Transforming Education in Rhode Island

The Race to the Top Opportunity

The Compass School Race to the Top Implementation Update: Years 1 and 2

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The Annual Stocktaking provides both the state and the Local Education Agency (LEA) with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period (i.e., from September 2010 to date). In this summary, RIDE has included relevant LEA-reported data as well as other evidence sources (e.g., training participation) for the purposes of reviewing programmatic successes. This report also identifies areas (if any) in which LEAs are struggling with their ability to meet the Race to the Top commitments and may need assistance and support to meet their goals. We have also included suggestions, based on the LEA's accomplishments and upcoming implementation activities, where we believe other districts would benefit from hearing their implementation strategies.

Stocktaking Overview

The table below shows the self-reported status against the year 2 Race to the Top projects for The Compass School. During year 2, Compass has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, Recruitment Platform, and New Teacher Induction.

In addition, Compass has begun planning for the implementation of the following year 3 projects: Formative Assessment Professional Development and Interim Assessments.

	STUDY OF THE STANDARDS				MODEL CURRICULUM				EDUCATOR EVALUATION				RECRUITMENT (SchoolSpring)				INDUCTION			
LEA	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
The Compass School	GREEN	GREEN	GREEN	GREEN	NA	NA	NA	NA	GREEN	GREEN	?	GREEN	GREEN	GREEN	?	GREEN	NA	NA	NA	GREEN

GREEN	Implementation is on track and there is evidence that the work is taking hold at the district/school level
YELLOW	Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the district/school level
RED	Implementation is at risk or off track; there are significant barriers to implementation that your district is facing in the short-term (3-6 mos)
NA	The district is not implementing this project, or the project implementation has not yet started.
?	No Quarterly Progress Update (QPU) was submitted/no status was selected.

Summary of Performance Management Participation

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

During the 2011-2012 year, The Compass School submitted all quarterly progress reports and sent at least one participant to all of the four quarterly meetings.

In the upcoming year, we would like to remind The Compass School that the level of detail included in the quarterly progress reports should reflects sufficient qualitative and quantitative descriptors. Additionally, meeting participants should reflect appropriate levels of LEA leadership (i.e., the school director or the director of instruction), and should be knowledgeable about Compass's RTT implementation activities so that they can contribute fully in the peer-to-peer discussions. In the upcoming year, we are looking forward to having more meaningful conversations around the implementation accomplishments and challenges faced by each district. With that in mind, we would encourage you to continue sharing the tools and strategies you are using in your LEA and have made suggestions in this report around areas that we would appreciate hearing about in greater detail.

System of Support 1: Standards and Curriculum

As of July 2012, The Compass School is on track against the System of Support 1 year 1 and year 2 commitments and tasks for Race to the Top, reflected in the tables below. Based on the quarterly progress reports submitted by Compass, we have assessed the LEA as 'on track', 'delayed' or 'off track/at risk' on each task utilizing the criteria described on page 1 of this report.

Study of the Standards	Year 1: SY10-11	Year 2: SY11-12	
Identify educators to participate in the Study of the Standards	X*	X	X
Specify names and invite participants	X	X	X
Coordinate schedule with RIDE for all participants	X	X	X
Complete planned educator training	X	X	X

Please note: the 'x' in the above table represents the anticipated completion timeline set by RIDE, not when the district completed the task.

Intensive Curriculum Alignment and Model Curriculum Development	Year 1: SY10-11	Year 2: SY11-12	
Develop and communicate a multi-year Transition Plan for the Common Core State Standards implementation, including clear expectations for school level transition benchmarks and a plan for developing a curriculum aligned to the CCSS in grades K-12	X	X	X
Identify opportunities for educators to work collaboratively to deepen understanding of CCSS (e.g. Common Planning Time, grade level team, department meetings, faculty meetings)		X	X
Conduct analyses of each core curricula to ensure that each is aligned to standards, guaranteed and viable	X		
Identify which, if any, curriculum development is needed as well as the method by which curriculum will be developed (i.e. Model Curriculum with the Charles A. Dana Center, through an LEA cohort, or individually)	X	X	
Create implementation plan, including the identification of aligned resources, to support roll out of new curricula		X	X
Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)		X	X

All The Compass School teachers received the Common Core State Standards (CCSS) in hard copy at the beginning of the 2011-2012 school year. As noted in The Compass School's quarterly progress reports, the LEA sent educators to the Study of the Standards training sessions, which met the RTT goals (i.e., 4 per building).

In addition to RIDE training, the LEA has found ways to deepen all staff understanding of the standards through common planning time and staff work on curriculum. RIDE would suggest that the LEA consider taking advantage of RIDE supplemental professional development geared towards increasing readiness to transition through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards.

To encourage teacher engagement in the transition to the Common Core State Standards, The Compass School's director shared the goals of CCSS implementation with the staff at the start of the school year. As part of their progress against implementing a guaranteed and viable curriculum aligned to the new standards, staff spent the 2011-2012 school year writing mathematics curriculum based on CCSS. The teachers also referenced the new standards when working on curriculum for other subject areas. The LEA has also ordered posters detailing the standards in order to display them in their classrooms. Finally, Compass developed a grid to show the progression of writing skills against the standards.

In their quarterly progress reports, The Compass School noted that they have encountered the following challenges around this work:
- Finding sufficient time to work on the transition to the common core without pulling teachers from classroom instruction
- Limited staff means that time resources are constrained

We hope that you will take the opportunity to share the curriculum materials you are developing with your fellow CLO colleagues during upcoming meetings, or with all LEAs through the Instructional Management System (IMS). We look forward to hearing about your progress working collaboratively with the other LEAs, and on new in-school initiatives, as well as the successes and challenges you encountered along the way, as you (and all LEAs) begin planning for next steps following the Common Core State Standards alignment.

System of Support 2: Instructional Improvement Systems

As of July 2012, The Compass School is on track against the System of Support 2 years 1 and 2 commitments and tasks for Race to the Top. Thus far, The Compass School has reported that they intend to partially implement the Formative Assessment online professional development modules. Additionally, RIDE would like to thank Compass for piloting the formative assessment practices. Their role in the development of these modules was integral to their successful launch and development.

In addition, The Compass School has indicated that they will partially implement the Interim Assessments. If the LEA has not done so already, RIDE would recommend that a representative from the LEA attend training on the administration and scoring of the Interim Assessments, which will also take place in late September 2012.

The LEA has confirmed that they plan to engage a school data leadership team in 'Data Use' professional development during the 2013-2014 school year. RIDE also anticipates that the LEA may choose to engage in training on the Instructional Management System (IMS), but has not yet received confirmation from Compass about their IMS implementation plans.

RIDE would like to remind the LEA that several crucial configuration steps must be taken before the LEA can implement the RTT data systems (including the IMS and Educator Performance and Support System (EPSS)). For questions or concerns, contact helpdesk@RIDE.ri.gov

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Compass has encountered while implementing these systems.

Formative Assessment Online Professional Development Modules	Year 1: SY10-11		Year 2: SY11-12
Create multiyear plan for implementation of formative assessment PD modules, including the process and timelines by which all educators will participate in the formative assessment training modules			X
Identify facilitators who will support the implementation of formative assessment practices in daily instruction			X

Interim Assessments	Year 1: SY10-11		Year 2: SY11-12
Identify method by which all educators will have access to interim assessments			X
Develop timeline for training of all educators in the use of interim assessments utilizing train-the-trainer model			X
Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results			X

Based on information provided to RIDE, we anticipate that The Compass School will implement the 'Data Use' professional development series and Instructional Management System (IMS) during school year 2013-2014.

'Data Use' Professional Development	Year 1: SY10-11		Year 2: SY11-12
Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA			X
Based on RIDE implementation plan, determine the timing (i.e. Year 1, Year 2, or staggered across Year 1 and Year 2) of LEA participation in 'Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts			X
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable			Year 1
Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 training cohorts, as applicable			Year 1

* Please note that, for this project, 'year 1' refers to cohort 1 taking place during the 2012-2013 school year, and 'year 2' refers to cohort 2 taking place during the 2013-2014 school year.

Instructional Management System (IMS)	Year 1: SY10-11		Year 2: SY11-12
Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives	Identify LEA Data Steward	X	X
Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner	X	X	X
Review the RIDE *IMS Training Plan* and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on *IMS Training Plan* guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and RtI Module) and LEA Trainers (i.e. staff to be trained as trainers)			X
Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities			X

System of Support 3: Educator Effectiveness

As of July 2012, The Compass School is on track against the System of Support 3 years 1 and 2 commitments and tasks for Race to the Top.

Educator Evaluation	Year 1: SY10-11	Year 2: SY11-12	
Participate in educator evaluation model design, development and refinement feedback opportunities.	X	X	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams.	X	X	X
Participate in field testing to support RI Model development	X		
Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators	X		X
Send all required evaluators to RIDE-provided evaluator training on model; Send evaluators and system administrators to training on the Educator Performance Support System (EPSS) data system	X	X	X
Examine LEA Policies and Contracts for Challenges; where applicable, consider memorandums of understanding or contract renewal language which will support district implementation of evaluations.	X	X	X
Create a plan for the appropriate use of funds to support implementation of educator evaluation system.	X		X
Complete required RI Model components of educators and building administrator evaluations.		X	X
Submit evaluation data and documentation (e.g. component and summative level ratings, verified rosters); provide other requested information to support RIDE research and system improvement.			X

Based on their quarterly progress reports, The Compass School has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted teacher evaluation ratings to RIDE. As of September 2012, Compass has not yet submitted summative ratings for building administrators. The Compass School created a District Evaluation Committee (composed of teachers, support personnel, and administrators), and the names have been submitted to RIDE.

To support teacher understanding of the evaluation process, The Compass School administrators distributed the Rhode Island Model educator evaluation system guidebooks detailing the evaluation process to all teachers. The school also held a training session for staff at the beginning of the 2011-2012 school year. A RIDE-trained Intermediary Service Provider (ISP) met with teachers individually to assist in writing Student Learning Objectives and professional goals and the administrators met with teachers to review these goals. Throughout the year, teachers were updated about the timeline of implementation as well as the changes to the process. In addition, an ISP conducted evaluations with administrators in order to guide the process.

Evaluators from The Compass School attended all training modules offered by RIDE during the 2011-2012 school year, and evaluators from the LEA also attended the summer 2012 training Academies. We want to remind the LEA that all personnel responsible for evaluating teachers and building administrators must attend two half-days of additional professional development taking place over the 2012-2013 school year as well as online observation practice in addition to the Academy training during summer 2012; personnel responsible for evaluating both teachers and building administrators (e.g., a principal who evaluates teachers and an assistant principal) are only required to attend the *Academy for Personnel Evaluating Teachers*.

In their quarterly progress reports, The Compass School noted that they have encountered the following challenges around this work:
- Limited administrative time to complete components of the evaluation system
- Teacher constraints when balancing other school-level initiatives with providing a quality education program

RIDE has appreciated The Compass School's collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming school year, we hope that The Compass School will consider sharing the structures and processes they put in place to support the evaluation process with their CLO colleagues.

System of Support 4: Human Capital Development

As of July 2012, The Compass School is on track against the System of Support 4 years 1 and 2 commitments and tasks for Race to the Top.

Recruitment (SchoolSpring)	Year 1: SY10-11	Year 2: SY11-12	
Provide RIDE with feedback on the desired functionality of a state-wide recruitment platform	X		
Attend orientation sessions with selected vendor and train relevant personnel as needed	X	X	
Post open positions using the state-wide Recruitment Platform (SchoolSpring)		X	X

Beginning Teacher Induction	Year 1: SY10-11	Year 2: SY11-12	
Provide RIDE with feedback around the proposed design of the Induction Coach program	X		
If applicable, recommend potential Induction Coaches to RIDE	X		X
Review and revise hiring policies, timelines and processes in order to support appropriate and timely projections for anticipated hires requiring induction coach services	X		X
Provide RIDE with list of beginning teachers who will receive Induction Coach support in a timely manner in order to ensure that all beginning teachers have coaching	X		X
Participate in RIDE-provided information opportunities in order to learn about induction coach program	X	X	X

During the 2011-2012 school year, The Compass School had no new teachers and did not utilize the Beginning Teacher Induction program. In preparation for the 2012-2013 school year, Compass began utilizing the SchoolSpring recruitment platform to recruit for open positions. RIDE anticipates that Compass will participate in the Induction program, provided that they have beginning teachers.

In their quarterly progress reports, The Compass School noted that they have encountered the following challenges around this work:
- Screening qualified applicants in SchoolSpring, due to the standard application feature

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that The Compass School and other LEAs have made to their hiring policies, timelines and processes in order to support broader human capital initiatives including recruitment of highly qualified and diverse candidates and providing data-driven induction support to beginning teachers.

Summary of Fiscal Spending To-Date (As of September 5, 2012)

The table below contains an overview of The Compass School's fiscal spending through August 15, 2012 as well as the total funds available for reimbursement from years 1 and 2 and for the remaining grant period.

As we approach year 3 of our Race to the Top implementation, RIDE will be revising all LEA allocations in AcceleGrants as necessary to align with the updated State Scope of Work and the revised budget that was approved by the U.S. Department of Education in April. Our Race to the Top revised budget allowed us to redistribute unspent funds and savings realized after the first year-and-a-half of the program. Savings were primarily due to less spent on personnel, lower costs for contracts than anticipated, and revisions to some program designs. These revisions affected LEA budgets as well as the state budget. Savings in contracts were passed along to LEAs.

Please note that, in the table below, the Total Years 1-4 remaining does not reflect the amended funding. As a result of the budget amendment, LEAs will likely see the funds increase or shift to SEA set asides. We will be sending out instructions to all LEA business managers on the shifts in LEA direct allocations and set-asides and on how to amend Race to the Top budgets for the remaining funding available. If you have any questions on the revised allocations, please contact David Alves at 222-4271 (david.alves@ride.ri.gov), or Crystal Martin at 222-8482 (crystal.martin@ride.ri.gov).

	Total Years 1-2 Allocation	Reimbursed through 9/5/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	$600.00	$300.00	$300.00	$300.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$800.00	$0.00	$800.00	$4,700.00
EDUCATOR EFFECTIVENESS	$7,400.00	$5,010.00	$2,390.00	$3,190.00
HUMAN CAPITAL DEVELOPMENT	$4,500.00	$0.00	$4,500.00	$13,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	$0.00	NA	NA	NA
TOTAL	$13,300.00	$5,310.00	$7,990.00	$21,690.00

* RIDE has allocated an additional $364.00 in funds to The Compass School for the support of the Teacher-Course-Student data collection.