Education





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A Note on Gradual Implementation

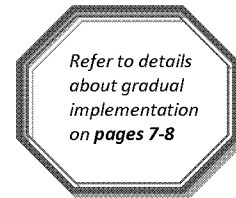
This guide details building administrators and teachers' roles and responsibilities with regard to full implementation of the Rhode Island Educator Evaluation Model, but it will be equally valuable to staff in districts that are phasing in the system gradually during the 2011-2012 school year.

Gradual Implementation districts will engage in all aspects of the system during the first year of implementation, but with fewer required observations, Student Learning Objectives, and Professional Growth Goals. Each component of the system will be introduced gradually throughout the year. This approach will enable educators to acclimate to the Rhode Island Model in a year of hands-on learning, before final evaluation ratings carry more weight.

All districts will fully implement evaluation systems during the 2012-2013 school year. The Rhode Island Model will be fully implemented during the 2012-2013 school year, incorporating lessons learned from the first year of implementation. Even beyond these initial years, the RI Model will be continuously improved based on educators' feedback and experience.



When reading this guide, anywhere you see the graphic to the right, refer back to the tables on the following page to compare full and gradual implementation.



*Refer to details
about gradual
implementation
on **pages 7-8***



The following chart identifies the specific **gradual implementation** requirements for both teachers and building administrators:

Component	Teachers	Building Administrators
<i>Evaluation Conferences</i>	3 evaluation conferences between the teacher and the evaluator	3 evaluation conferences between the administrator and the evaluator
<i>Observations</i>	At least 1 long and 1 short observation (2 total) beginning mid-year	At least 2 school visits (at least one long and one short) beginning mid-year
<i>Professional Growth Goals</i>	At least 1 set at the beginning of the year	At least 1 set at the beginning of the year
<i>Student Learning Objectives</i>	At least 2 (per teacher) set by October	At least 2 (per administrator) set by October
<i>RI Growth Model Rating</i>	Not applicable in 2011-12	Not applicable in 2011-12
<i>Final Effectiveness Rating</i>	Aggregate ratings will be collected in 2011-2012 but used for development purposes only	Aggregate ratings will be collected in 2011-2012 but used for development purposes only

The following chart identifies the specific **full implementation** requirements for both teachers and building administrators:

Component	Teachers	Building Administrators
<i>Evaluation Conferences</i>	3 evaluation conferences between the teacher and the evaluator	3 evaluation conferences between the administrator and the evaluator
<i>Observations</i>	At least 4, including: <ul style="list-style-type: none"> • 1+ long, announced • 3+ short, unannounced 	At least 4 school visits
<i>Professional Growth Goals</i>	At least 3	At least 3
<i>Student Learning Objectives</i>	At least 2-4 (per teacher)	At least 4-6 (per administrator)
<i>RI Growth Model Rating</i>	Ratings assigned in 2012-2013 school year	Ratings assigned in 2012-2013 school year
<i>Final Effectiveness Rating</i>	Evaluators will combine Professional Practice, Professional Responsibilities and Student Learning rating to calculate a summative rating	Evaluators will combine Professional Practice, Professional Responsibilities and Student Learning rating to calculate a summative rating



PART ONE:

Summary of the Rhode Island Model

Introduction

An effective teacher can change the course of a student's life. Research has shown that teacher quality is the single most important school-based factor influencing student achievement¹, so naturally, a top priority for school leaders should be giving teachers the guidance and support they need to be successful. A fair and accurate evaluation system is our best tool for developing and improving the effectiveness of our educators, while also recognizing the outstanding performance of our most effective teachers and leaders.

Unfortunately, the evaluation models currently in use at many of our schools don't provide the kind of feedback and support educators deserve as professionals. Evaluations are often infrequent or inconsistent, with little consideration for the educator's professional development and how much students are actually learning in the classroom.

The Rhode Island Model calls for annual evaluations, with a focus on educator-evaluator collaboration and feedback to fuel professional growth, and specific goals and objectives to measure progress. To determine overall educator effectiveness, the Rhode Island Model considers three central components: Professional Practice, Professional Responsibilities, and Student Learning.

Background

In 2009, the Rhode Island Board of Regents for Elementary and Secondary Education adopted the Rhode Island Educator Evaluation System Standards, which are designed to help school districts build rigorous, fair, and accurate educator evaluation systems. These standards were guided by research, recommendations from the Consortium for Policy Research in Education, and the Rhode Island Urban Education Task Force. The standards state that an evaluation system must:

- Establish a common understanding of expectations for educator quality within the district;
- Emphasize the professional growth and continuous improvement of individual educators;
- Create an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- Provide quality assurance for the performance of all district educators;
- Assure fair, accurate, and consistent evaluations; and

¹ Sanders, W.L. and Rivers, J.C. (1996). "Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," University of Tennessee Value-Added Research and Assessment Center.



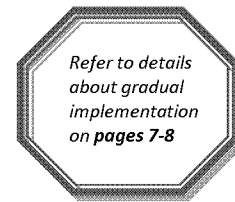
- Provide district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

Using these six standards as a foundation, RIDE worked with educators from across the state to design the Rhode Island Model evaluation system.

Design of the Model

To ensure that the Rhode Island Model reflects a common vision of educator quality throughout the state, working groups of teachers and administrators created performance rubrics aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educator Code of Professional Responsibility, and the Rhode Island Standards for Educational Leadership. During development, content was reviewed by the Advisory Committee for Educator Evaluation Systems (ACEES), a committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model, as well as a Technical Advisory Committee (TAC) of national education and assessment experts.

The Model was field tested in five Rhode Island schools during the spring of 2011. This process led to further refinements of the Rhode Island Model based on feedback from teachers and building administrators who interacted directly with the system.



Timeline for Implementation

In most districts, the Rhode Island Model will be implemented gradually beginning in school year 2011-2012. Some early adopter districts will begin immediately with full implementation. In school year 2012-2013, districts will implement the full version of the Rhode Island Model, which will incorporate lessons learned from the first year of implementation. Even beyond these initial years, the Model will be continuously improved based on educators' feedback and experience.



Overview of Evaluation Criteria

The Rhode Island Model Educator Evaluation System relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of educator effectiveness. All educators will be evaluated on three components:

Component	Description of Component
Student Learning	Contributions to student achievement and progress toward academic goals and learning standards, combined with (where applicable) results from the RI Growth Model (for teachers and administrators with students in tested grades (3-7) and subjects (ELA and math))
Professional Practice	Knowledge and skills that contribute to student learning, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards
Professional Responsibilities	Contributions as a member of the school/learning community, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards



*Individual ratings in each of these components will be combined to produce a final, summative evaluation rating of: **Highly Effective, Effective, Developing, or Ineffective.***

Overview of the Educator Evaluation Process

The Rhode Island Model provides teachers and building administrators with ongoing, useful feedback. Three conferences anchor the evaluation and development process for all educators. The goal of these conferences is to create a specific, individualized development plan for each educator and to provide comprehensive, constructive commentary on their practice. Conferences occur at the beginning of the school year, midway through the year, and at the end of the year. At each conference, educators and evaluators will discuss successes, identify areas for improvement, set and track progress toward Student Learning Objectives and his or her Professional Growth Goals in the educator's Professional Growth Plan.

Throughout the year, evaluators will observe teachers and building administrators in action, both during longer, announced observations, and unannounced observations that may be shorter. Teachers will be observed during the course of everyday classroom activities, while observations of building administrators will involve school visits and information from teachers, students, and parents. All observations will be followed by timely and specific written feedback to guide development.



Every educator will have a primary evaluator who is responsible for his or her overall evaluation. In most cases, teachers will be evaluated by their principal, assistant principal, or department head, as is the case in some districts; building administrators will be evaluated by their superintendent, or in the case of assistant principals, the head principal.² Based on local context and need, districts may identify a complementary evaluator to assist the primary evaluator by conducting observations, gathering evidence, or providing feedback and development help. Complementary evaluators may be individuals from within or outside of the school or district where they are serving as evaluators. All evaluators, both primary and complementary, will be fully trained and must demonstrate the ability to make accurate judgments.

Educator Support & Development

At the heart of the Rhode Island Model is a focus on support and development for every Rhode Island teacher and building administrator. This commitment is critical to ensuring that educators continuously improve their practice.

The Rhode Island Model links an educator's evaluation, which identifies strengths and areas for development, with that educator's personal reflection on his or her practice and an individualized Professional Growth Plan.

To develop a Professional Growth Plan, each educator will complete a self-assessment at the beginning of the year, when they will reflect on their past performance, consider relevant student learning data, and plan professional goals for the upcoming year³. Educators will use the Professional Practice and Professional Responsibilities Rubrics to identify both strengths and areas for development and to ensure their goals are aligned with the competencies on which they will be evaluated.

Completion of the self-assessment will lead to the development of the Professional Growth Plan, containing three concrete Professional Growth Goals which will be the focus of the educator's targeted professional development over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Support and development will vary depending on goals identified by individual educators. All educators will participate in ongoing, job-embedded professional development such as peer observation or participation in a professional learning community, all designed to help them achieve their goals. Collaborative, professional conversation about performance between educators and their evaluators will help them to improve their practice over the course of the year.

In accordance with the Rhode Island Educator Evaluation System Standards, any educator who receives a rating of Developing or Ineffective will receive support in order to improve. These educators will work

² The use of department heads or personnel other than building administrators as evaluators will be based on district policies and local collective bargaining agreements. All evaluators must be trained.

³ During the gradual implementation year, most educators will complete only one Professional Growth Goal.



with their evaluator to develop a detailed Improvement Plan with clear objectives, benchmarks and timelines and to identify an improvement team⁴ to assist with their development.

Evaluation Conferences

The evaluation process is anchored by three evaluation conferences between the educator and evaluator:

Beginning-of-Year Conference: Educator and evaluator discuss the educator’s self-assessment, agree on a Professional Growth Plan with specific development goals, and confirm the educator’s Student Learning Objectives for the year. In subsequent years, the previous year’s evaluation information will inform this conference.

Mid-Year Conference: Educator and evaluator discuss all aspects of the educator’s performance, including Professional Practice, Professional Responsibility, the educator’s progress on his or her Professional Growth Plan, and progress toward Student Learning Objectives. In some cases, Professional Growth Goals and Student Learning Objectives may be revised based on discussion between the evaluator and the educator.

End-of-Year Conference: Educator and evaluator reflect on the educator’s performance in all three components throughout the year and determine whether development goals on the Professional Growth Plan and Student Learning Objectives were met. The educator and evaluator also discuss potential development areas for the following school year. During or soon after the conference, the evaluator finalizes the educator’s effectiveness rating for the school year.

Training and Support

During gradual implementation, each evaluator will be required to complete a series of training sessions focused on the specifics of the evaluation system, including sessions on Student Learning, Professional Growth Plans, observations and feedback, and conferencing. These training sessions will be led by Intermediary Service Providers (ISPs)—experienced teachers and administrators trained by RIDE. To ensure teachers receive information about the model, RIDE will also design communication tools for building administrators to share directly with teachers in their schools. In preparation for full implementation, evaluators will receive more targeted follow-up training, beyond the initial orientation to the model.

⁴ An improvement team may consist solely of an educator’s evaluator, or of multiple people, depending on the educator’s needs and the school and district context.



Ensuring Fairness and Accuracy

To determine an educator's effectiveness fairly and accurately, the Rhode Island Model uses multiple measures to assess educator effectiveness. The Model will continue to be improved based on educators' experiences with the Model and continued feedback from the Technical Advisory Committee, educators in the field, and formal reviews of the data.

At the state level, RIDE will periodically audit the evaluation process to ensure that evaluations are fair and accurate, and that they adhere to the Rhode Island Educator Evaluation System Standards. Additionally, all evaluators will be trained and must demonstrate the ability to make accurate judgments.

Districts are responsible for ensuring that their evaluation model is implemented with fidelity by reviewing the accuracy and utility of the data produced, and reviewing the decisions made for fairness and consistency. Each district must provide procedural safeguards to ensure the integrity of the system, including evaluation appeals. Appeals will be handled at the district level in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee. In the event that an evaluation process yields a contradictory outcome (e.g., a teacher has an extremely high Student Learning rating and an extremely low rating in Professional Practice and Professional Responsibilities), a review of the evaluation will be conducted at the district level.

Guidance for District Evaluation Committees

The Rhode Island Educator Evaluation System Standards stipulate that districts establish an evaluation committee to oversee the implementation of educator evaluation and ensure that the system is valid. Districts should refer to the requirements outlined in the System Standards, which include:

- Establishing a committee that includes teachers, support professionals, administrators, and union representatives;
- Communicating data from the evaluation system to district personnel responsible for strategic planning and professional development;
- Meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation;
- Ensuring that the evaluation system instruments and their implementation are reviewed for possible bias, and that procedural safeguards are in place;
- Reviewing the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system.

The Rhode Island Educator Evaluation System Standards are available online at http://www.ride.ri.gov/educatorquality/educatorevaluation/Docs/Educator_Evaluation_Standards_Posted.pdf



Educator Performance and Support System

The Rhode Island Model Educator Evaluation System relies on multiple sources of evidence to paint a fair and comprehensive picture of educator practice. These sources of evidence generate data, both qualitative as well as quantitative, that must be stored, managed and made available to users at all times. To that end, RIDE is developing a computer-based system known as the Educator Performance and Support System (EPSS) that will be available for the 2012-2013 school year. This system will provide an easy-to-use interface to collect and manage data on all three components of the Evaluation System – Student Learning, Professional Practice, and Professional Responsibility. In addition, EPSS will allow users to manage activities related to the evaluation process such as scheduling observations and conferences, two-way communication between evaluators and educators, as well as tools for self-assessment and observations.





PART TWO:

Developing and Evaluating Building Administrators

Administrator Development

Effective leaders recognize the importance of ongoing growth and reflection as they proceed in their careers. The Rhode Island Model encourages educators to take personal responsibility for their own professional development. The system is designed to promote a collaborative culture where educators are motivated to share best practices and learn from each other, all while being held accountable for their practice.

“Meaningful school improvement begins with cultural change—and cultural change begins with the school leader.”

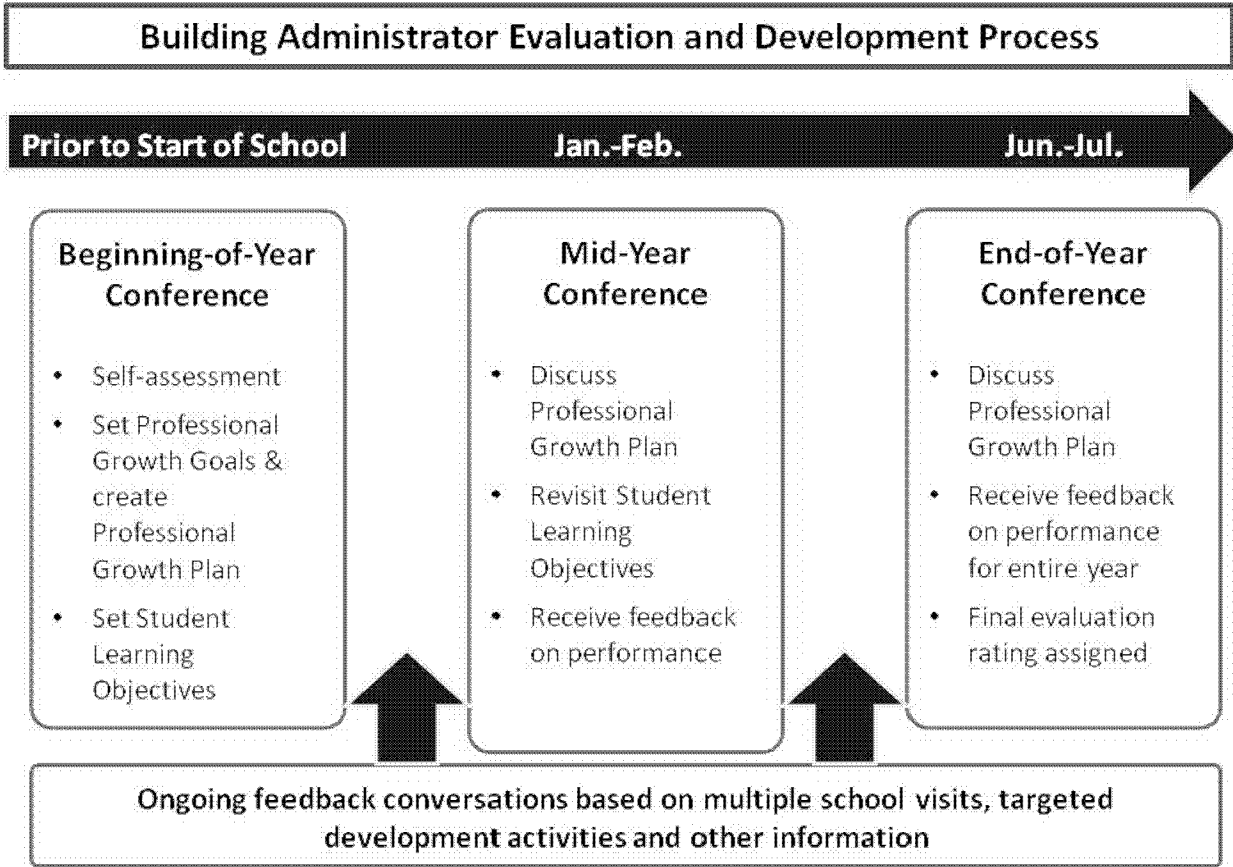
Douglas Reeves, author of *Leading Change in Your School*

Building administrator evaluations will generally be conducted by the superintendent or a designated district leader, while assistant principals will generally be evaluated by their principal.

Development and Evaluation Process for Building Administrators

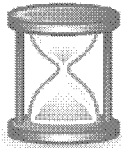
The development and evaluation process for building administrators is based on a year-long series of conferences and school visits designed to promote professional development and growth. The chart on the following page provides a simple outline of the process.





Assistant Principals and Other Building Administrators

Assistant principals and other building administrators will be evaluated by their principal or a designated district leader. All building administrators will be evaluated on the full Administrator Professional Practice Rubric, as well as the same Professional Responsibilities Rubric used by teachers. However, the sources of evidence used to determine performance may vary slightly (e.g., an assistant principal in charge of athletics may be required to submit the athletics budget while the assistant principal in charge of student discipline may be required to submit student discipline rates). The same set of Student Learning Objectives will apply to all administrators within a school.



District Leadership: Superintendents should determine who will evaluate each assistant principal in the district. The evaluator should hold the Beginning-of-Year Conference with the assistant principal *before school begins* to determine what sources of evidence will be used to measure performance on competencies of the Professional Practice Rubric.

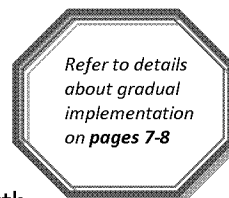


Professional Growth Plans

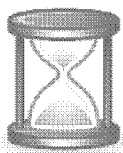
Great leaders model the ability to grow and evolve toward mastery of their profession. As leaders of a learning community, administrators can set an inspiring example for teachers and students alike.

The administrator evaluation process begins with a self-assessment that enables thoughtful reflection on past performance and identification of both strengths and areas for development. In order to complete this self-assessment, administrators will review the skills and knowledge identified in the **Administrator Professional Practice and Professional Responsibilities Rubrics** of the Rhode Island Model, which can be found in Appendix A of this guide. Using these Rubrics, administrators will complete the **Building Administrator Self-Assessment Form** (located on page 141).

After completing the self-assessment, administrators will develop a Professional Growth Plan containing three Professional Growth Goals⁵ for the upcoming school year, and describe the strategies that will be used to meet these goals, including any resources or support that may be needed. These goals and strategies will be recorded on the **Professional Growth Plan** (located on page 149). Professional Growth Goals should align with:



- the skills and knowledge identified in the **Administrator Professional Practice Rubric**; and
- the skills and knowledge identified in the **Educator Professional Responsibilities Rubric**; and
- the School Improvement Plan and district objectives.



Administrators should send their Professional Growth Plan to their evaluator at least 48 hours (2 school days) before the Beginning-of-Year Conference, so that he/she has time to review it.

During the Beginning-of-Year Conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan, along with prior performance evaluations, to finalize a Professional Growth Plan. At the Mid-Year Conference, they will discuss current progress, as well as development strategies that would lead to greater progress. The Professional Growth Plan may be adjusted during the Mid-Year Conference if the goals are not ambitious enough, unrealistically ambitious, or not yielding the desired outcomes. Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently.

⁵ Administrators in gradual implementation districts will establish at least one professional growth goal in 2011-2012.



At the End-of-Year Conference, the administrator and evaluator will reflect on the extent to which the Professional Growth Goals have been met and brainstorm areas to target for the coming year, based on the current year's evaluation results.

The evaluator will assign a final effectiveness rating for the year, using the methods outlined in **Part Five** of this guide. The four effectiveness ratings are: Highly Effective, Effective, Developing, and Ineffective. Administrators who are rated as Developing or Ineffective at the end of the year will be placed on an Improvement Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator's evaluator, or of multiple people, depending on the educator's needs and the school and district context. The administrator's district will identify personnel actions that may occur if he or she does not adequately improve his or her performance. **The Educator Improvement Plan** is found on page 157.

Professional Practice and Professional Responsibilities

The Administrator Professional Practice and Professional Responsibilities Rubrics identify the competencies by which building administrator leadership practices are evaluated. These rubrics were developed by administrators and teachers from across the state and are grounded in the Rhode Island Code of Professional Responsibilities, the Rhode Island Educational Leadership Standards, and the Rhode Island Professional Teaching Standards.

Administrator Professional Practice

Administrator Professional Practice involves the ability to foster and sustain a shared vision of learning that sets high expectations for all students. The Rhode Island Model groups the domains of effective leadership practice for building administrators into four areas:

1. Mission, Vision, and Goals
2. Learning and Teaching
3. Organizational Systems
4. Community

Through the process defined in the Rhode Island Model, administrators will be evaluated on various leadership practices and encouraged to reflect on their performance by considering key questions. For example:

Did the administrator:

- Monitor and continuously improve learning and teaching at their school?
- Supervise and maintain organizational systems and resources for a safe, high-performing learning environment?
- Collaborate with families and the community to mobilize resources that improve student achievement?



The **Administrator Professional Practice Rubric** is located on page 73. Details on scoring performance on this rubric can be found in **Part Five** of this guide.

Educator Professional Responsibilities

The Professional Responsibilities Rubric focuses on the contributions all educators make to their learning communities. Administrators and teachers will be evaluated on the same competencies in this area; however, they may be evaluated on slightly different sources of evidence based on their role. More information on **Educator Professional Responsibilities** can be found on page 29 of this guide and the **Educator Professional Responsibilities Rubric**, which applies to all educators, can be found on page 97. Details on scoring performance on this rubric can be found in **Part Five** of this guide.



Building Administrator Evaluation: Evidence of Professional Practice and Professional Responsibilities

During the Beginning-of-Year Conference, **the evaluator and administrator will clearly identify the evidence that will be used to evaluate the competencies on the Administrator Professional Practice and Educator Professional Responsibilities Rubric.** In some cases, the competencies can be observed through school visits, but the building administrator and evaluator should be clear about what evidence will need to be collected or produced in order for the evaluator to fairly and accurately assess performance.

Throughout the course of the year, it is the building administrator's responsibility to collect the evidence using the following guidelines:

- **Evidence should be collected throughout the year** and does not need to be submitted all at once at the End-of-Year Conference. Evaluators will determine the exact process and timeline for submitting evidence.
- **One source of evidence could be used to demonstrate proficiency on more than one competency of the rubric.** Overall, the compilation of evidence should be aligned to the competencies in the Administrator Professional Practice and Professional Responsibilities rubrics (e.g. Surveys of students and families may be used to assess competency 1A about establishing the school's mission, vision, and goals, as well as competency 3A about addressing safety issues at school).
- **The focus of the evidence collection should be on quality rather than quantity.** All of the evidence collected should carefully selected so that it is able to fit neatly in a file folder (a binder may be used if including sources of evidence that are particularly long such as budgets or improvement plans or if the evidence requires supporting documentation). The discussion to identify evidence usually should not take more than 30 minutes.
- **Building administrators may submit brief notes along with sources of evidence if they feel it may be helpful to the evaluator.**

A portion of the Mid-Year Conference may be dedicated to reviewing some of the already collected sources of evidence but all evidence should be reviewed by both the administrator and evaluator prior to the End-of-Year Conference. Administrators should submit any evidence to be discussed with their evaluator at least two school days prior to an evaluation conference. If the evaluator requires additional evidence, this should be communicated to the administrator.

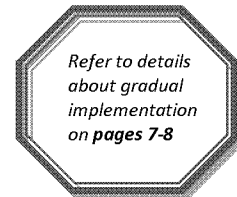
Evaluators will review the evidence submitted by building administrators, in addition to data from school-visits and any other evaluation-related activities to complete the rubric scoring.



Observing Schools

The best way to evaluate a school environment is to see it in action. Just as teachers are observed in the classroom as part of their evaluation process, an administrator's school will be visited by the evaluator to better understand his or her professional practice. Feedback after these visits will align with the competencies in the Administrator Professional Practice Rubric, the Educator Professional Responsibilities Rubric, and the sources of evidence agreed upon to evaluate the administrator's performance. This feedback may also help the administrators adjust their approach to meeting Professional Growth Goals.

Administrators can expect a minimum of four schools visits⁶ of varying lengths each year. At the beginning of the year, the evaluator will identify the sources of evidence that will be used to determine effectiveness for each competency. The Administrator Professional Practice Rubric already identifies possible sources of evidence for each competency. However, based on the district and the building administrator's role, additional sources may be added. Many of the competencies on this rubric rely on some form of a school visit in order to assess them fairly and accurately. During the Beginning-of-Year Conference (or earlier) the evaluator will identify the evidence to be collected, including what he or she will want to see during a school visit. **The School Site Visit Running Record Form** is located on page 107.



During these visits, the evaluator will spend time with the administrator, observe teachers and staff, and visit with students, parents, and community members. In the case of shorter, unannounced school visits, the administrator will not need to prepare, as the purpose is to see the school in action under everyday circumstances. To prepare for longer, announced visits, administrators can take a few simple steps to ensure a productive visit with the evaluator:

- Review the agreed upon sources of evidence. Prepare, in advance, any materials the evaluator will want to review such as budgets, parent engagement plans, evidence of community involvement, interim assessment reports, etc.
- Schedule a number of classroom visits that represent a wide range of grades and subjects, as well as teaching experience and effectiveness.
- Encourage the evaluator to observe a wide variety of school activities such as faculty meetings, IEP meetings, school assemblies, etc.

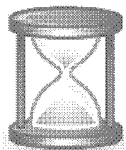
Within two to three days of your observation, the building administrator should receive written feedback. The evaluator should use the **School Site Visit Feedback Form** located on page 109.

⁶ Administrators in gradual implementation districts will receive at least three school visits in 2011-2012.



Evaluation Conferences

An open dialogue with the evaluator is essential to the administrator’s development as an education professional, both during evaluation conferences and throughout the year. Working together, the administrator and evaluator will establish and then measure progress toward and attainment of Professional Growth Goals and school-wide Student Learning Objectives .



This timeline can serve as a reminder for administrators to schedule time in their calendar for the important elements of their development and evaluation process.

Development and Evaluation Timeline for Building Administrators	
Month	Development and Evaluation Items/Actions
Prior to Start of School (August)	Beginning-of-Year Conference: Work with evaluator to establish Professional Growth Plan, Student Learning Objectives, methods to evaluate Student Learning Objectives and sources of evidence for the Administrator Professional Practice Rubric.
September–December	Evaluator visits school at least twice and provides feedback. Participate in professional development identified in the Professional Growth Plan.
January	Mid-Year Conference: Review and discuss progress on Professional Growth Plan and Student Learning Objectives. Review and discuss performance on Professional Practice and Professional Responsibilities Rubrics.
February – May	Evaluator visits school at least twice and provides feedback. Continue to participate in professional development identified in Professional Growth Plan.
June/July	End-of-Year Conference: Reflect on Professional Growth Plan and Student Learning Objectives. Evaluator will finalize effectiveness rating based on entirety of evaluation evidence.



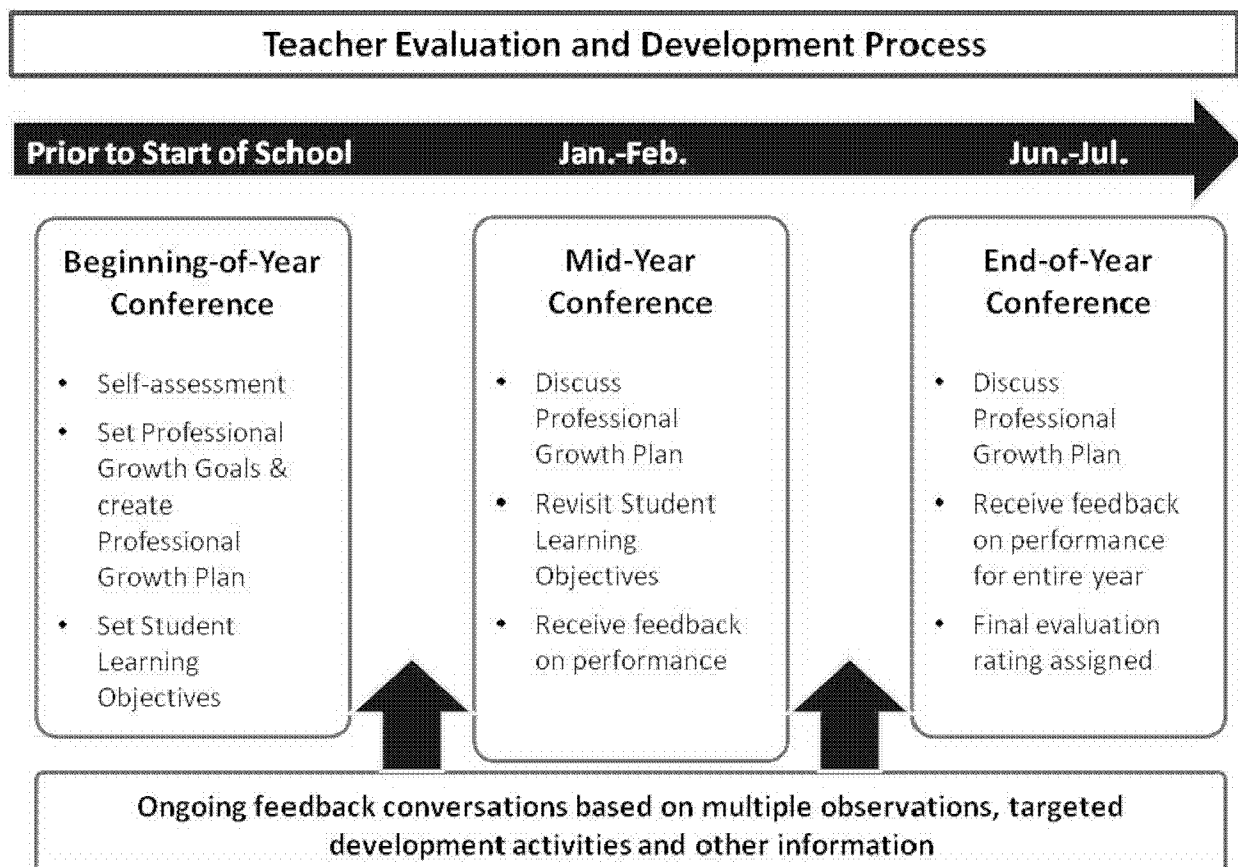
PART THREE: Developing and Evaluating Teachers

Teacher Development

Professional growth is most meaningful when educators take ownership of their own development. This approach stands in marked contrast to “one size fits all” professional development activities. When teachers assume a leading role in determining areas of focus for professional growth, they are more likely to feel accountable for achieving these goals because they are meeting their own professional needs.

The Rhode Island Model provides structured support to help teachers improve their craft and grow as educators. The professional growth cycle is grounded in feedback and reflection, and anchored by a Professional Growth Plan that is comprised of several Professional Growth Goals.

The evaluation process for teachers is based on a year-long series of conferences and observations designed to promote professional development and growth. The following chart provides a simple outline of the process.



Primary and Complementary Evaluators

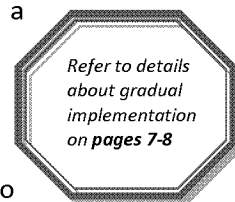
The primary evaluator for most teachers will be the principal or assistant principal of their school,⁷ who will be responsible for the overall evaluation process, including assigning final ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are often educators with specific content knowledge, such as department heads or curriculum coordinators and may be individuals based within or outside the school or district in which they are serving as evaluators.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, and providing additional feedback and development. Like primary evaluators, complementary evaluators should give teachers written feedback after observations. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will have sole responsibility for assigning evaluation ratings.

All evaluators will be required to complete training on the Rhode Island Model and demonstrate the ability to make accurate judgments.

Development and Evaluation Process for Teachers

In a process similar to the administrator’s evaluation, teachers will begin the year by reflecting on their past performance and challenges on the **Teacher Self-Assessment Form**, which can be found on page 145 of this guide. Prior evaluation data and the Professional Practice and Professional Responsibilities Rubrics should guide teachers in this reflection. In addition, they will create a Professional Growth Plan by identifying three Professional Growth Goals⁸ for the year and identifying targeted development to meet these goals. The **Professional Growth Plan** is located in on page 149.

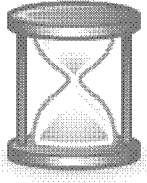


The Professional Growth Plan allows teachers and evaluators to work together to determine Professional Growth Goals that meet the needs of the individual educator as well as the needs of the school. The development of this plan should be related to available prior evaluation data, student learning data, and the school’s priorities for teacher development. While the support and development process involves dialogue between teachers and their evaluators, the initial phase of the cycle is teacher-driven. The administrator’s ability to foster the development of collegial relationships among the teaching staff—focused on honest feedback, genuine support, and high expectations— will have a tremendous impact on the way this process is perceived throughout the learning community.

⁷ Based on local collective bargaining agreements and district policies, some districts may designate other local educators to serve as primary evaluators.

⁸ Teachers in gradual implementation districts will set at least one professional growth goal in 2011-2012.





Before the Beginning-of-Year Conference with each teacher, evaluators should review the teacher's Professional Growth Plan and decide on any revisions that should be suggested based on the teacher's past performance and individual development needs.

Each teacher will share their **Professional Growth Plan** with their evaluator no later than two school days prior to the Beginning-of-Year Conference for the evaluator's review. During the Beginning-of-Year Conference, the evaluator will provide feedback on the teacher's proposed goals. If the revisions are minor, the evaluator may wish to finalize them at this meeting. If substantial revisions are required, the teacher should prepare a second draft and share it with the evaluator within two weeks.

Administrators seeking support for their teachers should keep in mind that job-embedded professional development - such as observing a colleague, being coached by an effective teacher in the same content area, or establishing professional learning communities - is a cost-effective way to develop teachers without relying on external professional development. These job-embedded development opportunities can have a significant impact on teacher effectiveness.

Professional Growth Plans

Each of the three evaluation conferences will be an opportunity to discuss the teacher's Professional Growth Plan and his or her strategy to achieve the Professional Growth Goals in the plan. The guidelines on the following page show best practices for setting Professional Growth Goals.



How to Support the Development of Strong Professional Growth Goals

- Prior to setting Professional Growth Goals, the educator should review any prior evaluation data and complete the **Teacher Self-Assessment Form** found on page 145 of this guide.
- Professional Growth Goals should align with competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics and evaluation feedback. This will ensure that each goal is geared toward increasing teacher effectiveness.
- **Good goals should be specific and measureable.**
 - E.g.: “Plan for and conduct at least three department meetings and lead at least one professional development session” instead of “Become a teacher leader.”
- **When possible, the evaluator should assist teachers with the development of action steps for each goal.** What development opportunities already exist within the school that might help the teacher meet his or her goal? Can they observe or shadow a teacher down the hall? Does the school have a library of resources that could be loaned to members of the staff?
- The evaluator should pay attention to the benchmarks in the Professional Growth Plan and how these align with the plan for any school-wide professional development. Will it be possible to monitor this teacher’s progress toward his or her goals? Are these realistic deadlines for the teacher?

Educator Improvement Plan

Teachers who are rated as Developing or Ineffective at the end of the year will be placed on an Improvement Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator’s evaluator, or of multiple people, depending on the educator’s needs and the school and district context. The teacher’s district will identify personnel actions that may occur if he or she does not adequately improve his or her performance. **The Educator Improvement Plan** is found on page 157.



Teacher Professional Practice and Professional Responsibilities

Teacher Professional Practice

The Teacher Professional Practice Rubric describes the many competencies that define effective instruction. This rubric is based on the Rhode Island Professional Teaching Standards and was developed by a working group comprised of teachers, administrators, and other educators from across the state. The Teacher Professional Practice Rubric is not an observation tool or checklist. The Rubric describes the full range of instructional practice that a teacher should demonstrate throughout the year. All teachers will be evaluated on each competency of the rubric.

The Rhode Island Model groups the Professional Practices of effective teachers into four areas:

1. Planning and Preparation
2. Classroom Instruction
3. Classroom Environment
4. Assessment, Reflection, and Improvement

The **Teacher Professional Practice Rubric** (page 85) and the **Educator Professional Responsibilities Rubric** (page 97) will help teachers to identify both strengths and areas for development.

Competencies in Domains 1 and 4 in the Teacher Professional Practice Rubric will require additional evidence outside of classroom observation in order to accurately assess them. At the Beginning-of-Year Conference, the evaluator and teacher will identify any sources of evidence (artifacts to review such as lesson plans or student work) the teacher will need to produce. It is the evaluator's responsibility to determine the exact process for collecting and submitting any evidence, and to discuss with the teacher as part of the Beginning-of-Year Conference. The evaluator will use the evidence collected, along with information from classroom observations to holistically rate a teacher's performance on the Professional Practice Rubric according to the descriptors for each competency.

Teacher Professional Practice Rubric

The **Teacher Professional Practice Rubric** can be found on page 85. Details on scoring this rubric can be found in **Part Five** of this guide.

Educator Professional Responsibilities

The **Professional Responsibilities Rubric** (found on page 97) is identical for all educators. It focuses on the contributions educators make as members of their learning community, in addition to leadership or teaching practices. Building administrators and teachers will be evaluated on the same competencies in this area; however, they may provide different sources of evidence (e.g. for competency 2B "Advocates for students' best interests" a teacher may submit a copy of individual student learning goals and an administrator may submit the school improvement plan which details learning goals for subgroups of



students designed to close existing gaps). Every educator has the opportunity and responsibility to contribute to positive and supportive culture focused on student achievement. All teachers will be evaluated on each competency of the rubric.

The Rhode Island Model groups the Professional Responsibilities of effective educators into four areas:

- 1. Collaborate and Contribute to the School Community**
- 2. Believe in and Advocate for Students**
- 3. Create a Culture of Respect**
- 4. Exercise Professional Judgment and Development**

Although the educators in a school building may work in very different capacities and roles, they abide by a common set of responsibilities for all education professionals. These professional values complement and enhance the instructional responsibilities of a teacher and the leadership responsibilities of a building administrator.

The Professional Responsibilities Rubric is based on the Rhode Island Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibilities. The rubric was developed by a working group comprised of teachers, administrators, and other educators from throughout the state.

As with Teacher Professional Practice, some of the competencies in the Professional Responsibilities Rubric will require collection of evidence in order to properly assess them.

Professional Responsibilities Rubric

The **Educator Professional Responsibilities Rubric**, which applies to all educators, can be found on page 97. Details on scoring this rubric can be found in **Part Five** of this guide.



Collecting and Reviewing Evidence for Teacher Evaluation

During the Beginning-of-Year Conference, **the evaluator and teacher will clearly identify which sources of evidence will be used to evaluate the competencies on the Teacher Professional Practice and Educator Professional Responsibilities Rubrics.** Each rubric outlines possible sources of evidence that could be used to evaluate competencies in each domain. **In most cases, the competencies can be observed through observations, but the evaluator should be clear about which sources of evidence should be collected or produced in order for the evaluator to fairly and accurately assess performance.** It is the evaluator's responsibility to specify how this evidence should be collected and submitted (e.g. electronically or print format).

Throughout the course of the year, it is the teacher's responsibility to collect the sources of evidence using the following guidelines:

- **All evidence collected should be clearly connected to the performance descriptors** of one or more of the non-observable competencies in the Teacher Professional Practice Rubric and/or Educator Professional Responsibilities Rubric.
- **One source of evidence could be used to demonstrate proficiency on more than one competency of the rubric.** Overall, the compilation of evidence should be aligned to the competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics. (e.g. a database of student performance could serve as evidence for Professional Practice competency 4A about using a variety of assessment strategies to monitor progress as well as 4E about maintaining student records)
- **The focus of the evidence collection should be on quality rather than quantity.** For example, all of the evidence collected should be able to fit neatly in a file folder (spreadsheet of progress monitoring data or a selection of student work). The discussion to identify sources of evidence should not take more than 30 minutes.
- **Evidence should be collected throughout the course of the year.**
- **Educators may submit brief notes or explanations for why certain evidence has been submitted** if they feel it may not be immediately clear to the evaluator.

A portion of the Mid-Year Conference may be dedicated to reviewing some of the already collected sources of evidence, but all evidence should be reviewed prior to the End-of-Year Conference. Educators should submit any evidence to be discussed with their evaluator, no later than 24 hours prior to an evaluation conference. Evaluators should identify any additional evidence that needs to be collected and submitted by the teacher.

Evaluators will review the evidence collected by teachers, in addition to data from observations and any other evaluation-related activities to complete the rubric scoring. For each competency in the rubric, evaluators will use the performance descriptors and the evidence available to determine the degree to which the educators met expectations for that competency. All evaluators will receive training on how to use observations and other sources of evidence to produce an accurate rating.



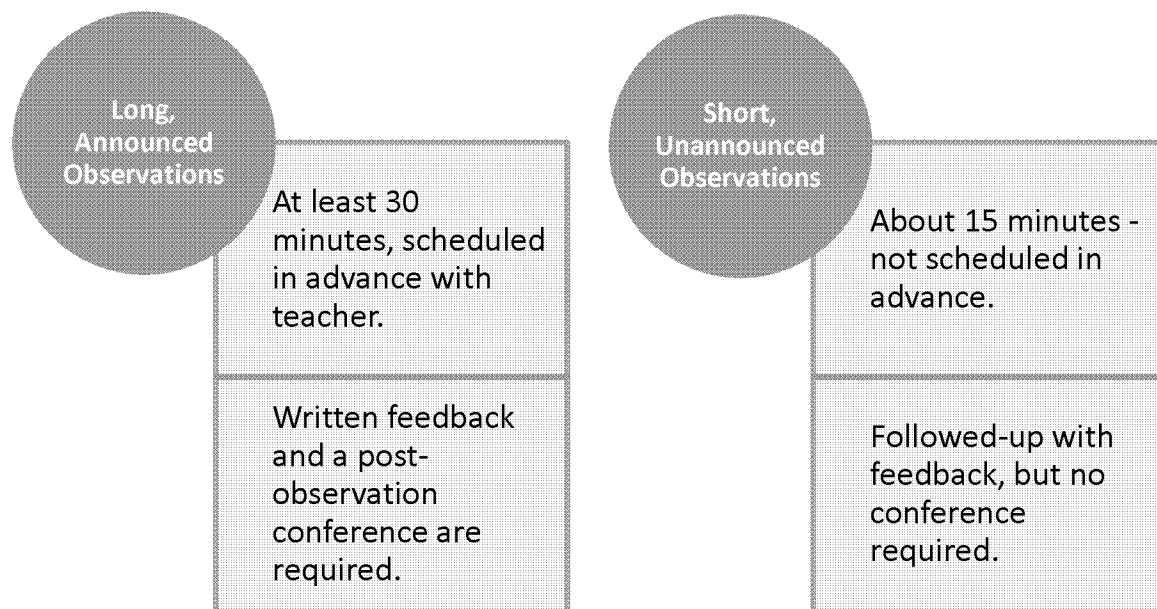
Observing Classrooms

Respectful two-way communication lies at the heart of any positive professional relationship. This is particularly true in dynamic learning communities, where the spirit of collaboration should become a natural element of the culture over time. This culture shift doesn't happen overnight, nor does it happen by accident. In most cases, it begins with leadership's commitment to changing the way we interact as education professionals.

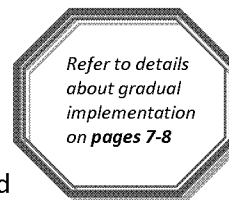
Building administrators serve as both instructional leaders and mentors. The Rhode Island Model encourages evaluators to be frequent visitors to the classroom, providing helpful advice that will boost teacher performance and improve the level of student achievement at the school. The guidelines in this section will help administrators conduct effective observations of faculty and provide constructive feedback.

Types of Observations

The evaluator is able to develop a more accurate, holistic view of the teacher's practice by using both long, announced observations and short, unannounced observations..



Long, Announced Observations: Evaluators should schedule a long observation (at least 30 minutes in length) in advance with the teacher.



Each teacher should receive at least one long, announced observation in the first semester of the year, prior to the Mid-Year Conference.⁹ Written feedback should be provided to the teacher within two to three school days of the observation -- when possible, the same day as the observation.

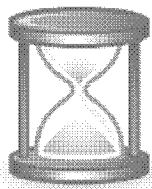
Each announced observation should be accompanied by a post-observation conference held within seven school days of the observation. During this conference, the teacher and evaluator will debrief the observation and discuss the written feedback and identified strengths and areas for improvement. The teacher and evaluator should also discuss how future observations can focus on identified areas of improvement or areas of practice that have not yet been observed. This conference will probably take around 20-30 minutes.

In the event a post-observation conference falls near a teacher's Mid-Year Conference, the evaluator may choose to combine the post-observation conference into the Mid-Year Conference, as long as this conference takes place no later than five school days after the long, announced observation. Additional guidance on observation and evaluation conferences can be found on page 35 of this guide.

Short, Unannounced Observations: Evaluators should visit for about 15 minutes.

Each teacher will receive several unannounced observations, which may be shorter than the required announced observation. A teacher should receive at least four total observations, including both longer, announced and shorter, unannounced observations. For instance, if a teacher receives one announced observation, he or she should also receive at least three (preferably four to six) unannounced observations. However, if he or she receives a second announced observation, there could be one fewer unannounced observation.

Unannounced observations do not require post-observation conferences but must be followed up with feedback from the evaluator. Additional observations of either type may be conducted (at the evaluator's discretion or teacher request.)



Timely Feedback Matters! If possible, evaluators should share feedback immediately -- it is less likely to be misinterpreted if teachers have a clear memory of the experience. Evaluators will reduce teacher anxiety, which increases as they wait for a response. Feedback provided in a timely manner allows teachers to incorporate the feedback and make adjustments to their work. Evaluators will also reduce their own stress by preventing a backlog of observation responses.

⁹ In gradual implementation, observation schedules may differ from the full implementation requirements.



Delivering Useful Feedback

The goal of feedback is to help teachers to grow as educators. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive while identifying strengths as well as areas for development. Even the most effective teachers can improve and deserve clear, constructive feedback.

Helpful Hints for Preparing and Delivering Feedback

Effective feedback is constructive, specific, encouraging and timely. Be aware that body language and facial expressions also convey distinct meaning.

1. **Be specific.** Mention concrete actions or behaviors.
2. **Present feedback without delivering a personal opinion.** (“I am seeing this happening in the classroom” vs. “I like it when I see you doing this in the classroom.”)
3. **Use a warm and professional tone.**
4. **Provide a written record of the feedback,** even if it has been spoken directly to the teacher. Archive a copy for the record; these documents will be needed when giving overall scores on Professional Practice and Professional Responsibilities at end of year.
5. **Deliver feedback as soon as possible** (within 24 hours is ideal).
6. **Balance comments to highlight strengths as well as areas for development.**
7. **Prioritize areas of improvement to one or two items,** as this will increase the likelihood they will be addressed.
8. **Note questions about elements that weren’t clearly observed.** In some cases, a question can inspire a teacher to reach their own conclusion through the process of reflection. Keep a record of the teacher’s questions and comments. Note any ideas the teacher has for targeted development and methods of support available.
9. **To the extent possible, ground feedback in the competency language found in the Professional Practice and Professional Responsibilities Rubrics.** For example, reference the teacher’s use of questioning techniques (competency 2B on the Teacher Professional Practice Rubric) or their use of procedures (competency 3A on the Teacher Professional Practice Rubric).
10. **Discuss next steps the teacher can take** to respond to the issues identified in the feedback; identify practices that will be looked for in future observations of the teacher.



Conferences

Conferences represent an opportunity to promote dialogue around the subject of continuous improvement. If this is a new experience for administrators or their teachers, it may feel somewhat awkward at first. With time, however, these conferences can enliven two-way discussion around ways to effectively guide students toward greater achievement. School leaders who place a priority on effective conferencing will likely see the benefits in an improved culture of respect and collaboration.

The year-long evaluation system is anchored by three evaluation conferences: a Beginning-of-Year Conference, a Mid-Year Conference, and an End-of-Year Conference to review progress and determine a final effectiveness rating. The three evaluation conferences are all one-on-one conversations with individual teachers, as this will be a time to discuss the teachers' strengths and areas for improvement, as well as their past and present performance. This approach promotes honest, candid discussions while respecting teacher privacy. Preparation for conferences, however, can and should be done in teams or small groups, especially the Beginning-of-Year Conference. Teacher teams will work together to establish common Student Learning Objectives, determining the appropriate targets and evidence for their students. To orient teachers to the evaluation process and build a strong professional community, evaluators may also ask teachers to consult each other when completing the Teacher Self-Assessment Form and drafting their Professional Growth Goals.

Observation Conferences

Observation conferences (pre or post) are specifically focused on classroom observations. Post observation conferences are required for every long, announced observation, but are not required for short, unannounced observations. Post observation conferences should provide the evaluator and educator with an opportunity to discuss the lesson observed, evidence collected, and identified strengths and areas for improvement. Pre-observation conferences can help set the context for an observation, but are not required.

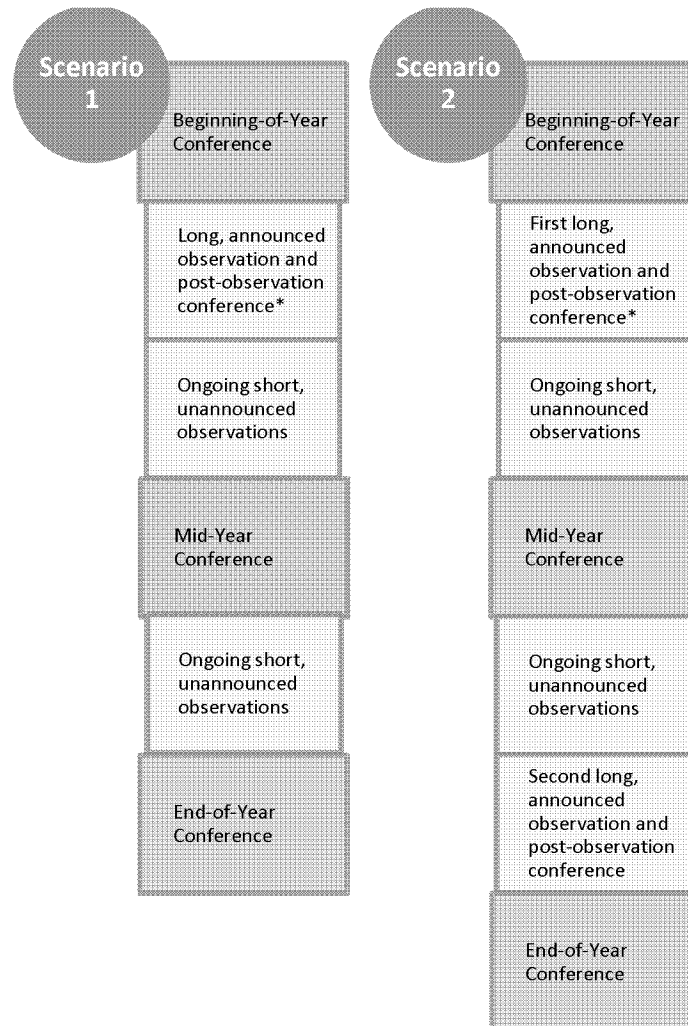
Scheduling Conferences

Evaluators will need to plan ahead to schedule three evaluation conferences for each of the teachers under their supervision (at the beginning, middle and end of year). In addition, evaluators should allow for preparation time in advance of each meeting and time for reflection and documentation after each meeting. Likewise, teachers must build these conferences into their own schedules and will need to know about each meeting at least five school days in advance.

There may be opportunities to combine an observation conference with an evaluation conference. For example, evaluators may combine the Mid-Year Conference with a pre- or post-observation conference as long as the combined conference takes place five school days of the observation. The scenarios on the following page outline two potential conference schedules.



Potential Conference Schedule Scenarios



**Post-conference may be included as a part of Mid-Year Conference if timing allows.*

Preparing for Evaluation Conferences

These guidelines on the following pages will help evaluators prepare for each of the three evaluation conferences with the teachers under their supervision.

After each conference, the evaluator should allot time to record basic information such as the teacher's name, as well as the date and time of the conference. The evaluator should also write a brief synopsis of the topics covered and any conclusions reached or commitments made through the course of the discussion. There is a place for this summary on the form, or the evaluator may record it in another format that is convenient. Once the Educator Performance and Support System is established, all notes related to evaluation activities will be kept in a central location online where teachers and administrators can access them easily. For more information on the Educator Performance and Support System, see page 15.



Beginning-of-Year Conferences:

Review and approve each teacher's draft Student Learning Objectives and Professional Growth Plan.

Prior to the Beginning-of-Year Conference:

The **teacher** should:

- Complete the Teacher Self-Assessment Form.
- Complete the Professional Growth Plan Form.
- Collect and analyze relevant student learning data.
- Complete the Student Learning Objective Form.
 - If a teacher-created assessment is being used for the Student Learning Objectives, a copy of the assessment and any relevant scoring guide/rubric should be provided to the evaluator.
- Provide copies of the above to the evaluator at least 48 hours in advance of the conference (2 school days).

The **evaluator** should:

- Review the teacher's Professional Growth Plan.
- Review the teacher's Student Learning Objectives and any relevant student learning data (and assessment, if applicable).
- Consult the Professional Practice and Professional Responsibilities Rubrics and make note of any evidence that the teacher will need to collect as part of his or her evaluation, as well as the process for submitting. (To save time and ensure consistency, the evaluator can make a "master list" for all teachers in the building outlining the building-specific sources of evidence expected of all teachers).

During the Beginning-of-Year Conference:

1. Review and discuss the teacher's Professional Growth Plan.
 - a. If necessary, make any adjustments to the Professional Growth Goals in the Professional Growth Plan -- their timelines, action steps, or evidence sources. The changes can be made on the template itself and updated immediately after the conference.
2. Review and discuss the relevant student learning data and Student Learning Objectives.
 - a. If necessary, make any adjustments to the Student Learning Objective targets or sources of evidence (e.g., assessments).
3. If changes do not need to be made to the Professional Growth Plan or Student Learning Objectives, the evaluator may approve both by signing each document. If minor changes need to be made, the teacher and evaluator can make the revisions during the conference. If substantial changes need to be made, the teacher should make the changes and return the updated documents to the evaluator within two weeks of the conference. The evaluator should then approve the revisions in a timely manner (if acceptable) and return copies to the teacher.
4. Establish clear next steps for the evaluator and teacher after the conference.
5. If appropriate, discuss upcoming long, announced observation.

After the Beginning-of-Year Conference:

- If any changes needed to be made to the Professional Growth Plan, those changes should be made by the teacher and the revised plan returned to the evaluator within 2 school days for approval.
- If any changes needed to be made to the Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within two school days for approval. The evaluator should review them immediately and approve the changes if they are acceptable.



Mid-Year Conferences:

Review student learning data supplied by the teacher, and evidence of non-observable competencies and available information on progress toward Professional Growth Goals.

Prior to the Mid-Year Conference:

The **teacher** should:

- Collect all interim student learning data related to the sources of evidence for Student Learning Objectives and submit this data to the evaluator two school days before the conference.
- Review Professional Growth Plan and Self-Assessment.
- Submit any sources of evidence that will allow the evaluator to assess non-observable competencies.

The **evaluator** should:

- Review the teacher's Professional Growth Plan.
- Review any feedback delivered to the teacher as well as observation notes.
- Examine all available student learning data and determine if any changes are necessary to Student Learning Objectives.
- Determine, based on available data, if the educator is in danger of being rated as Developing or Ineffective. If this is the case, be prepared to discuss revisions to the teacher's Professional Growth Plan.
- Complete the Mid-Year Conference Form (located on page 167).

During the Mid-Year Conference:

1. Review and discuss the teacher's Professional Growth Plan. Agree on any adjustments to his or her Professional Growth Goals, if they are necessary (adjustments should be made if goals have already been met, action steps are out of sync with the goal, new development priorities emerge, etc.).
2. Review all available student learning data and reexamine the Student Learning Objectives and determine if adjustments should be made (adjustments may be made if objectives have already been met, are far too rigorous, new data is available, class compositions have changed significantly, etc.). All Student Learning Objectives should be "locked" (no more changes made) by mid-February.
3. Discuss any evidence of competencies submitted by the teacher.
4. End the conference by discussing strategies to improve on the key areas for development and, if necessary, schedule a follow-up observation.
5. If appropriate, discuss recent or upcoming long, announced observation.

As a result of the Mid-Year Conference, every educator should have a clear sense of his or her potential effectiveness rating, based on evidence collected to date. It is especially important that teachers who are on track to be rated Developing or Ineffective be made aware of their potential rating.



End-of-Year Conferences:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives. This will help the evaluator to focus questions on areas where improvement may be needed. Review available information on progress toward Professional Growth Goals as well as remaining evidence that supports the evaluation of non-observable competencies.

Prior to the End-of-Year Conference:**The teacher should:**

- Collect all student learning data related to the sources of evidence for Student Learning Objectives and record this data on the Student Learning Objective Form.
- Submit remaining evidence.
- Submit the final Student Learning Objective Form two school days before the End-of-Year Conference.
- Review Professional Growth Plan and Self-Assessment.
- Review any post-observation feedback.
- Review the Teacher Professional Practice and Professional Responsibilities Rubric.

The evaluator should:

- Review the Teacher Professional Practice and Professional Responsibilities Rubric.
- Review the teacher's Professional Growth Plan.
- Review any feedback delivered to the teacher as well as observation notes.
- Determine an overall Teacher Professional Practice and Professional Responsibilities rating (see page 62 for detail on how to score using each rubric).
- Examine all available student learning data and determine an overall Student Learning Objective score using the Student Learning Objective Scoring Guidelines.
- Complete the End-of-Year Conference Form (located on page 171).

During the End-of-Year Conference:

1. Review and discuss the teacher's Professional Growth Plan, setting the stage for a professional conversation about the teacher's overall performance.
2. Share the overall Teacher Professional Practice and Professional Responsibilities scores, along with any rationale and summative feedback.
3. Review the student learning data and share the overall Student Learning Objective Score, along with any rationale and summative feedback.
4. The evaluator should discuss the conference form with the teacher, pausing to answer any questions and soliciting feedback from the teacher on his or her performance. This conversation is intended to provide the teacher with a concrete picture of his or her strengths and areas for development based on all available evidence.
5. End the conference by discussing strategies to improve on the key areas for development and/or future Professional Growth Goals (these may be similar).

After the End-of-Year Conference:

- Make copies of all forms.
- Follow district guidelines/protocols for reporting teacher evaluation ratings.



Organization Tips for Evaluators

Building administrators will become the in-house experts on the Rhode Island Model in each district and the primary point of contact for information on the system within their schools. RIDE has designed a series of orientation sessions for building administrators to simplify the task of orienting teachers to the model. The better that teachers understand the Rhode Island Model, the more comfortable they will feel as they navigate the process of developing Professional Growth Goals for the Professional Growth Plan and Student Learning Objectives. Teachers will also have a Teacher's Guide to help them stay on track throughout the year, and a growing menu of learning and support tools available on RIDE's website at <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation>.

From an administrative perspective, one of the most important aspects of this process is advance planning. Building administrators will drive this process by developing their own Professional Growth Plan and school-wide Student Learning Objectives during the summer¹⁰. It's crucial for administrators to maintain a high degree of collaboration with their staff in the development of the school-wide Student Learning Objectives. Once the school-wide Student Learning Objectives are set, it is important to communicate this information to teachers before the school year begins, as well as expectations for how teachers should align their Student Learning Objectives to those of the school.

Another key planning step is creation of the administrator's yearly calendar, which should take place as early as possible. Administrators should map out their own responsibilities as an evaluator and coordinate with staff in the building who may assist with evaluation activities to build their activities into the calendar as well. It's important to allot sufficient time for observations, conferences, and, if applicable, school-wide professional development activities. This will increase the administrator's ability to manage the development and evaluation process in combination with his or her other administrative duties. This sample timeline of evaluation responsibilities provides a sense of the time commitment required to fulfill these tasks.

<i>Timeline of Evaluation Responsibilities</i>	
Prior to beginning of school year	<ul style="list-style-type: none">• Work with district to identify district needs and goals.• Analyze school needs based on available data and set goals for building administrators, and for school. Consult with faculty and staff to revise as appropriate.• Work with district to determine what assessments are already available for possible teacher use in each grade level/content area/course.<ul style="list-style-type: none">○ Consider what learning should come out of each classroom/course and what curricula are in place.• Structure teacher teams for the purpose of developing common assessments (if necessary/possible) and setting Student Learning Objectives together. Sitting in on department team meetings will allow the administrator to preview the work teachers are doing before the Beginning-of-Year Conferences, and better anticipate each teacher's Student Learning Objectives.• Create plan for instructional leadership – populate calendar with tentative dates

¹⁰ In school year 2011-2012 administrators may not be able to develop their Professional Growth Plan and school-wide Student Learning Objectives over the summer, but should do so during subsequent years.



	<p>for observations and conferences as well as any dates for school-wide professional development activities or other meetings.</p> <ul style="list-style-type: none"> • Use plan to create a year-long calendar for the entire staff that includes important evaluation deadlines, common professional development time, faculty and department meetings, holidays, vacations, early release days or other events that affect the school.
September	<p>Beginning-of-Year Conferences with each teacher</p> <ul style="list-style-type: none"> • Approve Student Learning Objectives. <ul style="list-style-type: none"> ○ <i>For courses/content where common assessments are not available, review and approve teacher-created classroom-level assessment(s) and scoring materials, revising as necessary.</i>¹¹ • Approve Professional Growth Plan. • Log conferences. • Begin to draft broad timeline of observations.
September - December	<p>Conduct at least two observations per teacher¹², provide feedback, and log observations. One of these observations should be longer and announced.</p>
January	<p>Mid-Year Conferences with each teacher</p> <ul style="list-style-type: none"> • Review mid-year student learning data, adjusting Student Learning Objectives if necessary. • Review observation data collected and feedback shared to date. • Review any available evidence for non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubric. • Review Professional Growth Plan, adjusting if necessary. • Log conferences.
February - May	<p>Conduct remaining balance of required observations, provide feedback, and log observations.</p>
May	<p>Prepare for End-of-Year Conferences with each teacher</p> <ul style="list-style-type: none"> • Request the following information from each teacher: <ul style="list-style-type: none"> ○ Any remaining sources of evidence related to non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics. ○ Final results and scores for each source of evidence related to Student Learning Objectives. • Review the Professional Growth Plan. • Review End-of-Year student learning data (& growth model results, if applicable)¹³ and use the Student Learning Objective Scoring Guidelines to assign Student Learning Objective scores. • Assign scores on TPP & PR rubrics. • Calculate final effectiveness ratings and prepare feedback for the conferences that includes both strengths and areas of development.

¹¹ In school year 2011-2012, the timeline for selecting, reviewing and approving assessments will be more flexible and Beginning-of-Year Conferences may not occur until October.

¹² Teachers in gradual implementation districts will receive at least one longer, announced observation and at least one shorter, unannounced observation during the 2011-2012 school year.

¹³ Growth Model scores will not be available in school year 2011-2012.



	<ul style="list-style-type: none">• Conduct End-of-Year Conferences with each teacher.• Log information from conferences.
June	<ul style="list-style-type: none">• Ensure all evaluation results have been submitted to appropriate district personnel.• Reflect on the past year and begin considering next year's Student Learning Objectives and Professional Growth Goals for school and teachers.

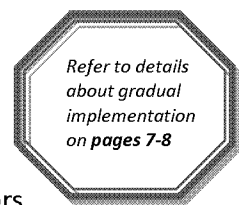


PART FOUR:

Measures of Student Learning

Across the country, effective teachers and school leaders plan for student growth and measure progress. They review state and national standards, measure students' starting points, give assessments aligned to those standards, and measure how much their students grow during the school year. These educators set learning goals for their students and use assessments to measure their progress toward these goals, adjusting their instruction accordingly along the way as data become available. Having these goals and assessments in place allows them to plan backward and create a roadmap to success, ensuring that every minute of instruction is moving the class and the school toward a common vision of achievement.

In addition to Professional Practice and Professional Responsibilities, the third component of the Rhode Island Model is Student Learning. Every educator will have Student Learning Objectives, which are specific, measurable goals for their students' learning. Teachers will set 2-4 Student Learning Objectives and building administrators will share the same set of 4-6 Student Learning Objectives.¹⁴ Starting in the 2012-2013 school year, teachers who are responsible for student learning in ELA and mathematics in grades 3 through 7 and building administrators in schools with students in grades 3-7 will also receive a rating based on students' growth on NECAP ELA and mathematics tests, compared to students with similar score history, using the "Rhode Island Growth Model" (RIGM). For more information on the RIGM, go to <http://www.ride.ri.gov/assessment/RIGM.aspx>.



Student Learning Objectives

Many teachers in Rhode Island are already setting standards-aligned goals for their students. Teachers are planning backward to align their daily and weekly instruction with their long-term goals, giving valid and rigorous assessments on an ongoing basis to measure student progress toward their goals, and instructing their students powerfully, informed by the goals, plans, and assessments.

The Rhode Island Model seeks to make this best practice a part of every teacher's planning. A Student Learning Objective is a long-term (typically one semester or one school year) academic goal that teachers and administrators set for groups of students. It must be specific and measureable, based on available prior student learning data, and aligned to state standards¹⁵, as well as any school and district priorities. Student Learning Objectives should represent the most important learning during an interval of instruction and may be based on progress or mastery. Objectives based on progress must include a

¹⁴ Recognizing gradual implementation is a chance to learn about the system, we encourage administrators to provide RIDE feedback on other possible scenarios for administrators setting school-wide objectives if, based on the school structure, sharing the same set of objectives does not appear to be appropriate.

¹⁵ For courses where state standards do not exist, Student Learning Objectives should align to other recognized standards (e.g., standards from content groups like the National Council of Teacher of Mathematics).



baseline for each target, as this is necessary to calculate student growth. Objectives based on mastery may, but are not required to, include a baseline for each target. While a baseline will help educators set rigorous but attainable targets for mastery goals, it is not necessary to determine whether students have mastered course material.

Evaluators will work with teams of teachers and administrators to develop a set of Student Learning Objectives for each grade level, course, or school. All teachers of the same course in the same school should use the same set of objectives, although specific targets may vary if student starting points differ between classes. A teacher may add additional objectives. All administrators in the same school will be responsible for one set of school-wide objectives.

The Purpose of Student Learning Objectives

Student Learning Objectives present an opportunity for teachers and administrators to be closely involved in shaping the manner in which their practice and the performance of their students is evaluated. With the use of Student Learning Objectives, educators work together to determine how content should be prioritized and establish clear expectations for how student learning should be assessed. Student Learning Objectives allow for the use of multiple measures of assessment, including existing off-the-shelf assessments and those that are developed by teams of educators. Teachers and administrators will set targets based upon available data for their specific population of students.

This goal-setting process is an integral part of a good education practice—one that many educators around the state already engage in every year. Setting and attaining Student Learning Objectives requires the purposeful use of data through both formal and informal assessments. This process recognizes and documents academic gains in non-NECAP tested grades and subjects and supplements NECAP scores in tested grades and subjects. Finally, it focuses instruction on district and school improvement plans and student needs.

For some, setting or evaluating Student Learning Objectives represents a major shift in practice. It will require collaboration and the use of data that might be new and, at first, challenging. However, the result will be more purposeful instruction, closer monitoring of student progress, and, ultimately, greater student achievement. Over time this process will help us establish statewide perspectives on student progress and learning.

Aligning Student Learning Objectives with District and School-Level Goals

Student Learning Objectives are not set by educators in isolation; rather, they are developed by teams of administrators, grade-level teams or groups of content-alike teachers and, are aligned to district and school priorities, wherever possible¹⁶.

¹⁶ Teachers who are the sole teachers for a particular grade and subject combination are encouraged to collaborate with teachers of the same course across the district or with other grades/subjects within the school.



School-wide Student Learning Objectives will set the direction for the entire school throughout the year. School leaders will establish four to six¹⁷ Student Learning Objectives that focus on student results in high-priority areas for the district and school. Teachers will be responsible for two to four Student Learning Objectives¹⁸. Teams of school leaders will share the same set of objectives, developed as a team with guidance from their evaluator(s). School leaders will determine objectives that are aligned to the district and/or school's goals or School Improvement Plan and informed by student data from previous years. School leaders are also encouraged to incorporate teacher input into future objectives, and should begin planning them in the spring for the following school year as part of a cyclical process.

Once school-level objectives are finalized and aligned with district priorities, teachers will need to develop objectives that align with the school-level goals. School leaders will finalize their Student Learning Objectives with their evaluators (district administrators) prior to the start of the school year so that teacher teams can align their Student Learning Objectives to those of the school leaders. For courses where objectives cannot be aligned to school-level objectives, principals will work with teacher teams to develop Student Learning Objectives that complement school priorities.

Processes: Setting and Revising Objectives

Setting Student Learning Objectives

Educators should begin the process with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data and/or assessment data from the prior year can be used to set quantifiable targets. Targets should always be set using the highest quality source of evidence available. Targets should be rigorous and attainable for all students and/or are ambitious based on the past performance of similar cohorts of students, when taught with best practices from the school, district, or outside the district.

Student Learning Objectives must be able to be scored in time for use in calculating summative evaluation ratings (student results available by the end of May for teachers, by the end of June for building administrators). For this reason, some common assessments that report scores in the summer (e.g. Advanced Placement) may not be used for Student Learning Objectives. However, if past versions of such common assessments are available and can be scored at the school or district level before the end of the year, educators are encouraged to use them.

Another key element to consider when setting Student Learning Objectives is horizontal and vertical consistency. When a Student Learning Objective is horizontally consistent, all teachers in the same grade-level and/or subject collaborate on shared Student Learning Objectives. Vertically consistent Student Learning Objectives should be consistent with the school administration's school-level goals (for

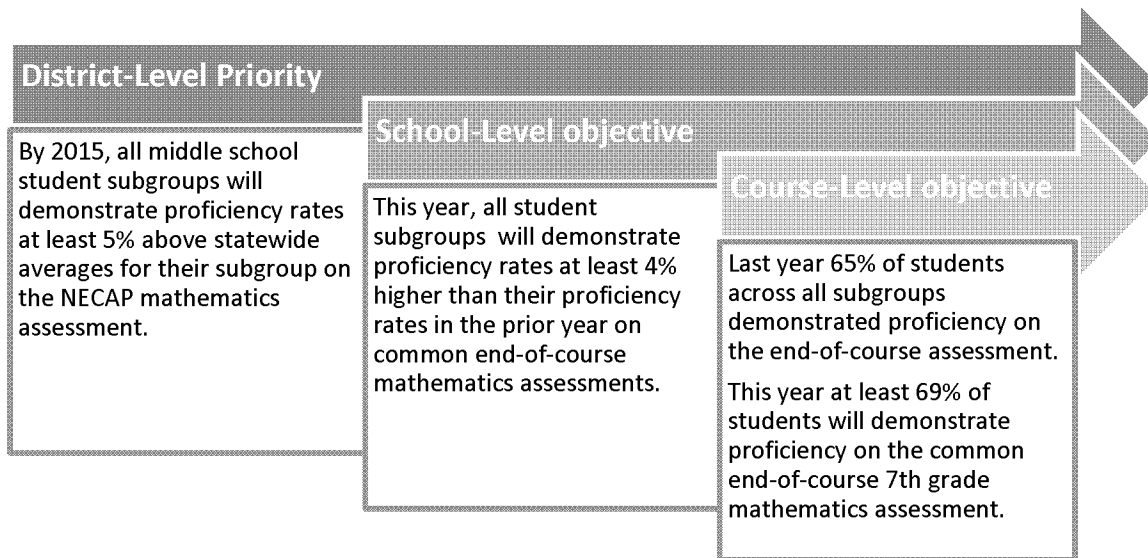
¹⁷ Building administrators in gradual implementation districts will set at least two Student Learning Objectives in 2011-2012.

¹⁸ Teachers in gradual implementation districts will set at least two Student Learning Objectives in 2011-2012.



teachers in applicable subject areas and grade levels¹⁹). School-level objectives, in turn, should be consistent with key district goals and priority metrics and/or the school or district improvement plan. See the graphic below for an example of vertically-aligned objectives.

The graphic below shows an example of vertically-consistent objectives:



A Team Process for Setting Student Learning Objectives

Building administrators’ ability to meet their school-level Student Learning Objectives will depend on the quality and rigor of the Student Learning Objectives set by teacher teams, as well as the alignment between the school’s big-picture objectives and the teachers’ course/content-level objectives. Similarly, superintendents and district leaders’ ability to meet district-wide goals will depend on the quality and rigor of the Student Learning Objectives set by teams of administrators at the building level. Teachers and building administrators will benefit from the leadership of their managers in setting Student Learning Objectives, especially in the first few years of the Rhode Island Model’s implementation. As a result, district priorities and school-level objectives should be easy for educators to access.

Teacher Teams

One of the best ways to ensure teachers’ Student Learning Objectives are both aligned to the school-wide Student Learning Objectives and comparable across different classrooms is to effectively use grade level/department teams in the process of setting objectives and determining sources of evidence. All

¹⁹ For instance, if a district has prioritized reading comprehension in grades 5-8, administrators should set a reading objective that supports the district’s goal. Teachers of ELA in grade 5-8 would then design a Student Learning Objective that complements the district and school objectives. Teachers of grade and subject combinations without school- and district-level objectives do not need to consider vertical consistency in setting their objectives.



teachers who teach the same course (grade-level and subject combination) should use the same evidence sources for their objectives related to that course. This will promote consistency and fairness for teachers, while ensuring that students across the school are held to the same standards of achievement. Uniform assessments for teachers of the same courses will also save time for teachers and evaluators.

While teachers may set their targets individually, based on the starting points of their students, these targets should be discussed with other teachers of the same courses to ensure consistency of rigor of expectations for students across classes. Where different classes do not have demonstrably different starting points, targets should be the same for each teacher of a course. Teachers who are the sole teachers for a particular grade and subject combination and do not have a team with which to develop Student Learning Objectives are encouraged to collaborate with teachers of the same course across the district or with teachers of other grades/content areas within their school. The evaluator's role is to provide opportunities for grade level/department teams to meet and to ensure that Student Learning Objectives are of uniformly high quality across grade-level and content areas, with rigorous, quantifiable targets set for student performance based on high-quality sources of evidence.

Administrator Teams

Because all administrators in the same building will share the same set of Student Learning Objectives, it is important that the building's team of administrators work together to set and monitor all Student Learning Objectives. Toward the end of the school year, as planning begins for the following school year, building administrators should meet to examine progress toward the current year's Student Learning Objectives. Building administrators should work together as a team to review available learning data and begin planning for next year's Student Learning Objectives, ensuring all objectives are aligned to district priorities, school improvement plans and other accountability measures. Individual targets may need to be adjusted once learning data from the current school year is complete and all school-wide objectives will need to be approved by the superintendent or his/her designee. It is the responsibility of the principal to convene meetings of all building administrators and to make sure objectives are finalized and ready for the superintendent/designee to review and approve.



Student Learning Objectives: Using Teacher Teams to Set Objectives

1. Prior to the start of the year, building administrators share their school-level Student Learning Objectives with their staff and review them in detail with teacher-leaders (department chairs, grade level chairs, etc.).
2. Building administrators identify any district-wide assessments and school-level assessments that must be used to measure student learning.
3. School administrators communicate with teacher leaders before the start of the school year about the process for setting Student Learning Objectives and work with them to schedule grade level/department meetings at the very beginning of the school year (preferably before the year starts). If possible, these meetings should be staggered to allow the building administrator (or an assistant principal, if applicable) to attend.
4. The goals of each grade level/department meeting should be to determine:
 - a. The priority standards and skills for each course (and ensure they are aligned with school-level Student Learning Objectives, School Improvement Plans, district priorities, etc.).
 - b. Common objectives based on these standards and agreement on the evidence of how well the objectives have been met in terms of student learning.
 - c. Common ways of measuring student learning – the sources of evidence for each objective (if common assessments do not already exist, teacher teams should work together to create or obtain them). In the first year of implementation, if common assessments do not yet exist, teacher teams may establish a plan to ensure these assessments are purchased or developed and use existing assessments to measure student learning in school year 2011-2012.
 - d. If applicable, baselines for each source of evidence by examining prior student learning data or administering a pre-test early in the school year.
 - e. Determine what a “rigorous” target is for each objective. A rigorous target is ambitious but attainable in terms of achieving or making progress towards proficiency on the standards.



Approving Student Learning Objectives

Criteria for Acceptable Student Learning Objectives

In order for a Student Learning Objective to be approved, it must be rated acceptable on three criteria:

1. **Priority of Content:** is the objective focused on the right material?
2. **Rigor of Target:** Does the numerical target represent an appropriate amount of student learning for the specified interval of instruction?
3. **Quality of Evidence:** Will the evidence source(s) allow for clear, accurate measurement of student learning?

	Unacceptable	Acceptable
Priority of Student Learning objective Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Priority of Content:

The Student Learning Objective should align to state Grade Level and Grade Span Expectations (GSEs and GLEs) and/or the Common Core State Standards (CCSS). In most cases, the objective should cover all standards that the teacher plans to teach throughout the interval of instruction (which must represent a significant portion of the instructional period). If the school or district has made particular standards a priority for instruction, those standards may be the focus of the Student Learning Objective(s).

If met, the Student Learning Objective should provide students with essential knowledge and skills that are necessary for success in the next grade or level of instruction.

Rigor of Target:

Student Learning Objective targets should represent an appropriate level of stretch for the student population— a goal that is challenging, yet attainable. There are several additional sources educators may draw on to benchmark how challenging a Student Learning Objective is:

- Whether or not the target reflects adequate progress toward proficiency in the content area assessed
- How difficult it is for the current students to make significant progress towards the goal during the year



- How difficult it is for students to make significant progress towards the goal, both in the current year and in the past (comparisons could be made to other similar students, to all students, and to students who have been recognized for their excellence in attaining what the Student Learning Objective sets forth to do)
- Some educators may be provided with a numeric growth target on a summative assessment, generated automatically by analysis of prior test results (e.g. off-the-shelf assessments that report standard benchmark scores). Such commercially generated targets should be used with caution until validated locally.

Quality of Evidence:

If a common assessment is available that is appropriate for a Student Learning Objective, it must be used. Individual objectives may require more than one source of evidence. All assessments used for Student Learning Objectives should be approved by the evaluator (or district-wide) using the criteria below. A common assessment need only be approved once, unless the assessment changes significantly from its originally approved form. *If the objective will be measured using a school-based assessment, i.e., one that is not used by teachers outside of the school,* the assessment and scoring tool must be reviewed using the following criteria:

Content	<ul style="list-style-type: none"> ▪ Do items align to the scope of RI/district/school-approved standards, curriculum and content/skills for the course? ▪ Would mastering this content be a “big win” for students learning this subject at this grade-level? ▪ Will the content and skills assessed by the items provide students with knowledge and skills that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course? ▪ (Where appropriate): Do the items measure students’ attainment of individualized IEP goals?
Rigor	<ul style="list-style-type: none"> ▪ Are the items appropriately challenging (e.g., right level of Bloom’s Taxonomy, Webb’s cognitive complexity)? ▪ Do items require appropriate critical thinking and application? ▪ Are there some items that are at a level of difficulty that only a few students will get them correct (stretch)? ▪ Do multiple choice items include answer choices that make the questions rigorous (more than one choice is plausible)? ▪ Does the set of reading and language items go beyond fluency, decoding, and basic comprehension to address relevant standards, including critical comprehension and inferential thinking? Do reading and language items require ambitious but feasible reading levels? ▪ At HS level, are items designed at the bars that students will see in entrance and certification exams (e.g., SAT)?
Format	<ul style="list-style-type: none"> ▪ Are items designed such that wrong answers will identify student’s levels of knowledge/mastery?



Timing of Results Availability	<ul style="list-style-type: none"> When will results be made available to the educator? (Externally-scored assessments should make results available to the evaluator and teacher prior to their End-of-Year Conference). For instance, a teacher of an Advanced Placement course would not receive their results until July; accordingly, an AP teacher may administer a previously released AP exam as their summative assessment and score it using the College Board's scoring guide.
Fairness	<ul style="list-style-type: none"> Are the items free from words and knowledge that are idiosyncratic to particular ethnicities, subcultures, and genders? Are appropriate accommodations available and provided to students as needed?
Reliability	<ul style="list-style-type: none"> Is there sufficient number of items in multiple formats for each important, culminating, overarching skill?
Scoring	<ul style="list-style-type: none"> Do open-ended questions have rubrics that (1) clearly articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery? Does scoring give appropriate weight to the essential aspects?

Revisiting and Revising Student Learning Objectives

Revisiting Student Learning Objectives at the Mid-Year Conference

During the Mid-Year Conference, to be held in January or February, the teacher and evaluator will check-in regarding the teacher's progress toward their Student Learning Objectives. Prior to the conference, the evaluator will review the student learning data pertaining to the educator's Student Learning Objectives, as well as their notes from the Beginning-of-Year Conference and any changes in the student composition of the classroom or school. This review of student learning data may be focused on formative results, as some data sources may not yet be available.

Evaluators will not assign ratings to Student Learning Objectives at the Mid-Year Conference. The purpose of this review of student learning data is to add context to the educator's observed performance and enhance discussion of instructional strengths and areas for improvement as they pertain to student learning. The evaluator should ask questions that will help him/her gauge the current level of student learning:

- How are your students progressing toward your Student Learning Objectives? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

The evaluator's review of student learning prior to the Mid-Year Conference also allows the evaluator to get to know the educator's methods of monitoring and assessing student progress, and will inform any decision to revise the educator's Student Learning Objectives.



Revising Student Learning Objectives

The Mid-Year Conference presents an opportunity to revise Student Learning Objectives if it becomes clear that they can be improved. At the Mid-Year Conference, the educator and evaluator will review available student learning data and reexamine the Student Learning Objectives to determine if adjustments should be made. Adjustments may be made if:

- Objectives have already been met and/or are not sufficiently ambitious.
- Objectives are too ambitious.
- Based on new data collected since they were set, objectives fail to address the most important learning challenges in the classroom/school.
- New, more reliable data sources are available.
- Class compositions or teaching schedule have changed significantly.

The standards, targets, and/or the assessments in a Student Learning Objective may all be adjusted.

Timeline for revising Student Learning Objectives:

- At least 48 hours (2 school days) prior to the Mid-Year Conference: Educator shares student learning data to date with evaluator.
- At Mid-Year Conference: Educator and evaluator discuss Student Learning Objectives.
- Within 48 hours (2 school days) following Mid-Year Conference: Educator revises Student Learning Objectives and sends to evaluator. Evaluator approves changes as discussed, or continues to work with educator to refine objectives.
- By mid-February: All Student Learning Objectives should be “locked” (no more changes made).

Teachers of semester-long courses should make any necessary revisions to their Student Learning Objectives by the midway point of the semester.

Scoring Student Learning Objectives

At the End-of-Year Conference, the evaluator should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, and determine the extent to which each objective was met. Evaluators will rate each individual objective as Did Not Meet, Met, or Exceeded.

After rating each objective individually, the evaluator will make a holistic judgment about the teacher’s overall impact on student learning. Using the Student Learning Objective Scoring Guidelines below, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign the



teacher an overall rating. When the results do not clearly indicate an overall rating, evaluators should draw on their expertise and use their own judgment.

Guidelines for Scoring Student Learning Objectives

After rating each Student Learning Objective individually, evaluators will select one of the categories below that best describes the teacher's overall attainment of the objectives:

Exceptional Attainment of Objectives

Evidence across all Student Learning Objectives indicates exceptional student mastery or progress. All objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.

Full Attainment of Objectives

Evidence across all Student Learning Objectives indicates superior student mastery or progress. All objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.

Considerable Attainment of Objectives

Evidence across all Student Learning Objectives indicates significant student mastery or progress. Most objectives are met. If an objective was not met, evidence indicates that it was nearly met. This category applies to the educator who overall has nearly met the majority of the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.

Partial Attainment of Objectives

Evidence across all Student Learning Objectives indicates some student mastery or progress. Educator may have met or exceeded some objectives and not met other objectives. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations described in their Student Learning Objectives.

Minimal or No Attainment of Objectives

Evidence across all Student Learning Objectives indicates little student mastery or progress. Most or all objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.



Student Learning Objectives Timeline and Checklist

Beginning-of-Year Conferences:

Review and approve each teacher's draft Student Learning Objectives.

Prior to the Beginning-of-Year Conference:

The **teacher** should:

- Collect and analyze relevant student learning data.
- Meet with other teachers of the same course or grade level (if applicable) to review standards, select or create assessments, and draft course-level Student Learning Objectives.
- Complete the Student Learning Objective Form for his or her own classes.
 - If a teacher-created assessment is being used for the Student Learning Objectives, a copy of the assessment and any relevant scoring guide/rubric should be provided to the evaluator.
- Provide copies of the above to the evaluator at least 48 hours in advance of the conference (2 school days).

The **evaluator** should:

- If possible, meet with course teams as they plan their Student Learning Objectives.
- Review the teacher's Student Learning Objectives and any relevant student learning data
- If a teacher-created or teacher-obtained assessment is being used, review the assessment and scoring tool.

During the Beginning-of-Year Conference:

1. Review and discuss the relevant student learning data and Student Learning Objectives.
 - a. If necessary, make any adjustments to the Student Learning Objectives.
2. **If changes do not need to be made to the Student Learning Objectives, the evaluator may approve both by signing each document.**
3. Establish clear next steps for the evaluator and teacher after the conference.

After the Beginning-of-Year Conference:

- If any significant changes needed to be made to Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within two weeks for approval. The evaluator should review them immediately and approve the changes if they are acceptable.



Mid-year Conferences:

Review student learning data supplied by the teacher, revise Student Learning Objectives if necessary.

Prior to the Mid-Year Conference:**The teacher should:**

- Collect all interim student learning data related to the sources of evidence for Student Learning Objectives and submit this data to the evaluator 48 hours before the conference (2 school days).

The evaluator should:

- Examine all available student learning data and determine if any changes are necessary to Student Learning Objectives.

During the Mid-Year Conference:

Review all available student learning data and reexamine the Student Learning Objectives and determine if adjustments should be made. Adjustments may be made if:

- Objectives have already been met and/or are not sufficiently ambitious.
- Objectives are too ambitious.
- Based on data collected since they were set, objectives do not sufficiently address the most important learning challenges in the classroom/school.
- New, more reliable data sources are available.
- Class compositions or teaching schedules have changed significantly.

After the Mid-Year Conference:

- If any revisions needed to be made to Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within 48 hours (2 school days) for approval. The evaluator should review them immediately and approve the changes if they are acceptable.

All student learning objectives should be “locked” (no more changes made) by mid-February.



End-of-Year Conferences:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives.

Prior to the End-of-Year Conference:

The **teacher** should:

- Collect all student learning data related to the sources of evidence for Student Learning Objectives and record this data on the Student Learning Objective Form.
- Submit any remaining additional student learning evidence (e.g., class sets of graded student assessments).
- Submit any written context necessary for evaluator’s review of evidence.
- Submit the final Student Learning Objective Form 48 hours before the End-of-Year Conference (2 school days).

The **evaluator** should:

- Examine all available student learning data and determine the extent to which each objective was met.
- Determine the overall Student Learning Objective score that best describes the learning of the teacher’s students, using the Student Learning Objective Scoring Guidelines.

During the End-of-Year Conference:

1. Review and discuss the student learning data and progress toward objectives.
2. Evaluator has a chance to ask any outstanding questions about student learning data.

After the End-of-Year Conference:

- Evaluator finalizes overall Student Learning Objective score and shares with teacher, along with any rationale and summative feedback.
- Evaluator follows district guidelines/protocols for reporting teacher evaluation ratings.



Student Learning Objectives and Educator Evaluation

Roles of the State and Districts in the Student Learning Objectives Process

The Student Learning Objective process described in this framework will be used statewide. The protocol for how objectives are set, monitored, and scored is determined by RIDE. Districts have flexibility in which assessments they use in various grades and subjects, and the local common scoring rubrics they use to score student performance on those assessments. Because RIDE wants to make sure the Rhode Island Model is adaptable to different contexts, districts also have flexibility in determining who will evaluate teachers, especially if individuals other than administrators have conducted evaluations before.

Student Learning Objective Support

RIDE will provide training to evaluators on how to approve, monitor, and score Student Learning Objectives. RIDE will also provide direct guidance to teachers on how to set and monitor Student Learning Objectives, including a series of exemplar Student Learning Objectives for various grades and subjects, to be released at the beginning of the 2011-2012 school year. These will serve as additional guidance for full implementation in the 2012-2013 school year.

In addition, RIDE is in the process of building an Instructional Management System (IMS) — an online platform that will house data, curriculum, and assessment materials. The IMS, when complete, will facilitate the Student Learning Objective process by making it easier for teachers and administrators to access common assessments and the data they need to make informed decisions.

Supporting Materials

- A. Student Learning Objective – Teacher Form (page 117): This form is used by teachers to set their Student Learning Objectives prior to the Beginning-of-Year Conference. They will also use it to record the results of their evidence prior to the End-of-Year Conference. Evaluators will use the form to review the evidence and assign an initial rating for each individual Student Learning Objective.
- B. Teacher Guidance (page 119): This document is used by teachers as they set their Student Learning Objectives. It explains the principles that should guide their decisions regarding the *Content* on which they should focus, the *Students* to whom the objective applies, the *Target* that they set for each piece of *Evidence*, and their plans for *Administration and Scoring*. It also explains how their Student Learning Objectives will be scored by the evaluator.
- C. Student Learning Objective –Building Administrator Form (page 121): This form is used by administrators to set their Student Learning Objectives prior to the Beginning-of-Year Conference. They will also use it to record the results of their evidence prior to the End-of-Year Conference. Evaluators will use the form to review the evidence and assign an initial rating for each individual Student Learning Objective.



- D. Building Administrator Guidance (page 123): The counterpart to the Teacher Companion described above, customized for administrators.
- E. Frequently Asked Questions about Student Learning Objectives for Teachers (page 125): This FAQ is designed to answer a few of the most commonly asked questions related to teacher's Student Learning Objectives.
- F. Exemplars (page 129): Sample sets of Student Learning Objectives are included to demonstrate the relevance of content, rigor of target, and quality of evidence that RIDE considers appropriate. Additional exemplars for other grades and content areas will be made available online at <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/StudentLearningObjectives.aspx>

The Rhode Island Growth Model

In addition to Student Learning Objectives designed by the educator and evaluator as part of the development and evaluation process, teachers who are responsible for student learning in ELA or mathematics in grades 3 through 7 and building administrators in schools with students in grades 3-7 will also be evaluated on their students' growth on the NECAP ELA and mathematics assessments, as compared to students with a similar academic score history. Growth model scores will not be available until the 2012-2013 school year. These scores will be generated by the Rhode Island Growth Model (RIGM) and supplied to evaluators by the Rhode Island Department of Education.

The evaluator will insert a teacher's growth model score (and a school-wide growth score for building administrators) into the Student Learning matrix to calculate the educator's Student Learning ratings, as described in **Part Five** of this guide.

More information on the Rhode Island Growth Model is available at:
<http://www.ride.ri.gov/assessment/RIGM.aspx>.



How Are Student Growth Model Results Calculated?

Two consecutive data points (e.g., a student's test scores from his/her grade 4 and grade 5 NECAP math tests) are needed for the RIGM. Each student's growth is compared to that of his or her *academic peers*. Academic peers are defined as all students **statewide** with a similar NECAP score history, regardless of student demographics or program information (e.g., race/ethnicity, SES, IEP, LEP). The student's growth is measured as a percentile from 1-99, with higher values indicating more growth relative to academic peers. For example, a student with a **Student Growth Percentile (SGP)** of 90 showed more growth than 90% of his or her academic peers. With the RIGM, a student can have a high SGP even when performance is not yet at a proficient level.

How Are Administrator and Teacher Scores Calculated?

For a group of students (e.g., in a classroom or school), SGP data can will be aggregated (summarized) to determine the median SGP of the group of students. To do so, all tested students' SGPs are arranged in order (e.g., 1-99) to determine the median SGP, which is most representative of the school. The median SGP is the point at which half of the students' SGPs are above and half are below. For example, the median SGP in the sample roster below would be 42.

Student SGP	
<i>Emily</i>	5
<i>Peter</i>	27
<i>Sam</i>	42 ← Median SGP
<i>Elizabeth</i>	51
<i>Alex</i>	60





PART FIVE:

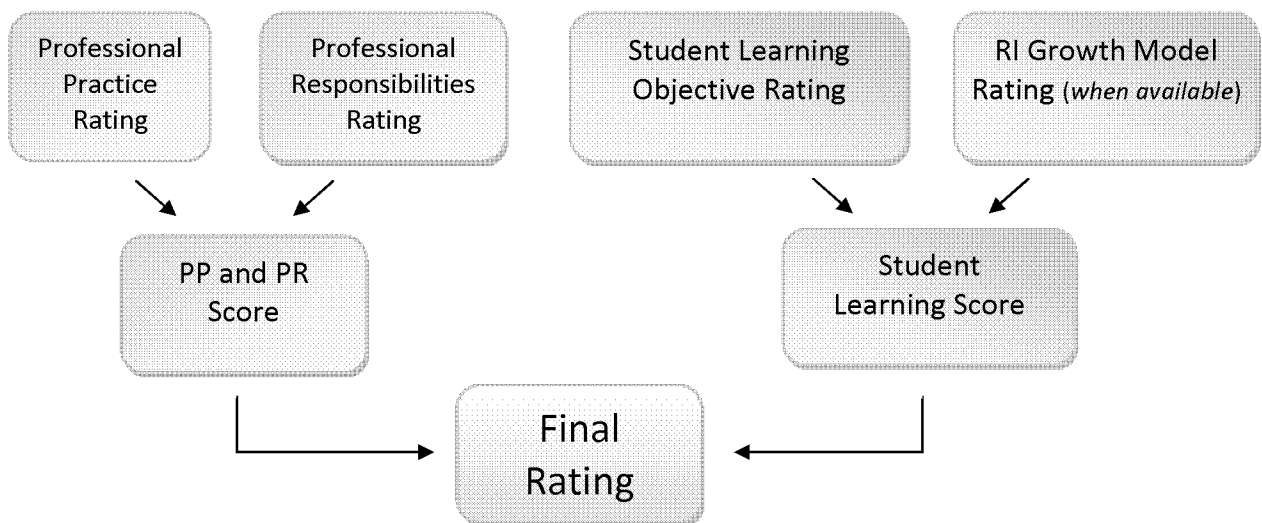
Calculating a Final Effectiveness Rating

The final effectiveness rating for both building administrators and teachers will combine an individual's Student Learning score and Professional Practice and Professional Responsibilities score. Educators will receive one of four final effectiveness ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Responsibilities, Student Learning Objectives, and (when applicable) the Rhode Island Growth Model combine to produce the final effectiveness rating. The section that follows explains how to use a series of matrices to calculate this rating.

Components of Final Effectiveness Rating



Calculating Ratings for Professional Practice and Professional Responsibilities

These guidelines will help to establish fair and accurate ratings using the Professional Practice and Professional Responsibilities Rubrics for both teachers and building administrators:

- Evaluators should refer to all available data related to the educator’s performance over the course of the year, including any evidence, observation notes, and written feedback they have provided.
- Review performance descriptors for each Professional Practice competency and select the level for each competency which describes the educator’s performance. If an educator’s practice does not neatly fit descriptors at a single performance level, choose the level that is the closest overall match. Each competency must receive one whole number score (if a teacher appears to be both “exemplary” and “proficient” in a given competency, the evaluator should use their discretion to choose only one score). Each performance level has an assigned numerical point value.
- Add the scores for each competency together to get a total score for each domain in the rubric. (Domain scores are used only for informational/developmental purposes).
- Add the total domain scores for each rubric to get the total score for all competencies in each rubric.
 - Teacher Professional Practice Rubric = 21 competencies (total should be between 21 and 84)
 - Building Administrator Professional Practice Rubric = 12 competencies (total should be between 12 and 48)
 - Professional Responsibilities Rubric = 10 competencies (total should be between 10 and 30)
- Use the following bands of scores to arrive at a rating for the Building Administrator Professional Practice Rubric:
 - Exemplary = 43 – 48
 - Proficient = 31 – 42
 - Emerging = 22 – 30
 - Unsatisfactory = 12 – 21
- Use the following bands of scores to arrive at a rating for the Teacher Professional Practice Rubric:
 - Exemplary = 75 – 84
 - Proficient = 54 – 74
 - Emerging = 38 – 53
 - Unsatisfactory = 21 – 37



- Use the following bands of scores to arrive at a rating for the Professional Responsibilities Rubric (Teachers & Administrators):
 - Exceeds Expectations = 24 – 30
 - Meets Expectations = 18 – 23
 - Does not meet expectations = 10 – 17

The ratings for Professional Practice and Professional Responsibilities will be inserted into a matrix to produce a combined score referred to as “PP and PR,” as demonstrated on the following page in step 3.



Educators who receive a score of 1 on any competency on a rubric are not eligible to receive the highest overall rating on that rubric (“Exemplary” for Professional Practice or “Exceeds Expectations” for Professional Responsibilities). If this is the rating they would have received based on the scoring protocol, the teacher must automatically receive the next lowest rating.

Calculating Scores for Student Learning

Building administrator and teacher Student Learning Objectives will be scored using the same methodology and guidelines. For educators with growth model ratings, the Student Learning Objective rating will be combined with their growth model rating to determine their overall student learning score. An example of how this works can be found in step six of the following section, **Combining Scores to Determine Final Effectiveness Rating**.

Scoring Student Learning Objectives

At the End-of-Year Conference the evaluator should review results on the evidence sources (can be compiled data or the assessment/artifacts themselves) specified in the Student Learning Objectives, determining the extent to which each individual objective was met. Evaluators will rate each objective as Did Not Meet, Met, or Exceeded.

After rating each objective individually, the evaluator will make a holistic judgment about the teacher’s overall impact on student learning. Using the Student Learning Objectives Guidelines below, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign the teacher an overall rating. When the results do not clearly indicate an overall rating, evaluators should draw on their expertise and use their own judgment.

Guidelines for Scoring Student Learning Objective

After examining each Student Learning Objective individually, evaluators will select one of the categories that best describes the teacher’s overall attainment of the objectives from the table on page 53.



Combining Scores to Determine Final Effectiveness Rating

The final effectiveness rating for all educators will be calculated using a series of matrices. Evaluators will follow these steps:

➤ **Step 1: Determine Professional Practice Rating**

After reviewing all available evidence, use the Professional Practice Rubric and the scoring procedure outlined previously to determine an overall Professional Practice rating of “Exemplary,” “Proficient,” “Emerging,” or “Unsatisfactory.”

➤ **Step 2 – Determine Professional Responsibilities rating**

After reviewing all available evidence, use the Professional Responsibilities Rubric and the scoring procedure outlined previously to determine an overall Professional Responsibilities rating of “Exceeds Expectations,” “Meets Expectations,” or “Does Not Meet Expectations.”

➤ **Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Score**

Use the matrix pictured below to determine the PP and PR score, on a scale of 1 to 4. In the example below, the educator received a Professional Practice rating of “Emerging” and a Professional Responsibilities rating of “Meets Expectations.” These combine to form a PP and PR score of 2.

PP and PR Matrix

Matrix used for all educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	3	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	3	2	1	1

Note: In the original image, the 'Emerging' cell in the top row and the 'Meets Expectations' cell in the middle row are circled. An arrow points from the circled 'Emerging' cell down to the circled '2' in the 'Meets Expectations' row.



➤ **Step 4: Determine a Student Learning Objective Rating**

Rate the educator’s Student Learning Objectives, using the instructions and guidelines from the preceding section.

➤ **Step 5: Determine Rhode Island Growth Model Rating** (when applicable)

Beginning in 2012-2013, building administrators and teachers serving NECAP-tested students in grades 3-7 and subjects (ELA and mathematics) will receive a growth model rating of “Low Growth,” “Typical Growth,” or “High Growth.” In year one of implementation, the Student Learning Objective rating will be the only component of the overall Student Learning Score.

➤ **Step 6: Combine Student Learning Objective Rating and Growth Model Score to form overall Student Learning Score**

Where applicable, the Student Learning Objective rating will be combined with a Rhode Island Growth Model rating using the matrix pictured below. For example, if an educator received a Student Learning Objective rating of “Full Attainment” and a Growth Model rating of “Typical Growth”, these two ratings would combine to produce an overall Student Learning score of 4. (For teachers without a Rhode Island Growth Model rating, their Student Learning Objective rating will be their overall Student Learning rating.)

Student Learning Matrix

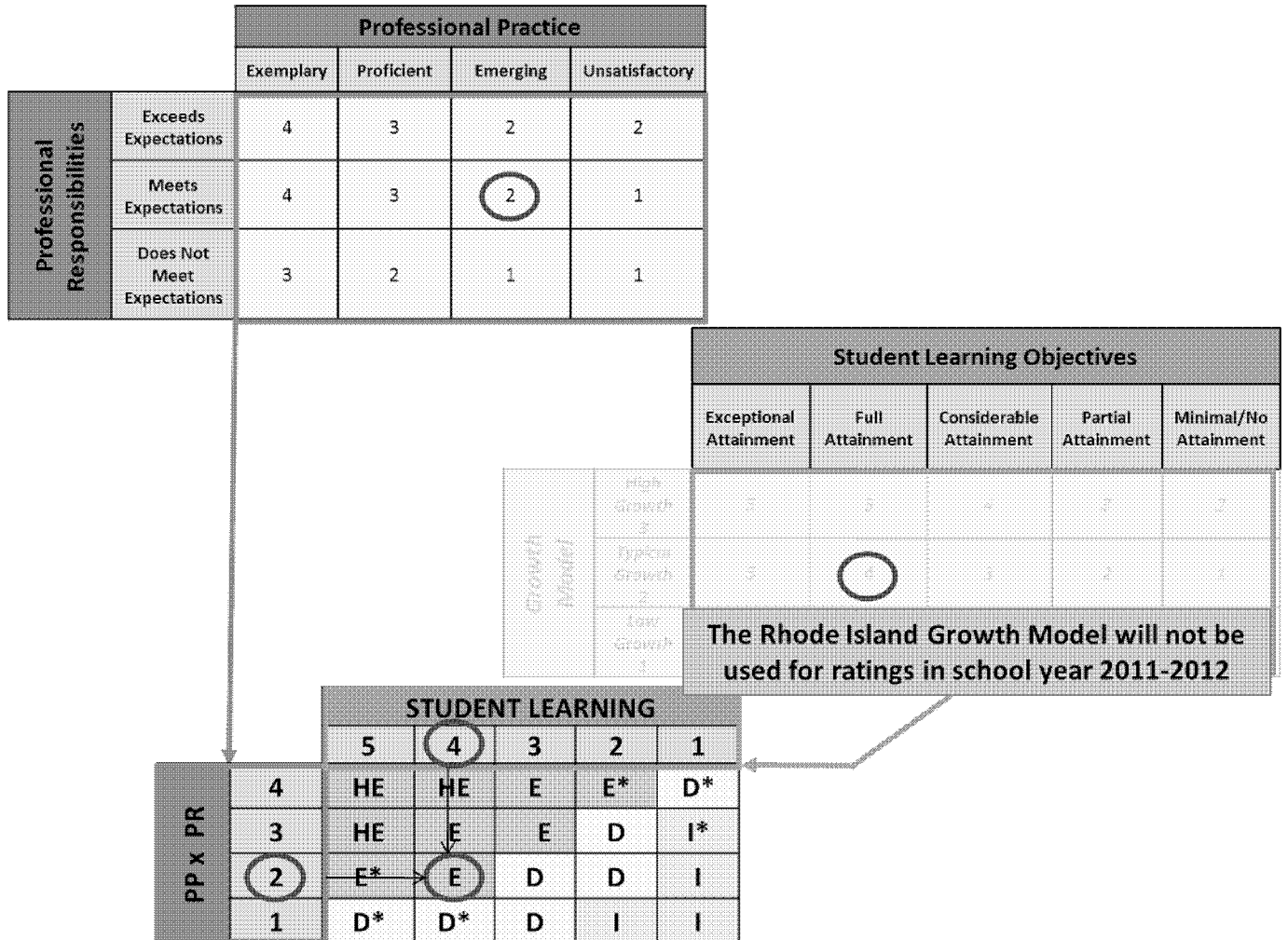
		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	5	4	3	2
	Typical Growth	5	4	3	2	1
	Low Growth	The Rhode Island Growth Model will not be used for ratings in school year 2011-2012				



➤ **Step 7: Determine Final Effectiveness Rating**

The PP and PR score and Student Learning score will be combined in the matrix pictured below to establish the final effectiveness rating. In this example, the educator received a Student Learning score of 4 and a PP and PR score of 2, which result in a final effectiveness rating of “Effective.”

Calculating the Final Effectiveness Rating



Key

H = Highly Effective

D = Developing

E = Effective

I = Ineffective

**Ratings in any of these cells will trigger an immediate review*



Glossary

For terms and acronyms used in the Rhode Island Model Educator Evaluation System

Academic Peers: All students statewide with a similar NECAP score history.

Advisory Committee for Education Effectiveness Systems (ACEES): A committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model.

Common Core Standards: The Common Core State Standards, adopted by the Board of Regents in July 2010, define the knowledge and skills students should have in English literacy and mathematics within their K-12 education careers so that they will graduate from high school able to succeed in college, careers and life. The Standards were developed as a state-led effort of 48 states, 2 territories and the District of Columbia and coordinated by the National Governors Association and Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators and education experts.

Complementary Evaluator: An evaluator who, in designated cases, may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Primary evaluators will have sole responsibility for assigning evaluation ratings.

District Evaluation Committee: Oversees the implementation of educator evaluation in each local school system and ensures that the system is fairly and accurately administered.

Full Implementation: Complete implementation of the system in all districts, which will take place in 2012-2013 school year. Also refers to those districts implementing the system in full during the Gradual Implementation phase of the roll-out during the 2011-2012 school year.

Grade Level Expectations (GLEs): In response to the federal No Child Left behind Act (NCLB), Rhode Island partnered with Vermont and New Hampshire to develop Grade Level Expectations (GLEs) and to design the New England Common Assessment Program (NECAP).

Grade Span Expectations (GSEs): Grade Span Expectations represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate proficiency in applying them independently.

Gradual Implementation: A phased-in implementation of the Rhode Island Model Educator Evaluation System during the 2011-2012 school year.

Intermediary Service Providers (ISPs): RIDE-trained part-time personnel who will lead training for school-based and central office administrators on the evaluation system. During the school year, they will support districts, schools, administrators and educators with on-the-ground evaluation system implementation on an optional basis.

Job-Embedded Professional Development: Learning that occurs as educators engage in their daily work activities, through a process that focuses on strategic improvement and reflection which results in enhancement of existing abilities, knowledge, or skills. It can be both formal and informal and includes,



but is not limited to, discussion with others, instructional coaching, peer coaching, mentoring, study groups and action research.

New England Common Assessment Program (NECAP): A series of reading, writing, mathematics and science achievement tests, administered annually, which were developed in response to the Federal No Child Left Behind Act. It is collaborative project of the New Hampshire, Rhode Island and Vermont departments of education, with assistance from the National Center for the Improvement of Educational Assessments. Measured Progress, an assessment contractor from Dover, New Hampshire, coordinates production, administration, scoring and reporting. The NECAP tests measure students' academic knowledge and skills relative to Grade Expectations which were created by teams of teachers representing the three states. Student scores are reported at four levels of academic achievement; Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8 and 11, and science is assessed in grades 4, 8 and 11. The reading, math and writing tests are administered each year in October. The science tests are administered in May.

Observation: The Rhode Island Model's development and evaluation process for teachers calls for a series of classroom observations by the teacher's evaluator, including longer, announced observations and a shorter, unannounced observations. For building administrators, observations consist of school visits from the superintendent or his/her designee.

Primary Evaluator: The person chiefly responsible for evaluating a teacher or building administrator.

Professional Growth Goals: These goals, identified through the Self-Assessment and reviewing prior evaluation data, are the focus of the teacher's or administrator's Professional Growth Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Growth Plan: The individualized plan for educator professional development based on the Self-Assessment and prior evaluation data. Each plan consists of Professional Growth Goals and clear action steps for how each goal will be met.

Professional Practice Rubric: For teachers, this rubric measures the many elements of effective instruction. For administrators, the rubric measures the leadership skills which build high-performing schools. Available ratings include: Exemplary, Proficient, Emerging, or Unsatisfactory.

Professional Responsibilities Rubric: This rubric measures the professional values that all Rhode Island educators are expected to exhibit, separate from the instructional responsibilities of a teacher or the leadership responsibilities of an administrator. Available ratings include: Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations.

Rhode Island Code of Professional Responsibilities: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Educational Leadership Standards, were used to develop the Professional Responsibilities Rubric.

Rhode Island Educational Leadership Standards: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode



Island Code of Professional Responsibilities, were used to develop the Professional Responsibilities Rubric.

Rhode Island Educator Evaluation System Standards: Developed by RIDE in 2009 to help school districts build rigorous, fair and accurate educator evaluator systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force.

Rhode Island Growth Model: This growth rating is one of two methods used to measure Student Learning. The other method is Student Learning Objectives. For teachers, the RI Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect two years' worth of assessment data. For administrators with available Rhode Island Growth Model results, this score will be combined with the student learning objective score using a matrix similar to the one used for teachers.

Rhode Island Professional Teaching Standards: The RIPTS were developed by a working group comprised of teachers, administrators, and other educators from throughout the state and are rooted in highly respected state and national teaching standards. They are an outgrowth of the Rhode Island Beginning Teacher Standards (RIBTS) that were promulgated in 1994. These standards were used to develop the Professional Practice Rubric.

Rhode Island Urban Education Task Force: One of the organizations that helped to develop the Rhode Island Educator Evaluation System Standards.

School Accountability for Learning and Teaching (SALT): Introduced in 1998 by RIDE, this school-centered cycle of activities was designed to improve school and student performance. The SALT cycle was developed by RIDE with the help of many Rhode Island educators.

School Improvement Plan: The SALT (School Accountability for Learning and Teaching) program founded in 1998 asks schools to form a school improvement team, which conducts various self-study activities. The school then develops a School Improvement Plan for improving student performance based on their findings.

School-Wide Student Learning Objectives: Measurable, school-wide objectives reflecting the most important learning goals for students based on Rhode Island content standards and aligned with the School Improvement Plan and the district's strategic plan.

Self-Assessment: Teachers will complete a self-assessment at the beginning of the year and will review it prior to each conference. This self-assessment will ask educators to reflect on their past performance, relevant student learning data, prior evaluation data and professional goals for the upcoming year.

Student Learning Matrix: This matrix is used to calculate the combined rating from the Student Learning Objective score and the RI Growth Model score. When the growth model score is not available, the Student Objective score will serve as the Student Learning rating.

Student Learning Objectives: Specific, measurable goals based on Rhode Island's content standards or other nationally-recognized standards that are aligned with the School Improvement Plan and the



district's strategic plan. These goals are not student-specific. They are classroom-wide or relating to specific groupings of students within a classroom.

Student Learning Rating: If an administrator or a teacher has ratings available from both the RI Growth Model and Student Learning Objectives, these will be combined to form the Student Learning Rating for the administrator or teacher. If the administrator or teacher does not have a RI Growth model rating, the Student Learning Objective score will serve as the Student Learning Rating.

Summative Rating: The final effectiveness rating derived from the combined results of the matrices which measure Professional Practice, Professional Responsibilities and Student Learning. The four summative ratings available include: Highly Effective, Effective, Developing and Ineffective.

Technical Advisory Committee (TAC): A committee comprised of national experts on assessment, performance management and evaluation systems, which advises RIDE on all technical aspects of the model, including rating methodologies, Student Learning Objectives and the Rhode Island Growth Model.



Appendix A: Rubrics





Building Administrator Professional Practice Rubric

Building Administrator Professional Practice - Domain 1: MISSION, VISION, AND GOALS

1A. Establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators

<u>Exemplary (4)</u>	<u>Proficient (3)</u>	<u>Emerging (2)</u>	<u>Unsatisfactory (1)</u>
<ul style="list-style-type: none"> • The administrator establishes and maintains school mission, vision, and goals that are aligned with district priorities and based on the analysis of multiple sources of information; the administrator sets clear and measurable high expectations for all students and educators. 	<ul style="list-style-type: none"> • The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators. 	<ul style="list-style-type: none"> • The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure. 	<ul style="list-style-type: none"> • The administrator fails to establish and maintain a school mission, vision, and goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.

1A Score: _____

Possible Sources of Evidence:

- Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level are clear, rigorous, and based on the Rhode Island learning standards
- School visits show that the school's mission statement is measurable, evident, and understood by the school community
- School visits show that all staff understand the school's student outcome goals
- Classroom visits show that lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals
- Results of regular assessments and other sources of information show consistent progress toward the student outcome goals
- School visits show that staff regularly evaluate progress toward meeting goals and adjust instructional strategies accordingly
- Student and/or family surveys meet district or school targets for students' and families' reported understanding of individual student's learning goals, and the student's progress toward meeting them
- School visits show that all staff understand their developmental goals
- Staff surveys meet district or school targets for staff feeling supported in reaching their developmental goals
- Other: _____
- Other: _____



1B. Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> • Clear school-wide processes build and sustain a strong, ongoing capacity of staff and other stakeholders to develop, implement, and communicate the school's mission, vision and goals. • Staff and other stakeholders take responsibility for selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals. 	<ul style="list-style-type: none"> • Staff and other stakeholders actively participate in developing, implementing, and communicating the school's mission, vision, and goals. • Staff and stakeholders are involved in selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals. 	<ul style="list-style-type: none"> • Staff and other stakeholders are involved in developing, implementing, and communicating the school's mission, vision, and goals, but involvement is limited. • Staff and other stakeholders have limited involvement in selecting and implementing effective improvement strategies and monitoring progress toward the mission, vision, and goals. 	<ul style="list-style-type: none"> • Staff and other stakeholders are unaware of or not actively involved in developing, implementing, and communicating the school's mission, vision, and goals. • Staff and other stakeholders have little productive involvement in selecting and implementing effective improvement strategies and monitoring progress toward the mission, vision, and goals.

1B Score: _____

Possible Sources of Evidence:

- School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision, and goals
- School staff and other stakeholders participate in annually updating the school's mission statement and goals
- Surveys of staff, parents, students, or other stakeholders meet district or school targets for reported involvement in the development of the school's mission, vision, and goals
- Surveys of staff, parents, student, or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision, and goals
- Other: _____
- Other: _____



<i>1C. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</i>			
<u>Exemplary (4)</u>	<u>Proficient (3)</u>	<u>Emerging (2)</u>	<u>Unsatisfactory (1)</u>
<ul style="list-style-type: none"> Comprehensive, sustainable systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, resulting in a school-wide continuous improvement cycle that engages all stakeholders and overcomes barriers to achieving the school's mission, vision, and goals. 	<ul style="list-style-type: none"> Clear and effective systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address barriers to achieving the school's mission, vision, and goals. 	<ul style="list-style-type: none"> Some systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, but they are not clear, consistent, or not fully effective in addressing barriers to achieving the school's mission, vision, and goals. 	<ul style="list-style-type: none"> Attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.
<p>1C Score: _____</p> <p>DOMAIN 1 (MISSION, VISION AND GOALS) TOTAL: _____</p>			
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School visits reveal strong systems and processes for regularly reviewing data at the school, grade, team, subgroup, and subject/course level <input type="checkbox"/> Data notebooks, data walls, or other systems of data collection and sharing show that multiple sources of information are used to regularly track and analyze student progress against goals <input type="checkbox"/> School visits and discussions with staff reveal consistent and effective processes for planning for and monitoring instructional improvement <input type="checkbox"/> School visits and records show that school improvement teams develop plans for improving instruction based on school goals <input type="checkbox"/> Written instructional improvement and intervention plans are supported by strong rationales, based on evidence of what works in the school or with similar students <input type="checkbox"/> Staff surveys meet school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			



Building Administrator Professional Practice - Domain 2: LEARNING AND TEACHING

2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> • Drives change and encourages risk taking in support of student learning goals. • Sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies. • All staff receive effective, standards based, job-embedded professional development 	<ul style="list-style-type: none"> • Models change. • Staff cooperatively plans for effective instruction and the development of professional competencies. • Guides and supports effective, standards based, job-embedded professional development. 	<ul style="list-style-type: none"> • Supports change. • Staff regularly discusses student learning and works to develop professional competencies, but there is not a strong, school-wide commitment. • Standards based, job-embedded professional development is present but sporadic or ineffective. 	<ul style="list-style-type: none"> • Resistant to change. • Staff demonstrates little or no collaboration around instructional needs. • Little or no standards-based, job-embedded professional development.

2A Score: _____

Possible Sources of Evidence:

- Staff surveys meet district or school targets for reported school wide commitment to professional development
- Professional development participation and satisfaction rates meet district or school targets
- School visits show regular, productive common planning time
- Written, individual staff professional development plans are aligned to school goals and individual developmental needs
- Professional development planning and programming is based on school goals for student outcomes and educator development
- School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- School visits reveal a common language about instruction
- Other: _____
- Other: _____



2B. Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> Creates sustained school-wide processes for identifying and implementing effective, research-based instructional practices aligned with Rhode Island and national standards. Implements systems that ensure regular coaching and development opportunities that facilitate all instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results. 	<ul style="list-style-type: none"> Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards. Provides coaching and development opportunities to improve the capacity of instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results. 	<ul style="list-style-type: none"> Works to identify effective, research based instructional practices aligned with Rhode Island and national standards, but implementation is incomplete. Inconsistently provides coaching and development opportunities to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results. 	<ul style="list-style-type: none"> Fails to implement effective, researched-based instructional practices aligned with Rhode Island and national standards. Rarely provides coaching and development opportunities to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.

2B Score:

Possible Sources of Evidence:

- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits show that district-provided curricula are effectively implemented, or (where applicable) that curricula are developed to effectively address Rhode Island and national learning standards
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- District or school targets for increases in student academic participation and achievement are met in areas such as:
 - On-track metrics, such as grade progression or freshmen on-track metrics
 - AP course participation rates and scores
 - ACT or SAT participation rates and scores
 - Other measures of academic participation and progress that are not part of the student learning component of the RIDE model
- Other: _____



2C. Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> A variety of data and assessments serve as evidence of student learning in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching. The school community routinely analyzes data about all students and subgroups to improve learning and teaching. 	<ul style="list-style-type: none"> Data and assessments regularly inform school-wide systems for monitoring and evaluating progress and improving learning and teaching. The school community analyzes data about all students and subgroups to improve learning and teaching. 	<ul style="list-style-type: none"> Data and assessments are inconsistently used to monitor and evaluate progress and improve learning and teaching. The school community inconsistently analyzes data about all students and subgroups to improve learning and teaching. 	<ul style="list-style-type: none"> Data and assessments are rarely used to monitor and evaluate progress and improve learning and teaching. The school community rarely analyzes data about all students and subgroups to improve learning and teaching.

2C Score: _____

DOMAIN 2 (LEARNING AND TEACHING) TOTAL: _____

Possible Sources of Evidence:

- School visits show that
 - Instructional staff regularly assess student progress toward individual student and group learning goals, based on a variety of district and/or school-provided and teacher-devised assessments
 - Instructional staff regularly review and calibrate student work against standards
 - Progress toward student learning goals is recorded and communicated to instructional staff, students, and families
 - Individually and in teams, instructional staff analyzes student and group progress toward learning goals
 - Instructional staff understand their strengths and their developmental needs and goals
- Written staff professional development and remediation plans reflect student and staff developmental needs
- Other: _____



Building Administrator Professional Practice - Domain 3: ORGANIZATIONAL SYSTEMS

3A. Addresses real and potential challenges to the physical and emotional safety and security of the school community

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> • School-wide systems, culture, and climate ensure the physical and emotional safety and security of the school community. 	<ul style="list-style-type: none"> • Real and potential challenges to the physical and emotional safety and security of the school community are addressed in a timely and effective manner. 	<ul style="list-style-type: none"> • Real and potential challenges to the physical and emotional safety and security of the school community are inconsistently addressed in a timely and effective manner. 	<ul style="list-style-type: none"> • Real and potential challenges to the physical and emotional safety and security of the school community are not addressed in a timely and/or adequate manner.
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance data shows that the school meets district or school attendance goals for students and teachers <input type="checkbox"/> Tardiness data shows that students and teachers meet district or school goals for timely arrival for school and for each class <input type="checkbox"/> The school schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized <input type="checkbox"/> Student survey responses meet district or school targets for reported feelings of physical and emotional safety and security <input type="checkbox"/> Student survey responses meet district or school targets for reported connections with teachers and staff <input type="checkbox"/> Student safety and discipline data (if reliable) shows that the school meets goals for improving safety and discipline <input type="checkbox"/> The school safety and security plan is useful and comprehensive; school visits show that staff understand and use the safety plan <input type="checkbox"/> School visits show: <ul style="list-style-type: none"> • Safe, secure, and clean facility • Orderly, respectful passing in the halls • Classes (middle, high) or subject/activity transitions (K-5) begin on time, with bell-to-bell learning • Teachers control their classrooms, using well-understood, established procedures and techniques to deal with disruptions, so that disruptions are minimal <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			<p>3A Score: _____</p>



3B. Establishes an infrastructure for personnel that operates in support of improving learning and teaching

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> • All personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff, are deliberately designed (within the parameters of district policy and procedures) to systematically support student learning goals. • Student Learning Objectives are rigorous and uniformly high-quality across grade-level and content areas with quantifiable targets set for student performance on high-quality assessments. • Evaluations and observations are conducted timely and thoroughly and hold staff accountable for student outcomes. • Personnel assignments ensure equitable access to high quality teaching. • Professional development, including coaching, meets the diverse learning needs of all staff in order to attain student learning goals. 	<ul style="list-style-type: none"> • Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), support student learning goals • Student Learning Objectives are rigorous with quantifiable targets set for student performance on quality assessments. • Required evaluations and observations are conducted timely and thoroughly. • Personnel assignments are based on student needs. • Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals. 	<ul style="list-style-type: none"> • Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), inconsistently support student learning goals. • Student Learning Objectives are inconsistently rigorous or lack overall rigor, and/or targets set for student performance are difficult to quantify. • Most evaluations and observations are in compliance with district policy. • Some but not all personnel assignments are based on student needs. • Professional development, including coaching, does not fully meet educators' needs or assist in meeting student learning goals. 	<ul style="list-style-type: none"> • Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), rarely support student learning goals. • Student Learning Objectives are incomplete and/or lack rigor; and/or targets set for student performance are incomplete or difficult to quantify. • Significant lapses exist in the evaluation and observation process. • Personnel assignments are not responsive to student needs. • Professional development, including coaching, is not high quality and/or is not tailored to meet educators' needs and student learning goals.

3B Score:

Possible Sources of Evidence:

- School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- Conversations with staff show that the school has a well understood profile of candidates who are likely to succeed in the school and enforces a disciplined hiring process based on the profile
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress



3C. Establishes an infrastructure for finance that operates in support of improving learning and teaching

<p><u>Exemplary (4)</u></p>	<p><u>Proficient (3)</u></p>	<p><u>Emerging (2)</u></p>	<p><u>Unsatisfactory(1)</u></p>
<ul style="list-style-type: none"> • Operates fully within district budget and fiscal guidelines. • Resources are appropriately leveraged and fully aligned to meet school goals and student needs. • Successfully advocates for and secures resources to achieve school goals. 	<ul style="list-style-type: none"> • Operates fully within district budget and fiscal guidelines. • Uses discretionary resources to support school goals and meet student needs. • Advocates for resources to achieve school goals. 	<ul style="list-style-type: none"> • Inconsistently operates within district budget and fiscal guidelines. • Discretionary resources are not effectively used to support school goals and meet student needs. 	<ul style="list-style-type: none"> • Regularly operates outside of district budget and fiscal guidelines. • Discretionary resources do not support school goals.

3C Score: _____

DOMAIN 3 (ORGANIZATIONAL SYSTEMS) TOTAL: _____

Possible Sources of Evidence:

- Discretionary budgets show that funds are used to ensure that the conditions for learning are in place, school learning goals are met, and staff developmental needs are addressed
- Other: _____
- Other: _____



Building Administrator Professional Practice - Domain 4: COMMUNITY

4A. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> • The school routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, the school routinely brings together the resources of families and the community to assist in meeting student learning goals. 	<ul style="list-style-type: none"> • The school partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members support student learning goals. 	<ul style="list-style-type: none"> • The school inconsistently and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members do not meaningfully support student learning goals. 	<ul style="list-style-type: none"> • The school rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members are unaware of student learning goals or do not meaningfully support student learning goals.

4A Score: _____

Possible Sources of Evidence:

- Family surveys meet district- or school-established targets for understanding and support of student learning goals
- Family participation rates for specific events meet district or school targets
- School visits show strong evidence of family outreach and family presence and participation in the school
- School visits show family and community participation on school improvement teams
- Family and community members provide tangible and intangible support of school goals
- Other: _____
- Other: _____



4B. Responds and contributes to community interests and needs to provide the best possible education for students and their families

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> ● Routinely responds and contributes to community interests and needs to provide the best possible education for students and their families. ● Community input is systematically solicited and used to inform decisions. ● Maintains strong relationships with key community stakeholders. ● Celebrates diversity as an asset to the school community. 	<ul style="list-style-type: none"> ● Responds and contributes to community interests and needs to provide the best possible education for students and their families. ● Community input is solicited and used to inform decisions. ● Recognizes diversity as an asset to the school community. 	<ul style="list-style-type: none"> ● Inconsistently responds and contributes to community interests and needs to provide the best possible education for students and their families. ● Community input is occasionally solicited and used to inform decisions. 	<ul style="list-style-type: none"> ● Rarely responds and contributes to community interests and needs to provide the best possible education for students and their families. ● Demonstrates a limited understanding of the community.

4B Score: _____

Possible Sources of Evidence:

- Community surveys meet district or school targets for reported engagement and satisfaction with the school
- School and community visits show that community members and organizations are active in the school and support school goals
- Written community engagement plans, schedules, and strategies shape effective community and stakeholder engagement
- Key stakeholders support the school
- Other: _____
- Other: _____



4C. Collaborates to share resources of the school and community to provide critical support for children and families

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> Maximizes the use of school and community resources to provide comprehensive support (e.g., health, social, etc.) for children and families. 	<ul style="list-style-type: none"> Collaborates to share resources of the school and community to provide critical support (e.g., health, social, etc.) for children and families. 	<ul style="list-style-type: none"> Inconsistently and/or at times ineffectively collaborates to share resources of the school and community. 	<ul style="list-style-type: none"> Rarely and/or ineffectively collaborates to share resources of the school and community.

4C Score: _____
DOMAIN 4 (COMMUNITY) TOTAL: _____

Possible Sources of Evidence:

- School visits show that:
 - Health, social, and other services are engaged inside and outside the school to meet the needs of students and families
 - Community organizations partner with the school to meet school goals and student needs
 - School resources are made available, where possible, to meet community needs
- Other: _____
- Other: _____

Administrator Professional Practice Rating: _____

- Step 1: Add the scores for each competency to get a total score for each domain in the Administrator Professional Practice Rubric. (Domain totals are for informational/development purposes)
- Step 2: Add the four domain scores to get a total score for all competencies in the Administrator Professional Practice Rubric.
- Step 3: Use the following bands of scores to arrive at a rating for the Administrator Professional Practice rubric:

- ▲ Exemplary = 43 -- 48
- ▲ Proficient = 31 -- 42
- ▲ Emerging = 22-- 30
- ▲ Unsatisfactory = 12 --21



Teacher Professional Practice - Evidence Quick Reference Table

<input type="radio"/> Less Likely Evidence Source	<input checked="" type="radio"/> Possible Evidence Source	<input checked="" type="radio"/> Key Evidence Source
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Domain	Competency	Classroom Observation	Artifact Review	Possible Artifacts
Planning and Preparation	1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans
	1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Copies of curricular materials
	1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student work ▪ Student data
	1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student work ▪ Student surveys
Learning and Teaching	2A. Demonstrates a deep understanding of discipline/content	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ Copies of instructional materials
	2B. Uses questioning techniques that encourage critical thinking and problem solving	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	2C. Makes cross-content connections and creates interdisciplinary learning experiences	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student work
	2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Student work (esp. formative assessments)
	2E. Uses multiple teaching and learning strategies to engage students	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans ▪ Student surveys
	2F. Frequently checks for and responds to student understanding during instruction	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	2G. Uses and models effective communication	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Lesson/unit plans
Classroom Environment	3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ Student surveys
	3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ Discipline reports
	3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
Assessment, Reflection and Improvement	4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Copies of assessments ▪ Data reports
	4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Graded student work
	4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Student work ▪ Self-assessment rubrics
	4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Records of communications with parents/colleagues ▪ Journals ▪ Student records
	4E. Maintains useful records of student work and performance and communicates student progress responsibly	<input type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Copies of student records ▪ Student progress reports ▪ Copies of grade book





Teacher Professional Practice Rubric

Teacher Professional Practice - Domain 1: Planning and Preparation			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<i>1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles</i>			
<ul style="list-style-type: none"> The teacher uses knowledge of individual students and trends across groups of students to plan instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are specific, measurable, aligned to standards, time bound, and appropriate for all students. 	<ul style="list-style-type: none"> The teacher plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are appropriate for all students. 	<ul style="list-style-type: none"> The teacher inconsistently plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives may not be specific and/or appropriate for all students. 	<ul style="list-style-type: none"> The teacher does not or rarely plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. Objectives are not identified or not specific and appropriate for all students.
			1A Score: _____
<i>1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum</i>			
<ul style="list-style-type: none"> The teacher uses knowledge of individual students and trends across groups of students to evaluate, select, and access a wide range of appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that promotes student engagement with the curriculum. 	<ul style="list-style-type: none"> The teacher evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that facilitate student engagement with the curriculum. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately selects and accesses services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives). 	<ul style="list-style-type: none"> The teacher does not or rarely evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives).
			1B Score: _____



1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts

<ul style="list-style-type: none"> The teacher uses knowledge of individual students and trends across groups of students to link curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students routinely ask questions that are meaningful to them. 	<ul style="list-style-type: none"> The teacher links curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students ask questions that are meaningful to them. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately links curriculum with prior knowledge, experience, and/or cultural contexts. 	<ul style="list-style-type: none"> The teacher does not or rarely links curriculum with prior knowledge, experience, and/or cultural contexts.
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1C Score: _____

1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication

<ul style="list-style-type: none"> The teacher uses knowledge of individual students and trends across groups of students to organize and prepare students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic) and roles (e.g., leader, reader, writer, speaker). 	<ul style="list-style-type: none"> The teacher organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic). 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times ineffectively prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker). 	<ul style="list-style-type: none"> The teacher does not or rarely prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).
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1D Score: _____

DOMAIN 1 (PLANNING AND PREPARATION) TOTAL:

Possible sources of evidence for this domain:

- Observation records
- Lesson plans/unit plans
- Student work
- Student surveys

- Curricular materials
- Student data
- Other: _____



Teacher Professional Practice - Domain 2: Classroom Instruction

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
2A. Demonstrates a deep understanding of discipline/content			
<ul style="list-style-type: none"> The teacher communicates clear, concise, and accurate explanations. The teacher uses instructional materials and resources accurately to enhance student understanding of specific skills and concepts. The teacher engages students in a variety of explanations and multiple representations of concepts. The teacher represents and uses different viewpoints, theories, and methods of inquiry. 	<ul style="list-style-type: none"> The teacher provides clear, concise, and accurate explanations. The teacher uses appropriate instructional materials and resources to enhance student understanding of specific skills and concepts. The teacher engages students in a variety of explanations and multiple representations of concepts. 	<ul style="list-style-type: none"> The teacher provides accurate explanations that may not be clear and concise. The teacher uses instructional materials and resources that may not be appropriate for the grade level or content area. 	<ul style="list-style-type: none"> The teacher provides inaccurate explanations and uses inappropriate instructional materials and resources.
2B. Uses questioning techniques that encourage critical thinking and problem solving			
<ul style="list-style-type: none"> The teacher strategically and intentionally uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students routinely raise or answer complex questions, generate their own knowledge and understanding, lead discussions, and solve problems. 	<ul style="list-style-type: none"> The teacher uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students raise or answer questions, generate their own knowledge and solve problems. 	<ul style="list-style-type: none"> The teacher inconsistently uses and/or at times inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students struggle to raise or answer complex questions, generate their own knowledge and understanding, and solve problems. 	<ul style="list-style-type: none"> The teacher rarely and/or inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time. Students do not or rarely raise or answer complex questions, generate their own knowledge and understanding, and solve problems.
			2A Score: _____
			2B Score: _____



2C. Makes cross-content connections and creates interdisciplinary learning experiences			
<ul style="list-style-type: none"> The teacher makes cross-content connections to a variety of content areas and creates interdisciplinary learning experiences. Students' access and transfer knowledge, understanding, and skills from other content area(s)/discipline(s) without prompting (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher makes cross-content connections and creates interdisciplinary learning experiences. Students' access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately attempts to make cross-content connections and create interdisciplinary learning experiences. Students struggle to access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry). 	<ul style="list-style-type: none"> The teacher does not or rarely attempts to make cross-content connections and create interdisciplinary learning experience, or does so inaccurately. Students do not or rarely access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).
2C Score: _____			
2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives			
<ul style="list-style-type: none"> The teacher implements instruction that communicates a clear purpose for learning that is specific, measurable, and aligned to standards. The teacher continually monitors learning during instruction to maintain focus on learning objectives and adjusts instruction as needed. Students hold themselves accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher implements instruction that communicates a purpose for learning that is specific, measurable, and aligned to standards. The teacher monitors learning during instruction to maintain focus on learning objectives. Students are held accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher implements instruction that inconsistently communicates a purpose for learning. The teacher attempts to monitor learning during instruction. Students are not held accountable for achieving learning objectives. 	<ul style="list-style-type: none"> The teacher does not or rarely implements instruction that communicates a purpose for learning. The teacher does not or rarely monitors learning during instruction. Students are not held accountable for achieving learning objectives.
2D Score: _____			



2E. Uses multiple teaching and learning strategies to engage students			
<ul style="list-style-type: none"> The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives. Students are enthusiastically engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning) and contribute to the classroom. 	<ul style="list-style-type: none"> The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives. Students are engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning). 	<ul style="list-style-type: none"> The teacher inconsistently and at times inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses). Students are inconsistently engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning). 	<ul style="list-style-type: none"> The teacher rarely and/or inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses). Students are not engaged in learning.
2E Score: _____			
2F. Frequently checks for and responds to student understanding during instruction			
<ul style="list-style-type: none"> The teacher frequently checks for understanding of group and individual students during instruction in a variety of ways. Information is used immediately to address misunderstandings and guide ongoing instruction. 	<ul style="list-style-type: none"> The teacher frequently checks for understanding of group or individual students during instruction and uses this information to address misunderstandings and guide ongoing instruction. 	<ul style="list-style-type: none"> The teacher inconsistently checks for understanding during instruction and/or unevenly addresses groups and individual students. Information may not be used to address misunderstandings or guide ongoing instruction. 	<ul style="list-style-type: none"> The teacher does not or rarely checks for understanding during instruction and does not use this information to address misunderstandings and guide ongoing instruction.
2F Score: _____			



2G. Uses and models effective communication			
<ul style="list-style-type: none"> The teacher uses and models a wide variety of effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to maximize learning and appropriate student communication. The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. Students hold themselves and each other accountable for using effective communication skills. 	<ul style="list-style-type: none"> The teacher uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to support learning and encourage students to use appropriate communication. The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. Students are held accountable for using appropriate communication. 	<ul style="list-style-type: none"> The teacher inconsistently uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological). The teacher may not seek knowledge of and demonstrate sensitivity to the particular communication needs of all students. Students may not be held accountable for using appropriate communication. 	<ul style="list-style-type: none"> The teacher does not or rarely uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) that support learning or encourage students to use appropriate communication. The teacher does not or rarely seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. Students are not held accountable for using appropriate communication.
2G Score: _____			
2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs			
<ul style="list-style-type: none"> The teacher anticipates the need for and assumes a wide variety of roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles are closely aligned to individual and group needs. 	<ul style="list-style-type: none"> The teacher assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles address learner needs. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles may not address learner needs. 	<ul style="list-style-type: none"> The teacher does not or rarely assumes various roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. Specific roles do not or rarely address learner needs.
2H Score: _____			
DOMAIN 2 (CLASSROOM INSTRUCTION) TOTAL: _____			
Possible sources of evidence for this domain: <input type="checkbox"/> Observation records <input type="checkbox"/> Feedback forms <input type="checkbox"/> Other: _____ <input type="checkbox"/>			



Teacher Professional Practice - Domain 3: Classroom Environment

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials			
<ul style="list-style-type: none"> Student down time is eliminated due to well-executed routines, procedures, and transitions. Instructional pacing is efficient, and students move from one task to the other independently, without prompting. Materials are well organized and easily accessible. 	<ul style="list-style-type: none"> There is little student down time due to well-executed routines, procedures, and transitions. Instructional pacing is efficient, and students move from one task to the other with some prompting. Materials are easily accessible. 	<ul style="list-style-type: none"> Noticeable time is wasted due to routines, procedures and transitions that may be unclear or poorly executed. Instructional pacing is inefficient, and students move from one task to the other only when prompted. Materials are somewhat accessible. 	<ul style="list-style-type: none"> Time is consistently wasted due to routines, procedures and transitions that may be very unclear, poorly executed or nonexistent. Instructional pacing is inefficient, and students frequently do not move from one task to the other, even when prompted. Materials are difficult to access.
			3A Score: _____
3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks			
<ul style="list-style-type: none"> The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students. Students actively take risks. Students hold themselves accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions. 	<ul style="list-style-type: none"> The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students. Students feel comfortable taking risks. Students are held accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions. 	<ul style="list-style-type: none"> The teacher attempts to create a safe learning environment. Students do not appear comfortable taking risks, and negative social relationships and disrespectful interactions may occur. 	<ul style="list-style-type: none"> The teacher does not create a safe learning environment that respects individual differences, promotes positive social relationships or allows students to comfortably take risks. Students interact with their peers and teachers disrespectfully and do not appropriately share ideas and opinions.
			3B Score: _____





3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior			
<ul style="list-style-type: none"> The teacher emphasizes and reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. If misbehavior occurs, teacher responds effectively and appropriately for individual student(s), or no misbehavior occurs. 	<ul style="list-style-type: none"> The teacher reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior. Inappropriate and off-task behavior has a minimal impact on student learning. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. Inappropriate and off-task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed. 	<ul style="list-style-type: none"> The teacher does not or rarely reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. Inappropriate and off-task behavior inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed.
3C Score: _____			
3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning			
<ul style="list-style-type: none"> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. Students can clearly communicate class expectations (e.g., rules, procedures) and hold themselves responsible for their own learning. 	<ul style="list-style-type: none"> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. Students can communicate class expectations (e.g., rules, procedures) and are held responsible for their own learning. 	<ul style="list-style-type: none"> The teacher does not consistently communicate high expectations for all students and/or guide them to assume responsibility for their learning. Students may struggle to communicate class expectations or communicate them incorrectly and may not assume responsibility for their own learning. 	<ul style="list-style-type: none"> The teacher communicates inappropriate and/or low expectations for students. Students struggle or are unable to clearly communicate class expectations, and do not assume responsibility for their own learning.
3D Score: _____			
DOMAIN 3 (CLASSROOM ENVIRONMENT) TOTAL: _____			
Possible sources of evidence for this domain:			
<input type="checkbox"/> Observation records <input type="checkbox"/> Feedback forms <input type="checkbox"/> Other: _____			

Teacher Professional Practice - Domain 4: Assessment, Reflection and Improvement

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans			
<ul style="list-style-type: none"> The teacher uses a variety of formal and informal assessment strategies that are aligned to learning objectives. Data is used by teacher and students to monitor progress, adjust instruction, and modify future instruction. 	<ul style="list-style-type: none"> The teacher uses a variety of formal and informal assessment strategies. Data is used by teacher to monitor progress, adjust instruction, and modify future instruction. 	<ul style="list-style-type: none"> The teacher uses a limited variety of formal or informal assessment strategies to monitor student progress. Data on student progress is inconsistently or at times inappropriately used to adjust and/or modify future instruction. 	<ul style="list-style-type: none"> The teacher does not use or rarely uses an assessment strategy to monitor student progress. Data on student progress is not used or rarely used to adjust and/or modify future instruction.
			4A Score: _____
4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning			
<ul style="list-style-type: none"> The teacher routinely provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. Students independently incorporate feedback in their learning. 	<ul style="list-style-type: none"> The teacher provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. Students use the feedback to revise work or improve learning. 	<ul style="list-style-type: none"> The teacher inconsistently provides students with feedback and/or has not effectively taught them to use feedback in their learning. Students struggle to use the feedback to revise work or improve learning. 	<ul style="list-style-type: none"> The teacher does not or rarely provides students with feedback. Students do not use or rarely use feedback to revise work or improve learning.
			4B Score: _____
4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop			
<ul style="list-style-type: none"> The teacher designs self-assessments (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) that are aligned to learning objectives to help students set goals and become aware of their strengths and areas to develop. Students independently reflect on a variety of skills and concepts and can clearly articulate personal goals, strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher engages students in self-assessment strategies (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) to help them set goals and become aware of their strengths and areas to develop. Students reflect in multiple ways and can articulate personal goals, strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher inconsistently engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). Students inconsistently reflect on their learning and struggle to articulate goals, personal strengths, and areas to develop. 	<ul style="list-style-type: none"> The teacher does not or rarely engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). Students do not or rarely reflect on their learning and are unable to articulate personal goals, strengths, and areas to develop.
			4C Score: _____



4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues

<ul style="list-style-type: none"> The teacher regularly solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is routinely used to inform future instruction. 	<ul style="list-style-type: none"> The teacher solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is used to inform future instruction. 	<ul style="list-style-type: none"> The teacher inconsistently and/or at times inappropriately solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information may not be used to inform future instruction. 	<ul style="list-style-type: none"> The teacher does not or rarely solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues to inform future instruction.
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4D Score: _____

4E. Maintains useful records of student work and performance and communicates student progress responsibly

<ul style="list-style-type: none"> The teacher maintains and uses highly organized records of student work and performance and communicates student progress responsibly. 	<ul style="list-style-type: none"> The teacher maintains useful records of student work and performance and communicates student progress responsibly. 	<ul style="list-style-type: none"> The teacher maintains inconsistent or incomplete records of student work and performance and may not communicate student progress responsibly. 	<ul style="list-style-type: none"> The teacher does not maintain records of student work, or records are not useful, and/or the teacher does not communicate student progress responsibly.
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4E Score: _____

DOMAIN 4 (ASSESSMENT, REFLECTION AND IMPROVEMENT) TOTAL: _____

Possible sources of evidence for this domain:

- Observation records
- Assessments
- Documentation of communications with parents, colleagues, and students
- Professional development materials and reflections
- Journals
- Student work
- Relevant data
- Student records
- Other: _____

Teacher Professional Practice Rating: _____

Step 1: Add the scores for each competency to get a total score for each domain of the Teacher Professional Practice Rubric. (Domain totals are for informational/developmental purposes)

Step 2: Add the scores for each domain to get a total score for all competencies in the Teacher Professional Practice Rubric.

Step 3: Use the following bands of scores to arrive at a rating for the Teacher Professional Practice Rubric:

- ▲ Exemplary = 75 – 84
- ▲ Proficient = 54 – 74
- ▲ Emerging = 38 – 53
- ▲ Unsatisfactory = 21 – 37



Professional Responsibilities – Evidence Quick Reference Table

<input type="radio"/> Less Likely Evidence Source	<input checked="" type="radio"/> Possible Evidence Source	<input checked="" type="radio"/> Key Evidence Source
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Domain	Competency	Observation	Artifact Review	Possible Artifacts
Collaborates and Contributes to the School Community	1A. Leads, supports, and/or participates in school/district-based initiatives and activities	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Minutes/summaries of meetings and events
	1B. Gives assistance to and seeks assistance from other educators in order to improve student learning	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Journal ▪ Communication records
Believes in & Advocates for Students	2A. Acts on the belief that all students can learn	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	2B. Advocates for students’ best interests	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Meeting minutes ▪ Student referrals for special services ▪ Journal ▪ Records of communications with parents/colleagues
Creates a Culture of Respect	3A. Demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Records of communications with parents/colleagues
	3B. Works toward a safe, supportive, collaborative culture	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Records of community interactions ▪ Journal
Exercises Professional Judgment & Development	4A. Develops and maintains an understanding of current state, district, and school policies and initiatives	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Records from PD sessions/events
	4B. Follows all federal, state, district, and school policies	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Records kept by educator ▪ Required documentation
	4C. Maintains professional standards guided by legal and ethical principles	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> ▪ n/a
	4D. Engages meaningfully in the professional development process	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<ul style="list-style-type: none"> ▪ Professional Growth Plan ▪ Records from PD sessions/events





Educator Professional Responsibilities Rubric (Teachers & Administrators)

Professional Responsibilities - Domain 1: Collaborates and Contributes to the School Community		
Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
<i>1A. Leads, supports, and/or participates in school/district-based initiatives and activities</i>		
<ul style="list-style-type: none"> • The educator consistently leads school/district-based initiatives and activities. 	<ul style="list-style-type: none"> • The educator leads, supports, and/or participates in school/district-based initiatives and activities. 	<ul style="list-style-type: none"> • The educator rarely leads, supports, and/or participates in school/district-based initiatives and activities or contributes in a non-constructive manner.
1A Score: _____		
<i>1B. Gives assistance to and seeks assistance from other educators in order to improve student learning</i>		
<ul style="list-style-type: none"> • The educator actively seeks assistance from and/or gives assistance to other educators and community members to enhance and improve the learning of staff, self, students, and community. 	<ul style="list-style-type: none"> • The educator gives assistance to and/or receives assistance from other educators in order to improve student learning. 	<ul style="list-style-type: none"> • The educator fails to seek assistance from other educators and/or give assistance to other educators on a regular basis. The educator is not open to receiving input from others.
1B Score: _____		
DOMAIN 1 (COLLABORATES AND CONTRIBUTES TO THE SCHOOL COMMUNITY) TOTAL: _____		
<p>Possible sources of evidence for this domain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communication with others <input type="checkbox"/> Journals/reflections <input type="checkbox"/> Professional development artifacts <input type="checkbox"/> Meeting minutes or agendas Other: _____ Other: _____ 		



Professional Responsibilities - Domain 2: Believes in & Advocates for Students

Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
2A. Acts on the belief that all students can learn		
<ul style="list-style-type: none"> • The educator acts on the belief that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn. 	<ul style="list-style-type: none"> • The educator acts on the belief that all students can learn. 	<ul style="list-style-type: none"> • The educator acts on the belief that only some students or groups of students can learn.
		2A Score: _____
2B. Advocates for students' best interests		
<ul style="list-style-type: none"> • The educator frequently advocates for students' best interests with persistence and conviction, including students' individualized needs. 	<ul style="list-style-type: none"> • The educator advocates for students' best interests, including students' individualized needs. 	<ul style="list-style-type: none"> • The educator infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs.
		2B Score: _____
DOMAIN 2 (BELIEVES IN & ADVOCATES FOR STUDENTS) TOTAL: _____		
<p>Possible sources of evidence for this domain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communication with parents <input type="checkbox"/> Curricular materials <input type="checkbox"/> Referrals to education specialists <input type="checkbox"/> Student goals <input type="checkbox"/> Tutoring logs <input type="checkbox"/> Other: _____ 		



Professional Responsibilities - Domain 3: Creates a Culture of Respect

Exceeds Expectations (3)

Meets Expectations (2)

Does Not Meet Expectations (1)

3A. Demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

• The educator demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions, and helps establish a culture of respect within his/her school/district.

• The educator demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions.

• The educator fails to consistently demonstrate respect for other educators, students, parents, and community members in all actions and interactions.

3A Score: _____

3B. Works toward a safe, supportive, collaborative culture

• The educator leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community.

• The educator works toward a safe, supportive, collaborative culture, including the interaction between the school and the community.

• The educator fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture.

3B Score: _____

DOMAIN 3 (CREATES A CULTURE OF RESPECT) TOTAL: _____

Possible sources of evidence for this domain:

- Copies of communications with families
- Logs of communication with families
- Staff awards
- Other: _____



Professional Responsibilities - Domain 4: Exercises Professional Judgment & Development

Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
4A. Develops and maintains an understanding of current state, district, and school policies and initiatives		
<ul style="list-style-type: none"> The educator develops and maintains an understanding of current state, district, and school policies and initiatives and contributes to the clarification of and sharing of relevant information. 	<ul style="list-style-type: none"> The educator develops and maintains an understanding of current state, district, and school policies and initiatives. 	<ul style="list-style-type: none"> The educator demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives.
4A Score: _____		
4B. Follows all federal, state, district, and school policies		
<ul style="list-style-type: none"> The educator follows all federal, state, district, and school policies and helps educate other stakeholders (e.g., other educators, students, parents, community members) about the policies. 	<ul style="list-style-type: none"> The educator follows all federal, state, district, and school policies. 	<ul style="list-style-type: none"> The educator fails to consistently follow some federal, state, district, and school policies.
4B Score: _____		
4C. Maintains professional standards guided by legal and ethical principles		
<ul style="list-style-type: none"> The educator maintains professional standards, guided by legal and ethical principles, and contributes to the clarification and sharing of current professional standards. 	<ul style="list-style-type: none"> The educator maintains professional standards guided by legal and ethical principles. 	<ul style="list-style-type: none"> The educator fails to consistently maintain professional standards guided by legal and ethical principles.
4C Score: _____		



4D. Engages meaningfully in the professional development process

• The educator engages meaningfully and enthusiastically in the professional development process; this development leads to improved practice in self and/or colleagues.

• The educator engages meaningfully in the professional develop process.

• The educator fails to meaningfully engage in the professional development process consistently.

4D Score: _____

DOMAIN 4 (EXERCISES PROFESSIONAL JUDGMENT & DEVELOPMENT) TOTAL: _____

Possible sources of evidence for this domain:

- Attendance records
- Discipline file
- Meeting agenda/minutes
- Professional development materials
- Other: _____

Professional Responsibilities Rating: _____

Step 1: Add the scores for each competency to get a total score for each domain of the Professional Responsibilities Rubric. (Domain totals are used for developmental/informational purposes)

Step 2: Add the domain totals to get a total score for all competencies in the Professional Responsibilities Rubric.

Step 3: Use the following bands of scores to arrive at a rating for the Professional Responsibilities Rubric:

- Exceeds Expectations = 24 – 30
- Meets Expectations = 18 – 23
- Does not meet expectations = 10 – 17





Appendix B: Observation and Feedback Forms





School Site Visit Running Record Form

Administrator:	Date:	School:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		
Context for Observation (e.g., Classroom visit, faculty meeting, parent meeting, etc.):			

APP Domain/Indicators	Observation Notes (Student, Teacher, Administrator Actions)
<p>Mission, Vision, and Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains school mission, vision and goals that set clear and measurable high expectations for all students and educators <input type="checkbox"/> Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders <input type="checkbox"/> Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources 	
<p>Learning and Teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction <input type="checkbox"/> Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards <input type="checkbox"/> Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor and evaluate progress toward the mission, vision, and goals 	



<p>Organizational Systems</p> <ul style="list-style-type: none"> □ Address real and potential challenges to the physical and emotional safety and security of the school community □ Establishes an infrastructure for personnel that operates in support of improving learning and teaching 	
<p>Community</p> <ul style="list-style-type: none"> □ Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning □ Responds and contributes to community interests and needs to provide the best possible education for students and their families □ Collaborates to share resources of the school and community to provide critical support for children and families □ 	
<p>Professional Responsibilities</p> <ul style="list-style-type: none"> □ Acts on belief that all students can learn □ Demonstrates respect for everyone, including other educators students, parents, and other community members in all actions and interactions 	



School Site Visit Feedback Form

Administrator:	Date:	School:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		
Context for Observation (e.g., classroom visit, faculty meeting, parent meeting, etc.):			

Domain	Observation Feedback
*Consult the Professional Practice and Professional Responsibilities Rubrics prior to completing this section and use your observation notes to cite specific competencies related to the school site visit. Also, review the administrator's Professional Growth Goals and self-assessment; provide specific feedback on areas for development cited in either.	
Mission, Vision, and Goals	
Learning and Teaching	
Organizational Systems	
Community	
Professional Responsibilities	
Other Notes	
Summary Feedback	
Strengths:	
Areas for Improvement:	

Observer Signature: _____
 Date: _____

Administrator Signature: _____
 Date: _____





Classroom Observation Running Record Form

Teacher:	Date:	Grade/Subject:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		

Domain/Indicators	Observation Notes (Student and Teacher Actions)
<p>Planning and Preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans instruction that is aligned to learning objectives, meets the full spectrum of learning needs, skills levels, and learning styles, and is developmentally appropriate <input type="checkbox"/> Evaluates, selects, and access appropriates services, resources and curricular materials that facilitate student engagement with the curriculum <input type="checkbox"/> Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge experiences, and/or cultural contexts <input type="checkbox"/> Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication 	
<p>Classroom Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a deep understanding of discipline/content <input type="checkbox"/> Uses questioning techniques that encourage critical thinking, problem solving and performance skills <input type="checkbox"/> Makes cross-content connections and creates interdisciplinary learning experiences <input type="checkbox"/> Implements instruction to ensure that students understand, are focused on and accountable for the learning objectives <input type="checkbox"/> Utilizes multiple teaching and learning strategies to engage students <input type="checkbox"/> Frequently checks for and responds to student understanding during instruction <input type="checkbox"/> Uses and models effective communication <input type="checkbox"/> Assumes different roles during instruction (e.g. instructor, facilitator, coach, audience) 	



<p>Classroom Environment</p> <ul style="list-style-type: none"> □ Creates a productive learning environment that maximizes learning time, establishes procedures and expectations and ensures access to learning materials □ Creates a safe learning community that respects individual differences, promotes positive social relationships and allows students to comfortably take risks □ Reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior □ Clearly communicates high expectations for all students and guides students to assume responsibility for their learning 	
<p>Assessment, Reflection and Improvement</p> <ul style="list-style-type: none"> □ Utilizes a variety of formal and informal assessment strategies to monitor student progress, adjust instruction and modify plans □ Provides students with feedback that is timely and high quality, and teaches students to use feedback in their learning □ Engages students in self-assessment to help them set goals and become aware of their strengths and needs 	
<p>Professional Responsibilities</p> <ul style="list-style-type: none"> □ Acts on the belief that all students can learn □ Demonstrates respect for everyone, including other educators, students, parents, and other community members in all actions and interactions 	



Classroom Observation Feedback Form

Teacher:	Date:	Grade/Subject:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		

Domain	Observation Feedback
Domain	*Consult the Professional Practice and Professional Responsibilities Rubrics prior to completing this section and use your observation notes to cite specific competencies related to the classroom observation. Also, review the teacher's Professional Growth Goals and self-assessment; provide specific feedback on areas for development cited in either.
Planning and Preparation	
Classroom Instruction	
Classroom Environment	
Assessment, Reflection, and Improvement	
Professional Responsibilities	
Other Notes	

Strengths: 	Summary Feedback
Areas for Improvement: 	

Observer Signature: _____ Date: _____

Teacher Signature: _____ Date: _____





Appendix C: Student Learning Objectives





STUDENT LEARNING OBJECTIVE: TEACHER FORM

Name: _____
Content Area: _____ Grade Level: _____

Statement of Objective: *(Please specify whether this is a mastery or progress objective.)*

Rationale: *(How did you choose this objective? Why is this an appropriate area of focus?)*

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

Students: *(Which students will this objective address? How many? From which classes?)*

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*



Approval of Objective: Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Unacceptable in any category should be revised and resubmitted.

	Unacceptable	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Once the above information has been discussed and agreed upon by the teacher and evaluator, please sign below.

Teacher _____

Evaluator _____

Date _____

Results: (Teacher should explain evidence of student learning. How many targets were met? To what degree were targets met? Additional score reports may be attached to describe results.)

Scoring: (Evaluator should check the box that best indicates the teacher's attainment of this student learning objective. Individual ratings should serve as the basis for an overall rating using the holistic rubric.)

Did the teacher meet this objective?	Did Not Meet	Met	Exceeded
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES



Student Learning Objectives – Teacher Guidance

Statement of Objective	This is a long-term academic goal for students. It should be specific and measurable, based on available prior student learning data, and aligned to state standards(or for subjects where state standards do not exist, other recognized standards, e.g., standards from content groups like the National Council of Teacher of Mathematics). It should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery. Objectives based on progress must include a baseline for each target. Objectives based on mastery may, but are not required to, include a baseline for each target.
Rationale	The rationale is the explanation for why this particular objective was chosen. The teacher should explain why this particular objective is an appropriate area of focus.
Aligned Standards	The Student Learning Objective should align to state Grade Level and Grade Span Expectations (GSEs and GLEs) and/or the Common Core State Standards (CCSS). Objectives may be broad and aligned to many standards or they may be narrower and aligned to just a few, if the rationale justifies this focus. If the school or district has made particular standards a priority for instruction, those standards should be addressed by the Student Learning Objective(s).
Students	The teacher should identify how many students are included in the objective, and from which classes. All students a teacher teaches should be covered by his or her set of objectives (although not necessarily by a single objective). Elementary teachers who teach all content areas should have at least one Student Learning Objective for ELA and one for mathematics. Secondary teachers should have approximately one Student Learning Objective per different course taught, up to four. If a teacher has more than four preps, they should prioritize based on school or district learning priorities. If the school or district has made it a priority to close gaps between particular groups of students, an objective may address these gaps and focus on a subgroup of students. Though individual objectives may focus on a subgroup, the complete set should cover all of a teacher's students.
Interval of Instruction	The interval of instruction refers to the length of time the teacher will spend teaching the content and skills addressed in the objective. The interval of instruction must represent a significant portion of the instructional period. Usually, the interval of instruction will be one school year. If the teacher teaches a course that is not taught year-long (e.g., a semester-long elective course), he or she may select an interval of instruction that better aligns with the school schedule.
Target(s) & Evidence	<p>The target(s) for the objective are numerical goals for each source of evidence used to assess the objective. Targets should be ambitious but attainable. Teachers should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data, current year classroom assessment data, and/or prior year's grades and assessment data can be used to inform targets. Teachers can use previous classes' performance for the same or other teachers to guide target-setting if data on the current students indicates that the students are academically similar. If previous groups of students are not academically similar, targets may be adjusted accordingly.</p> <p>At least one source of evidence and a corresponding target are required, but multiple sources and targets may be used. If a common assessment exists, it must be used as the primary source of evidence. If the teacher is not using a common assessment, the evidence and how the evidence will be scored or assessed must be approved by the evaluator at the Beginning-of-Year Conference. The priority of content, rigor of target(s), and quality of evidence should be considered when setting and approving Student Objectives.</p>
Rationale for Target(s)	When selecting targets, the teacher should consider any department, grade level, school-wide or district expectations for progress or mastery, as well as any prior student learning data. If a baseline is available for the students covered in the objective, it should be included. Baselines may be based on pre-tests administered at the beginning of the year, assessments administered at the end of the prior year, or other historical data about student learning.
Administration & Scoring	The teacher should explain how the evidence used to assess the objective will be collected and reviewed. The teacher should include detail about how assessments will be administered and scored. The teacher and evaluator should determine the most accurate, fair, and objective scoring process possible.
Approval of Objective	At the Beginning-of-Year Conference, the evaluator will review each objective in terms of its priority of content, rigor of target, and quality of evidence. Objectives rated as Unacceptable in any category must be revised and resubmitted within ten school days.
Results	At the end of the interval of instruction, the teacher should explain the results of all sources of evidence used to assess the objective. The results should be expressed numerically and in relation to the previously set targets. If any official score reports are available for the sources of evidence used (especially for common assessments) they should be submitted to the evaluator prior to the End-of-Year Conference.
Scoring	The evaluator should review all the available evidence related to Student Learning Objectives, noting the degree to which the objective was met on the form. Evaluators will informally rate each objective as Not Met, Met, or Exceeded. The evaluator may provide additional comments about the scoring. These informal ratings will serve as the basis for the holistic scoring. Using the Student Learning Objective scoring guidelines, evaluators will look at the whole body of evidence across all objectives and assign an overall Student Learning Objective rating.





STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR FORM

Name: _____

School: _____ Grade Levels: _____

Statement of Objective: *(Please specify whether this is a mastery or progress objective.)*

Rationale: *(How did you choose this objective? Why is this an appropriate area of focus?)*

Students: *(Which students will this objective address? How many? From which classes?)*

Interval of Instruction: *(Typically one school year unless there is a compelling reason for a shorter interval)*

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-*

test or baseline information, if any, informed your decision?)

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*



Approval of Objective: Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Unacceptable in any category should be revised and resubmitted.

	Unacceptable	Acceptable
Priority of Content	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence	<input type="checkbox"/>	<input type="checkbox"/>

Once the above information has been discussed and agreed upon by the teacher and evaluator, please sign below.

Administrator _____

Evaluator _____

Date _____

Results: (Administrator should explain evidence of student learning. How many targets were met? To what degree were targets met? Additional score reports may be attached to describe results.)

Scoring: (Evaluator should check the box that best indicates the teacher's attainment of this student learning objective. Individual ratings should serve as the basis for an overall rating using the holistic rubric.)

Did the administrator meet this objective?	Did Not Meet	Met	Exceeded
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES



Student Learning Objectives – Building Administrator Guidance

Statement of Objective	This is a long-term academic goal for students. It should be specific and measurable, based on available prior student learning data. All administrators in a school will have a common set of 4-6 Student Learning Objectives. At least one objective must pertain to mathematics and one to English Language Arts. Objectives should focus on areas of need identified by state assessment data or the school strategic/improvement plan. Objectives may focus on subgroups of students, closing gaps, or particular grades and subjects. Objectives may focus on direct academic improvement, or on indicators of student learning such as enrollment in advanced level courses. Objectives may be based on progress or mastery. Objectives based on progress must include a baseline for each target. Objectives based on mastery may, but are not required to, include a baseline for each target.
Rationale	The rationale is the explanation for why this particular objective was chosen. The administrator should explain why this particular objective is an appropriate area of focus.
Students	The administrator should identify which students/classes/grades are included in the objective. Unlike teacher objectives, administrator objectives do not have to cover all students for whom the administrator is responsible.
Interval of Instruction	The interval of instruction is typically one school year unless the administrator has a compelling and documented reason for focusing on a shorter period of time.
Target(s) & Evidence	<p>The target(s) for the objective are the numerical goals for each source of evidence used to assess the objective. Administrators should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data and/or prior year's grades and assessment data can be used to inform targets. Administrators can use previous year's performance to guide target-setting. If previous groups of students are not academically similar, targets may be adjusted accordingly.</p> <p>At least one source of evidence and a corresponding target are required, but multiple sources and targets may be used. If a common assessment exists, it must be used as the primary source of evidence. If the administrator is not using a common assessment, the evidence and how the evidence will be scored or assessed must be approved by the evaluator at the Beginning-of-Year Conference. Though passing rates may be used as evidence for some objectives, grades should generally not be used as evidence. The priority of content, students, rigor of target(s), and quality of evidence should be considered when setting and approving Student Learning Objectives.</p>
Rationale for Target(s)	When selecting targets, the administrator should consider any department, grade level, school-wide or district expectations for progress or mastery, as well as any prior student learning data. If a baseline is available for the students covered in the objective, it should be included. Baselines may be based on pre-tests administered at the beginning of the year, assessments administered at the end of the prior year, or other historical data about student learning.
Administration & Scoring	The administrator should explain how the evidence used to assess the objective will be collected and reviewed. The administrator should include detail about how assessments will be administered and scored. The administrator and evaluator should determine the most accurate, fair, and objective scoring process possible.
Approval of Objective	Prior to or at Beginning-of-Year Conference, the evaluator will review each objective in terms of its priority of content, rigor of target, and quality of evidence. Objectives rated as Unacceptable in any category must be revised and resubmitted within ten school days.
Results	At the end of the interval of instruction, the administrator should explain the results of all sources of evidence used to assess the objective. The results should be expressed numerically and in relation to the previously set targets. If any official score reports are available for the sources of evidence used (especially for common assessments) they should be submitted to the evaluator prior to the End-of-Year Conference.
Scoring	The evaluator should review all the available evidence related to Student Learning Objectives, noting the degree to which the objective was met on the form. Evaluators will informally rate each objective as Not Met, Met, or Exceeded. The evaluator may provide additional comments about the scoring. These informal ratings will serve as the basis for the holistic scoring. Using the Student Learning Objective scoring guidelines, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign an overall Student Learning Objective rating.





Frequently Asked Questions (FAQs) about Student Learning Objectives for Teachers

How many Student Learning Objectives must be set?

Every teacher should have a set of 2-4 Student Learning Objectives. Elementary teachers who are responsible for multiple content areas should have, at least, one objective for English Language Arts and one objective for mathematics. Secondary teachers should have approximately one objective per prep, up to four. Also, administrator teams should have 4-6 school-wide Student Learning Objectives.

What content should be covered?

Teacher teams should identify the major standards or overarching concepts and skills that are necessary for the successful completion of a course and use them to guide the setting of their objectives. All objectives should be based on Grade Level Expectations (GLEs), Grade Span Expectations (GSEs), or the Common Core State Standards. In many cases, districts or schools will already have identified the most important learning objectives for students in the District and School Improvement plans, along with assessments or other ways of measuring those objectives. In other cases, appropriate Student Learning Objectives and/or ways of measuring them may need to be identified or created. Ideally, this should happen in collaborative grade-level team or content-alike groups. Objectives may be based on student progress or mastery.

What students should the Student Learning Objectives cover?

A teachers' set of objectives should address all students for whom a teacher is responsible. Teachers can set goals for subgroups. In addition, teachers can set tiered goals so that targets are differentiated. Teachers can set targets for a majority of students (80%-95% for example), as long that majority contains a natural distribution of subgroups (students receiving special education services, for example) and no subgroup is disproportionately excluded. Administrators are not required to set Student Learning Objectives that include every student for whom they are responsible. They can focus their objectives on particular grades, subject areas, or populations of students.

What is an appropriate target?

Teachers should begin with the data and historical information they have on current students and use it to set targets for their Student Learning Objectives. Pre-test data and/or prior year's grades and assessment data can be used to inform targets. Teachers can also use previous classes' performance to guide target-setting if data on the current students indicates that they are academically similar. Targets should correspond to at least one year's worth of student learning.

The rigor of the target should be considered by the evaluator in the Beginning-of-Year Conference. Targets that are not sufficiently rigorous should not be approved. Evaluator training will include guidance on evaluating rigor. To ensure fairness, teachers with shared objectives should have the same targets for their students, unless evidence indicates that different classes of students have significantly different starting points.



What evidence sources may be used?

Teachers must present at least one source of evidence for each target, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence. Common assessments need not be commercially-purchased assessments. Teachers are encouraged to collaborate with grade-level teams and content-alike groups to obtain or develop common assessments for Student Learning Objectives. If a teacher is not using an externally-created assessment, the evidence (ex. teacher-made exam, student portfolios, writing pieces, etc.) and plans for how the evidence will be scored must be approved by the evaluator in the Beginning-of-Year Conference. Evaluators must consider whether objectives have high-quality sources of evidence when initially approving the objectives. Evaluator training will include guidance on evaluating sources of evidence.

What if teachers don't have access to a common assessment?

Teachers in some grades and subjects do not have access to common district- or third-party-created assessments for their course standards. In these cases, teachers will need to measure student progress toward their Student Learning Objectives by using assessments that they create, in collaboration with other teachers in their school or district who teach the same course. If there is nobody in their school or district who teaches their same course, teachers may select an off-the-shelf assessment or create their own. Prior to use, assessments should be approved a teacher's evaluator.

Teacher teams can build on the summative assessment that they are already using to measure student progress. In future years, teachers will be able to reuse and refine assessments used previously for measuring progress on Student Learning Objectives. In the first year of implementation, however, teachers must use assessments that align to course standards, and/or build on current assessments and are approved by their evaluator. These assessments must be finalized early in the school year, for several reasons:

- Assessments will provide teachers with a goalpost from which to plan backward.
- Assessments will set in stone a bar of student achievement.
- Assessments will be higher-quality if they are carefully constructed in advance.²⁰

In order to properly measure student learning for every course and grade level, Rhode Island educators must strive to develop or identify appropriate assessment tools. At the start of the school year, the principal will meet with content area leaders and teams of teachers in subjects where external assessments are not available, to discuss possible sources of evidence. Teachers of these courses will obtain and/or modify assessments to measure student achievement, (e.g., from their course textbook). Course teams developing assessments are encouraged to collaborate across schools or with district content-area experts.

²⁰ It is possible that assessments may change from when they are approved by the evaluator early in the year to when they are administered at the end of the year. Such changes to the assessment must be addressed at the Mid-Year Conference.



Prior to the Beginning-of-Year Conference, course teams will share these assessments, along with the accompanying scoring tool(s), with their evaluator for review. At the conference, the evaluator will provide feedback on the assessment and scoring tool. As the quality of these assessments and scoring tools is central to the meaningful tracking and evaluating of progress on Student Learning Objectives, they must be finalized by teacher and evaluator by the end of October.



The student data used to measure progress do not need to come from a single, end-of-year assessment. Student achievement data on high-quality common summative assessments tracked throughout the year would be an acceptable source of evidence, e.g., for a teacher using standards-based grading.

Where can I find additional exemplars?

Three exemplar sets of Student Learning Objectives are included in the appendix of this guidebook. As they become available, RIDE will post additional exemplars on the Education Evaluation web page at: <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/StudentLearningObjectives.aspx>





Exemplar 1a - STUDENT LEARNING OBJECTIVE: HS Math

Name: HS Math

Content Area: Advanced Placement Calculus

Grade Level: 11-12

Statement of Objective: *(Please specify whether this is a mastery or progress objective.)*

All students will demonstrate mastery of AP course standards (mastery goal).

Rationale: *(How did you choose this objective? Why is this an appropriate area of focus?)*

The purpose of the AP course is for students to demonstrate mastery of an introductory college-level course. Even for students who may not be prepared to pass the exam, engaging with rigorous content has been shown to make them more likely to succeed in college.

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

CollegeBoard's Course Topic Outline; in order to carry the "Advanced Placement" title, my course syllabus has been approved by the College Board.

Students: *(Which students will this objective address? How many? From which classes?)*

All 28 students in my Advanced Placement class.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Evidence: Because the current AP exam results will not be available until July, my evidence source will be a recent released AP exam provided by the College Board, administered as the students' final exam. Performance on this exam should be predictive of performance on the actual AP exam. **Target:** The class average exam score will be of 54 points out of 108 possible (corresponds to between a 3/5 and 4/5 overall AP score).

Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

Last year's students, who had an academic profile similar to this year's students, averaged 50 points on their released AP exam. Student scores on the released exam were closely aligned to their actual scores on the official AP exam.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

I will administer the exam over the course of two days just before the students take the official AP exam in May. It will count for 20% of the students' semester grade. I will follow the administration protocol used for the actual AP exam and will grade the exams using the College Board's scoring key, rubrics, and formulas, e.g., subtracting 0.25 points per wrong multiple choice answer.



Exemplar 1b - STUDENT LEARNING OBJECTIVE: HS Math

Name: HS Math

Content Area: Algebra II Grade Level: 10-12

Statement of Objective: *(Please specify whether this is a mastery or progress objective.)*

An increased number of students will demonstrate proficiency when creating equations with one or more variables for the purpose of solving problems. This is a mastery objective.

Rationale: *(How did you choose this objective? Why is this an appropriate area of focus?)*

The concept of creating equations with one or more variables for the purpose of solving problems is an essential component of the Algebra II curriculum in our district. Previous work in Algebra I focused on working with and manipulating expressions and equations with limited emphasis on creating equations. Algebra II requires student to build on their learning from Algebra I in order to acquire mastery in creating equations in one or more variables for the purpose of solving problems.

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

CCSS ACED.1-3

Students: *(Which students will this objective address? How many? From which classes?)*

All 93 students in three sections of Algebra II.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Evidence: Our district uses a common published assessment to measure student achievement in Algebra II. Assessments are administered every quarter electronically and results are available quickly. At the beginning of the year, a diagnostic assessment was administered in order to set appropriate growth targets.

Targets:

Group (1) – Students falling into this category averaged 35% mastery on the items related to creating equations. Each student in this subgroup will increase their percentage of items correct to at least 75%. (17 students total)

Group (2) – Students falling into this category averaged 11% mastery on the items related to creating equations. Each student in this subgroup will increase their percentage of items correct to at least 60%. (51 students total)

Group (3) – Students falling into this category averaged 6% mastery on the items related to creating equations. Each student in this subgroup will increase their percentage of items correct to at least 45%. (25 students total)



Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

Based on the beginning-of-the-year diagnostic assessment, it became clear that my 93 Algebra II students fall into three distinct categories: (1) Students with a working knowledge of creating equations and demonstrated mastery; (2) Students with little or no knowledge of creating equations, but demonstrated mastery on manipulating expressions and equations; (3) Students with little or no knowledge of creating equations and

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

Assessments are administered online and multiple choice items are scored automatically by the assessment developer's software. Scores are made available immediately following the assessment. Constructed responses are scored by the math department in a timely fashion with rubrics provided by the developer this enabling a final score to be obtained quickly





EXEMPLAR 2a - STUDENT LEARNING OBJECTIVE: MS Band

Name: MS Band

Content Area: Concert Band

Grade Level: 8th Grade

Statement of Objective: *(Please specify whether this is a mastery or progress objective.)*

Students will perform a grade-level piece at a proficient level (mastery goal).

Rationale: *(How did you choose this objective? Why is this an appropriate area of focus?)*

The most important student outcome of a successful year in Band is for each student to be able to play the musical pieces we practice at a proficient level.

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

GSEs: 9-12 M1-1, M4-1, M4-2

Students: *(Which students will this objective address? How many? From which classes?)*

All 54 band students.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Target & Evidence: Class average of 4.0/5 ("very good") on final piece ("Pirates of the Caribbean", Arr. Michael Sweeney).

Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

In previous years, 4.0/5 has been an ambitious target (students with similar starting points ended at 3.5 and 3.4 in the previous two years). Baseline: Students averaged 3.2/5 on fall diagnostic performance assessment.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

Performance will be assessed using a rubric adapted from expert band teachers. Students' performance on selected pieces from "Teaching Music Through Performance in Band, Vol. 1" will be evaluated on a scale of 1-5 in Tone Quality, Rhythm, Pitch, Note Accuracy, Dynamics, etc. Student performance will be assessed in small groups in the last month of the course - this will count as the students' final assessment, along with the accompanying written exam.



EXEMPLAR 2b - STUDENT LEARNING OBJECTIVE: MS Band

Name: MS Band

Content Area: Concert Band Grade Level: 8th Grade

Statement of Objective: *(Please specify whether this is a mastery or progress objective.)*

Students will demonstrate mastery of appropriate music concepts (mastery goal).

Rationale: *(How did you choose this objective? Why is this an appropriate area of focus?)*

In addition to being able to perform appropriate musical pieces, students leaving this course should have a solid understanding of the music concepts that support the pieces we play.

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

GSEs: M3-1, M1-1.c

Students: *(Which students will this objective address? How many? From which classes?)*

All 54 band students.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

SY 2011-2012

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the interval of instruction? Targets may be tiered to reflect differentiation among students. What evidence are you going to use to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Evidence: Since no externally-created assessment is available for this course, I will be using a written assessment that I created in coordination with band teachers at several other schools, based on several off-the-shelf assessments of music concept mastery. It contains both multiple-choice and constructed response items.
Target: Class average of 80% on the written assessment.

Rationale for Target: *(How was this target chosen? How did you determine that it is a rigorous target? What pre-test or baseline information, if any, informed your decision?)*

On this assessment, 80% represents an acceptable level of mastery. I expect the average of all student scores to reach this level, as some students may exceed it while others may fall short. **Baseline:** Students averaged 74% on teacher-created written diagnostic exam administered at beginning of year, testing similar concepts.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

I will score the exams using the attached grading key, which has rubrics to award partial credit on constructed response items. The written assessment will be administered as the students' final exam, along with the performance assessment.



Exemplar 3a – SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator

School: Elementary (K-5)

Statement of Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase early literacy rates. (mastery)

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

In review of our school's reading assessment data from SY2010-2011, it is evident that many students in Kindergarten and Grade 1 are not reaching proficient levels in phonemic awareness by the end of each year. Therefore, instruction and assessment in phonemic awareness must be a priority within Kindergarten and Grade 1. By identifying students who are below proficiency in phonemic awareness at the beginning of the year, we will be able to more clearly articulate the instructional needs for all students in the area of phonemic awareness.

Students: *(Which students will this objective address? How many? From which classes or grades?)*

All students in grades K-1. (231 students based on next year's projections)

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment, which is administered three times per year (fall, winter and spring) in accordance with our district's comprehensive assessment system students will demonstrate the following progress: All kindergarten students will attain a score of 25 sounds per minute on the Initial Sounds Fluency (ISF) during the winter administration or grow at least 12 sounds at each district administration (winter and spring) or reach 25 sounds per minute by the end of the school year; all first grade students will attain a score of 35 sounds per minute on the Phonemic Segmentation Fluency (PSF) during the winter administration or grow at least 18 sounds at each district administration (winter and spring) or reach 35 sounds per minute by the end of the school year.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

These targets were chosen such that if a student is scoring in the "at risk or deficit" category at the beginning of the year and grows at least the number of points for the corresponding grade level target, he or she will reach the "low risk" category by the end of the year. In past years, our district has found a strong correlation between kindergarten and first grade students scoring at the established level in phonemic awareness and their ability to reach proficiency on the alphabetic principle and early reading success.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

The DIBELS literacy assessments are administered three times (in the fall, winter and spring) by each teacher, using the standard time requirements and administration rules. Students may receive accommodations per their IEP. Assessments are scored in-house by the teacher administering the assessment, in accordance with DIBELS administration guidelines. (It should be noted that the DIBELS assessment maybe administered more frequently if teachers would like to monitor students more closely throughout the instruction year.)



Exemplar 3b – SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator

School: Elementary (K-5)

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase the number of students who demonstrate grade level proficiency in mathematics. (mastery/progress)

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

On the most recent NECAP assessment (2010-2011), 44% of students in grade 3, 47% of students in grade 4, and 40% of students in grade 5 were proficient in math. Our school improvement action plan calls for a 5% increase in the number of students scoring proficient on the NECAP assessment next school year. As a result of district priorities, common assessments for math which mimic the NECAP format and rigor are being developed by a central team of teachers and curriculum experts for all students in grades 2-5. Grade 2 students are included in this effort so that they will be more fully prepared for the NECAP in Grade 3. The use of these assessments is part of our school improvement plan and will allow us to compare results across schools within our district.

Students: *(Which students will this objective address? How many? From which classes or grades?)*

All students in grades 2-5. (194 students based on next year's projections)

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Using the district-developed common mathematics assessment, administered three times a year (end of Q2, end of Q3 and end of Q4) 50% of students in grade 2 will reach proficiency, 50% of students in grade 3, 50% of students in grade 4, and 52% of students in grade 5.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

In keeping with the school improvement plan, these targets represent at least a 5% increase from last year's proficiency rates in grades 2-5. The 5% increase is in line with the district's goal of an overall 10% increase in 3 years.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

The district-developed common mathematics assessments are developed by a central team of teachers and curriculum experts and administered three times (at the end of Q2, Q3 and Q4) by each teacher, using the district-developed standard time requirements. Students may receive testing accommodations per their IEP. Assessments are scored centrally by content specialists and teachers across the district with results reported within three weeks of administration.



Exemplar 3c - SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator

School: Elementary (K-5)

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Reduce the achievement gap in reading between the general education students and students receiving special education services. (progress)

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

One of our School Improvement Plan goals focuses on closing achievement gaps between general education students and students receiving special education services. According to our most recent NECAP data, the gap scores between the general education and special education population is the largest gap between subgroups in grades 3-5. In grade three, the proficiency gap is 27% (63% and 38%), 29% in grade four (69% and 40%), and 32% in grade five (78% and 46%). While a proficiency gap exists in math as well, it is not as large and does not persist through grade 5 (the gap narrows in math from year to year while it widens from year to year in reading).

Students: *(Which students will this objective address? How many? From which classes or grades?)*

This objective applies to 34 students receiving special education services in grades 3-5.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

It is expected that we will see an improvement of 2 reading levels between the reading levels of students receiving special educational services and the general education students (through 3rd grade). I will measure the gap using the average fall DRA2 levels of general education students compared to students receiving special education services and compare them to spring DRA2 levels for the same subgroups and grade levels.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

Our past DRA2 performance has shown that our special education students on average have not grown more than 1 reading level each year. Therefore, we have set the target of student gain as a minimum of 2 reading levels. We expect the average end of year DRA2 level for 3rd grade special education students to be a 20 and the average end of year DRA2 level for 3rd grade general education students to be a 38. Similar gaps exist for grades 4 and 5. If at a minimum students improve 2 reading levels and the gap closure trend continues over the next five years, the special education and general education gap will be closed in four years. (It should be noted that when completing this analysis the structure of the DRA2 levels beyond Grade 3 will be taken into account as the DRA2 Levels in grades 4-8 include just one level per grade.)

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

The DRA2 is administered school-wide by classroom teachers in the fall and again in the spring (with an opportunity for a 3rd administration if desired). Assessments are scored by the teachers who administer the assessment and all scores are reported to the administration.



Exemplar 3d - SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: BUILDING ADMINISTRATOR

Name: Building Administrator

School: Elementary (K-5)

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase 4th grade proficiency in science. (mastery)

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

One of our district initiatives is to increase science proficiency rates to be at or better the state averages. According to our most recent NECAP data (2009-2010), 35% of our 4th graders demonstrated proficiency, while the state average was 44%.

Students: *(Which students will this objective address? How many? From which classes or grades?)*

This objective applies to all 73 students in the 4th grade.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the entire 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Using the common Unit of Study assessment administered to all 4th grade students, I expect 100% of our students to demonstrate proficiency on 5 of the 8 unit of study assessments.

In addition, 40% of students will demonstrate mastery on each quarterly off-the-shelf interim assessment in science.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

While this is only the third year using the district science assessment, we have seen a strong correlation between proficiency levels on the district assessment and NECAP proficiency levels. If we increase proficiency by 5% from the previous year and then another 5% the following year, we will be on track for surpassing the state average by the end of school year 2012-2013.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

Common Unit of Study assessments and interim assessments are administered and scored by the students' classroom teachers in teams. All scores are reported to the building principal as well a district curriculum coordinator.



Appendix D: Support and Development Forms





Building Administrator Self-Assessment Form

Name:			
School:		District:	
Grade Configuration:		Title/Role:	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year’s), including feedback from your prior evaluation, as well as the competencies in the Administrator Professional Practice Rubric and Professional Responsibilities Rubric. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

Building Administrator Self-Assessment– Professional Practice

Using the Administrator Professional Practice Rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

Professional Practice Strength (EXAMPLE)		Professional Practice Area for Development (EXAMPLE)	
EXAMPLE – 1C	<i>EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Both in school visits and after a review of intervention plans, it is clear that staff are organized into grade level and department teams regularly reviewing real-time student data and discussing adjustments to instruction in order to meet individual and school-wide goals.” Also, because our school improvement plan requires a significant gap closing in student achievement, over the last two years I have instituted the use of a gap-closure tracker that is re-visited at the beginning of each monthly staff meeting.</i>	EXAMPLE – 3B	<i>EX: On my previous evaluation, I earned an “Unsatisfactory” rating on this competency. My evaluator commented that “In end-of-year surveys, staff reported not being observed regularly and feedback not being returned in a timely manner. In addition, you did not retain two highly effective teachers last year.” I am well aware that my personnel management has not been strong and am planning on spending a great deal more time this year in the classrooms observing teachers and have set up a system for myself in order to make sure observation feedback is delivered immediately after observations take place. I have also set a goal of 100% retention of Effective and Highly Effective teachers and plan to institute more check-ins with teachers mid-year to gauge teachers’ future plans.</i>



Administrator Self Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Mission, Vision, and Goals		
Domain 2 Learning and Teaching		
Domain 3 Organizational Systems		
Domain 4 Community		



Self-Assessment – Professional Responsibilities

Identify at least two competencies from the Educator Professional Responsibility Rubric that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies. You do not need to identify a strength and development area for each domain in the Professional Responsibilities Rubric, you must only identify two strengths and two areas for development overall. Record the areas for development and strengths in the appropriate box based on the competencies to which they align.

Domain	Professional Responsibilities Strength	Professional Responsibilities Area for Development
Domain 1 Collaborate and Contribute to the School Community		
Domain 2 Believe In & Advocate for Students		
Domain 3 Create a Culture of Respect		
Domain 4 Exercise Professional Judgment and Development		



Self-Assessment Narrative

Please respond to each of the following prompts below.

Prioritize. Review the six (or more) areas of development identified in your Self-Assessment (at least four in Professional Practice and at least two in Professional Responsibilities). Reflect on your professional growth over the last year and prioritize these six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

1. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

2. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?



Teacher Self-Assessment Form

Name:			
School:		District:	
Grade Level(s):		Subject(s):	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year’s), including feedback from your prior evaluation, as well as the competencies in the Teacher Professional Practice Rubric and Professional Responsibilities Rubric. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

Self-Assessment– Professional Practice

Using the Teacher Professional Practice rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

Professional Practice Strength (EXAMPLE)		Professional Practice Area for Development (EXAMPLE)	
EXAMPLE – 1c	<p><i>EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work”.</i></p> <p><i>Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.</i></p>	EXAMPLE – 1c	<p><i>EX: On my previous evaluation, I earned an “Emerging” rating on this competency. My evaluator commented that “Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized.”</i></p> <p><i>In addition to my evaluator’s comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.</i></p>



Teacher Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Planning and Preparation		
Domain 2 Classroom Instruction		
Domain 3 Classroom Environment		
Domain 4 Assessment, Reflection and Improvement		



Self-Assessment – Professional Responsibilities

Identify at least two competencies from the Educator Professional Responsibility Rubric that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies. You do not need to identify a strength and development area for each domain in the Professional Responsibilities Rubric, you must only identify two strengths and two areas for development overall. Record the areas for development and strengths in the appropriate box based on the competencies to which they align.

Domain	Professional Responsibilities Strength	Professional Responsibilities Area for Development
Domain 1 Collaborate and Contribute to the School		
Domain 2 Believe In & Advocate for Students		
Domain 3 Create a Culture of Respect		
Domain 4 Exercise Professional Judgment		



Self-Assessment Narrative

Please respond to each of the following prompts below.

3. **Prioritize.** Review the six (or more) areas of development identified in your Self-Assessment (at least four in Professional Practice and at least two in Professional Responsibilities). Reflect on your professional growth over the last year and prioritize these six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

4. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

1. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?

Professional Growth Plan

Name:		Position/Title:		<input type="checkbox"/> New
Date Developed:		District:		<input type="checkbox"/> New
Date Revised:		School(s):		<input type="checkbox"/> New
Educator Signature	X	Grade Level(s):		<input type="checkbox"/> New
		Subject(s):		<input type="checkbox"/> New
Evaluator Signature	X			

Setting Goals with Primary Evaluator

The Primary Evaluator will assist the educator in setting specific and measurable Professional Growth Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the educator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the educator meet those goals. Although districts may offer professional development opportunities that overlap with the educator's Professional Growth Goals, each educator is personally responsible for improving their own practice and achieving their own goals.

When to Revise the Professional Growth Plan

The Mid-Year Conference provides a formal opportunity for the educator and evaluator to discuss the Professional Growth Plan. If a Professional Growth Goal has been met before the end of the first semester, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Growth Goal is still in the process of being achieved, and the educator and evaluator feel as though it is important for the educator to continue working toward the goal, the educator can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).



Professional Growth Goals

Record three Professional Growth Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Growth Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status <input type="checkbox"/> Achieved <input type="checkbox"/> In Process <input type="checkbox"/> Not Achieved
<i>Example:</i> Teacher Professional Practice 2F: Frequently checks for and responds to student understanding during instruction	<i>Example:</i> To learn and implement effective strategies to check for student understanding	In Process



Professional Growth Goal #1:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	



Professional Growth Goal #2:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	



Professional Growth Goal #3:

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	





Educator Professional Growth Goal – Teacher Example

Each Professional Growth Goal should be a measurable endpoint, achieved through specific action steps. In the example below, note the use of action steps that support the educator’s strategy for achieving the Professional Growth Goal, along with benchmarks that provide the basis for measuring progress toward the goal throughout the year.

Professional Growth Goal #1: To learn and implement effective strategies to check for student understanding					
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1 Learn 3 new research-based effective strategies to check for student understanding during instruction.	By 10/1/11 Research strategies that exist and obtain resources for study (borrow or buy book(s) that contain appropriate strategies)	9/1/11 through 6/15/12 Keep a weekly reflective journal, and/or enlist and implement a critical friends group	By 10/31/11 Observe 2 colleagues who are effective at checking for student understanding during instruction	Between 1/30/11 and 3/30/12 Enlist 1-2 colleagues to observe my teaching at least 2 times, focusing on checking for student understanding. Each observation will have a debriefing conference afterward for reflection	1. <i>Reflective Journal:</i> reflections will demonstrate synthesis of new knowledge and reflections on teaching practice 2. <i>Observations conducted by colleagues:</i> Observations will reveal how I check for understanding during instruction.
	Data: Resources obtained and read	Data: Reflective journal, and/or notes from Critical Friends meetings	Data: Observation notes indicating the focus on checking for understanding	Data: Observation notes and reflection indicating checking for understanding	



Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 2 Implement instruction that consistently and effectively checks for understanding, responds to student understanding, and engages students in monitoring their own understanding.	10/31/11 through 6/15/12 (daily) Include strategies for checking for understanding in lesson planning	1-2 times per Quarter Video tape lessons for self-reflection and critique (Look specifically for strategies for checking for understanding and students engaging in their own understanding)	9/1/11 through 6/15/12 (weekly or bi-weekly) Collect student work as evidence of checking for understanding and students engaging in evaluating their own understanding	__/__/__ Data:	<ol style="list-style-type: none"> 1. Lesson plans will include details that elicit checking for understanding 2. Videotapes will include evidence of effective checking for understanding 3. Student work will include segments where students are checking for their own understanding as well as providing the teacher with evidence of understanding.
	Data: Lesson plans include details that elicit checking for understanding	Data: Notes from self reflection and critique of the video are focused on checking for understanding	Data: Student work	Data:	



Educator Improvement Plan

Name:		Prior Year Evaluation Rating	TPP:	PR:	SLO:	SL/RIGM:	Summative:
Position/Title:							
School(s):		District:					
Grade Level(s):		Subject(s):					
Date Developed:		Date Revised:					
Evaluator Approval	X	Educator Approval	X				

Improvement Team Members		
Name	Position/title	Responsibilities for Improvement Plan



Educator Improvement Plan – Professional Growth Goals

Record three professional growth goals aligned with your previous evaluation below. Your goals should be specific and measurable. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the professional growth plan form for each goal.

Alignment to Evaluation Components	Improvement Plan - Professional Growth Goals	Status



Improvement Plan - Professional Growth Goal #1:

Action Step 1:

Responsibilities: *Identify who is responsible for support and their role(s)/action(s)*
 Educator:
 Evaluator:
 Improvement Team Member(s):

<p>Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i></p>	<p>Evidence of Achievement: <i>How do you know that your goal has been met?</i></p>
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Data:	Data:	Data:	Data:	Data:	



Action Step 2:					
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Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	



Improvement Plan - Professional Growth Goal #2:

Action Step 1:

Responsibilities: *Identify who is responsible for support and their role(s)/action(s)*
 Educator:
 Evaluator:
 Improvement Team Member(s):

Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>	Evidence of Achievement: <i>How do you know that your goal has been met?</i>
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Action Step 2:					
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Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	



Improvement Plan - Professional Growth Goal #3:

Action Step 1:

Responsibilities: *Identify who is responsible for support and their role(s)/action(s)*
 Educator:
 Evaluator:
 Improvement Team Member(s):

<p>Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i></p>	<p>Evidence of Achievement: <i>How do you know that your goal has been met?</i></p>
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Data:	Data:	Data:	Data:	Data:	



Action Step 2:					
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	





Educator Mid-year Conference Form (for teachers and building administrators)

Educator Name:	Date:
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Student Learning Objectives:

Use the original student learning objective form to discuss each objective. If revisions to objectives are necessary based on evidence presented at the conference, make those revisions and record the final student learning objectives below.

Student Learning Objective Descriptions (including revisions, if necessary)
1.
2.
3.
4.

	Comments
	<i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i>
Professional Practice	



Professional Responsibilities	Comments
	<p><i>Based on all available evidence to date, comment on the educator's strengths as well as areas for development.</i></p>

Key strengths:

Priority areas for development (if different from current Professional Growth Goals):

Additional comments:

If the educator is in danger of receiving a rating of "Ineffective" or "Developing," the evaluator should check this box and the educator and his or her evaluator will revisit the Professional Growth Plan, revising action steps and setting appropriate benchmarks for the second semester.



Building Administrator End-of-Year Conference Form

Teacher: _____ Evaluator: _____ Date of Conference: _____

The evaluator will review all available student learning data in relation to the educator’s Student Learning Objectives. For each objective, the evaluator will determine whether it has been “Not Met,” “Met” or “Exceeded.” The evaluator will then review all of the educator’s Student Learning Objectives and use the scoring guidelines below to determine a final Student Learning Objective Score.

<input type="checkbox"/> Exceptional Attainment (5)	Evidence across all Student Learning Objectives indicates exceptional student mastery or progress. All objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.
<input type="checkbox"/> Full Attainment (4)	Evidence across all Student Learning Objectives indicates superior student mastery or progress. All objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.
<input type="checkbox"/> Considerable Attainment (3)	Evidence across all Student Learning Objectives indicates significant student mastery or progress. Most objectives are met. If an objective was not met, evidence indicates that it was nearly met. This category applies to the educator who overall has nearly met the majority of the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.
<input type="checkbox"/> Partial Attainment (2)	Evidence across all Student Learning Objectives indicates some student mastery or progress. Educator may have met or exceeded some objectives and not met other objectives. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations described in their Student Learning Objectives.
<input type="checkbox"/> Minimal or No Attainment (1)	Evidence across all Student Learning Objectives indicates little student mastery or progress. Most or all objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.

OVERALL STUDENT LEARNING OBJECTIVE SCORE (1-5):

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	4	3	2	1
	Typical Growth	4	3	2	1	
	Low Growth					

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012



Building Administrator Professional Practice	Final Score (scoring guidelines on rubric)	Comments
Domain 1: Mission, Vision, and Goals		
Domain 2: Learning and Teaching		
Domain 3: Organizational Systems		
Domain 4: Community		
<i>Overall Professional Practice Score</i>		

Professional Responsibilities	Final Score (scoring guidelines on rubric)	Comments
Domain 1: Collaborate and Contribute to the School Community		
Domain 2: Believe in and Advocate for Students		
Domain 3: Create a Culture of Respect		
Domain 4: Exercise Professional Judgment and Development		
<i>Overall Professional Responsibilities Score</i>		



OVERALL PROFESSIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES SCORE:

(The matrix to the right should be used to determine the final PP and PR rating.)

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	3	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	3	2	1	1

Key strengths:

Priority areas for development:

Additional comments:



Student Learning Rating:

Professional Practice & Professional Responsibilities Rating:

DRAFT

The evaluator should copy the Student Learning score and PP and PR score from the appropriate forms in the boxes above and use the matrix to the right to determine the final overall performance rating.

		STUDENT LEARNING				
		5	4	3	2	1
PP and PR	4	H	H	E	E*	D*
	3	H	E	E	D	I*
	2	E*	E	D	D	I
	1	D*	D*	D	I	I



Final Summative Rating:

Building Administrator's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

*Ratings in any of these cells of the matrix will trigger an immediate review.



Teacher End-of-Year Conference Form

Teacher: _____ Evaluator: _____ Date of Conference: _____

The evaluator will review all available student learning data in relation to the educator’s Student Learning Objectives. For each objective, the evaluator will determine whether it has been “Not Met,” “Met” or “Exceeded.” The evaluator will then review all of the educator’s Student Learning Objectives and use the scoring guidelines below to determine a final Student Learning Objective Score.

<input type="checkbox"/> Exceptional Attainment (5)	Evidence across all Student Learning Objectives indicates exceptional student mastery or progress. All objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.
<input type="checkbox"/> Full Attainment (4)	Evidence across all Student Learning Objectives indicates superior student mastery or progress. All objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.
<input type="checkbox"/> Considerable Attainment (3)	Evidence across all Student Learning Objectives indicates significant student mastery or progress. Most objectives are met. If an objective was not met, evidence indicates that it was nearly met. This category applies to the educator who overall has nearly met the majority of the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.
<input type="checkbox"/> Partial Attainment (2)	Evidence across all Student Learning Objectives indicates some student mastery or progress. Educator may have met or exceeded some objectives and not met other objectives. Educator may have nearly met all objectives. This category applies to the educator who has demonstrated an impact on student learning, but overall has not met the expectations described in their Student Learning Objectives.
<input type="checkbox"/> Minimal or No Attainment (1)	Evidence across all Student Learning Objectives indicates little student mastery or progress. Most or all objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.

OVERALL STUDENT LEARNING OBJECTIVE SCORE (1-5):

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	4	3	2	1
	Typical Growth	4	3	2	1	0
	Low Growth	3	2	1	0	0

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012



Teacher Professional Practice	Final Score (use rubric scoring worksheet)	Comments
Domain 1: Planning and Preparation		
Domain 2: Classroom Instruction		
Domain 3: Classroom Environment		
Domain 4: Assessment, Reflection, and Improvement		
<i>Overall Professional Practice Score</i>		

Professional Responsibilities	Final Score (use rubric scoring worksheet)	Comments
Domain 1: Collaborate and Contribute to the School Community		
Domain 2: Believe in and Advocate for Students		
Domain 3: Create a Culture of Respect		
Domain 4: Exercise Professional Judgment and Development		
<i>Overall Professional Responsibilities Score</i>		



OVERALL PROFESSIONAL PRACTICE AND PROFESSIONAL RESPONSIBILITIES SCORE:

(The matrix to the right should be used to determine the final PP and PR rating.)

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	3	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	3	2	1	1

Key strengths:

Priority areas for development:

Additional comments:



Student Learning Rating:

Professional Practice & Professional Responsibilities Rating:

DRAFT

The evaluator should copy the Student Learning score and PP and PR score from the appropriate forms in the boxes above and use the matrix to the right to determine the final overall performance rating.

		STUDENT LEARNING				
		5	4	3	2	1
PP and PR	4	H	H	E	E*	D*
	3	H	E	E	D	I*
	2	E*	E	D	D	I
	1	D*	D*	D	I	I



Final Summative Rating:

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

*Ratings in any of these cells of the matrix will trigger an immediate review.



DISCLAIMER: The contents of this guide 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.

