



Central Falls Race to the Top Implementation Update: Years 1 and 2

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 Central Falls. During Year 2, Central Falls has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, Recruitment Platform, New Teacher Induction, and Transformation.

In addition, Central Falls has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, Data-Use Professional Development, Interim Assessments, and the Instructional Management System (IMS).

LEA	STUDY OF THE STANDARDS				MODEL CURRICULUM				EDUCATOR EVALUATION				RECRUITMENT (School/Spring)				INDUCTION			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Central Falls																				

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

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, Central Falls met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time and at least one participant from Central Falls attended all quarterly meetings, which helped build rapport within the CLO group. Additionally, the participants reflected a diverse set of roles and responsibilities, were knowledgeable about Central Falls’ RTT implementation activities relevant to their area of expertise, and contributed fully in the peer-to-peer discussion. We would encourage Central Falls to continue sending consistent district leaders who are pushing forward the RTT work in order to allow greater sharing at the LEA leadership level among the CLO group colleagues on the work that the district is taking on during the 2012-2013 school year.

In addition to Central Falls’ participation in the CLO process and in individual RTT projects, we would like to note that Central Falls attended the training for the Virtual Learning Math Modules in spring 2012. In the upcoming fall, RIDE will provide additional training opportunities and support for districts implementing these modules.

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 district 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 August 2012, Central Falls 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 Central Falls, we have assessed the district 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

RIDE is pleased to note that, despite initial struggles with attendance, as of August 2012 Central Falls had nearly met their training target (i.e., 85% of core educators in the district).

In order to strengthen educator understanding of the Common Core State Standards (CCSS), Central Falls distributed the standards guidebook to all educators. In addition to the Study of the Standards sessions, the district also attended 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.

Central Falls has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards (CCSS). During the 2011-2012 school year, Central Falls continued its ongoing work of aligning their K-12 ELA and mathematics curriculum to the CCSS. The high school also began mapping the aligned curriculum to a comprehensive assessment system, as well as common tasks. This work was completed in May 2012, and the district continued working over the summer to ensure that it is well prepared to implement the curriculum during the 2012-2013 school year. The K-8 units of study for civics and science have also been updated and, in their quarter 4 progress report, Central Falls noted that these subjects were on track to be completed by June 2012. In addition, Central Falls will also be working as part of a cohort of districts, in partnership with RIDE and the Dana Center, to develop an aligned science curriculum by June 2014.

In their quarterly progress report, Central Falls noted that they have encountered the following challenges around this work:

- Scheduling training sessions, as well as coordinating substitute teacher coverage, is a challenge and limits PD opportunities
- Limited common planning time for teachers to meet and discuss this work
- Managing fidelity to the curriculum, and the requirement to follow the curriculum and pacing guides
- Lack of academic coaches in the 2012-2013 school year may cause a challenge for pushing the curriculum work forward
- Educator evaluation preoccupied teachers during this past year. Many will need to be engaged for the first time on the standards
- Training new hires on the common core state standards

We hope that Central Falls will take the opportunity to share their curriculum resources with their CLO colleagues in the upcoming CLO meetings, and we encourage the district to take advantage of the resources shared by other districts through the Instructional Management System (IMS). We look forward to hearing about your progress as well as the successes and challenges you encountered along the way as you (and all districts) begin planning for next steps following the Common Core State Standards alignment.

System of Support 2: Instructional Improvement Systems

As of August 2012, Central Falls is on-track against the System of Supports 2 Year 1 and 2 commitments and tasks for Race to the Top.

Thus far, Central Falls has reported that they intend to partially implement the Formative Assessment online professional development modules in fall 2012 and attended a facilitator orientation for the professional development modules. Central Falls has also indicated that the district will fully implement the fixed-form Interim Assessments and has registered for training on the administration and scoring of those assessments.

RIDE appreciated that Central Falls school district participated in the 'Data Use' focus groups held in March 2012. The insight shared during those meetings helped shape the content and structure of that professional development offering. We are pleased to note that Central Falls has confirmed that all schools *except* Central Falls High School plan to engage school data leadership teams in 'Data Use' professional development which started in August 2012 and will run through the remaining school year.

We have noted that Central Falls registered/attended training on the Instructional Management System (IMS) Pinnacle platform. RIDE would like to remind the district that several crucial steps must be taken before the district can implement any of the RTT data systems (including the IMS and Educator Performance and Support System (EPSS)); for example, some functionality in the IMS is dependent upon the timely submission of Teacher-Course-Student data. 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 Central Falls has encountered while implementing these systems, as well as the district's progress around building teacher engagement with the various IMS tools and resources. Additionally, for those participating in the Data-Use professional development, we would be interested in hearing some of the strategies that Central Falls has learned regarding deepening collaboration around data and using data to change instructional outcomes.

	Year 1: SY10-11	Year 2: SY11-12
Formative Assessment Online Professional Development Modules		
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

	Year 1: SY10-11	Year 2: SY11-12
Interim Assessments		
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

	Year 1: SY10-11	Year 2: SY11-12
'Data Use' Professional Development		
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.

	Year 1: SY10-11	Year 2: SY11-12
Instructional Management System (IMS)		
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
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
Review the RIDE <i>IMS Training Plan</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system		X
Based on <i>IMS Training Plan</i> guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and Rtl 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 August 2012, Central Falls is on-track against the System of Support 3 Year 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	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams.	X	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	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	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 its quarterly progress reports, Central Falls has implemented all components of the RIDE-approved Innovation Model for evaluating teachers and the Rhode Island Model for evaluating building administrators. The district has submitted the final summative evaluation ratings for teachers and building administrators to RIDE. The district also created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) and submitted this information to RIDE.

At the start of the school year, Central Falls set district-wide Student Learning Objectives and Professional Practice Goals that corresponded to the district's goals and objectives. To support the educator evaluation implementation process, the district hired a part time coordinator to support administrator capacity. The superintendent also met with each principal to review and approve the Student Learning Objectives (SLOs) that were set across the district. Additionally, administrators set up a master schedule so that pre-conferences and observations, as well as final evaluation conferences, could be coordinated. The District Evaluation Committee also created a plan for peer evaluations, which further supported teachers in this process. Finally, in Fall 2011, Central Falls administrators also attended online professional development from the *Institute for Learning: Accountable Talk*.

During the 2011-2012 school year, Central Falls attended all 13 teacher evaluation training as well as the RIDE Student Learning Objective (SLO) and building administrator evaluation training. Currently, participants from the district are registered for applicable summer evaluation training. We want to remind the district that all personnel responsible for evaluating building administrators must attend Academy training during summer 2012, as well as two half-days of additional professional development taking place over the 2012-2013 school year and online observation practice. Personnel responsible for evaluating both teachers and building administrators (e.g., a principal who evaluates teachers and an assistant principal) are required to attend only the *Academy for Personnel Evaluating Teachers*.

In their quarterly progress reports, Central Falls noted that they have encountered the following challenges around this work:

- Administrators 'burn out' as they try to maintain the workload and pace required for the evaluation process
- Some administrators were not able to be certified by the AFT prior to the start of the school year, which limited their ability to conduct evaluations in their building
- Final summary sessions and informal observations with teachers conflicted with end of the year activities and planning.

RIDE has appreciated Central Falls' collaboration and thoughtful partnership around the development and refinement of educator evaluation processes. Through their participation in advisory committees, RIDE has received valuable feedback on model refinement and the cyclical evaluation process. We hope that this additional level of participation has been as beneficial to the district as it has been to RIDE. In the upcoming school year, we hope that Central Falls continues to share the strategies and resources it is using to support the evaluation process.

System of Support 4: Human Capital Development

As of August 2012, Central Falls is on-track against the System of Support 4 Year 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

In preparation for the 2012-2013 school year, Central Falls continued to utilize the SchoolSpring recruitment platform to recruit additional staff. The district noted in its quarterly progress report that SchoolSpring was a valuable tool in their hiring process. Additionally, the district has utilized the RI teaching fellows as an alternative source for certified educators.

During the 2011-2012 school year, Central Falls had ten beginning teachers who were supported by RIDE induction coaches. Those teachers will be supported for a second year under the RIDE induction model, in addition to any new teachers brought on for the 2012-2013 school year.

In their quarterly progress reports, Central Falls noted that they have encountered the following challenges around this work:

- Maintaining and supporting staff, especially at the high school,
- Repeating professional development when onboarding new staff

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

System of Support 5: School Transformation and Innovation

As of August 2012, Central Falls is on-track against the System of Support 5 Year 1 and 2 commitments and tasks for Race to the Top. As the implementation of the Central Falls High School transformation work continues, we look forward to engaging with Central Falls on successes and challenges during the tactical meetings and hope that the continuation of those meetings will help address and resolve any major issues that could affect Central Falls’s implementation of Race to the Top.

School Achievement Specialists	Year 1: SY10-11	Year 2: SY11-12
Procure School Achievement Specialist services for Cohort I		X
Work with RIDE to establish progress monitoring plan for School Achievement Specialist vendor		X
Monitor the effectiveness of School Achievement Specialists in supporting identified schools in collaboration with RIDE		X

Spring 2012 and Summer Leadership Institute	Year 1: SY10-11	Year 2: SY11-12
Provide feedback on the design and delivery of spring 2012 and summer institutes		X
Identify a core team to attend spring 2012 and summer institute		X
Attend spring 2012 and summer institute		X
Identify the need for up to 5 days of additional job-embedded follow-up to spring 2012/summer institute and coordinate delivery with the RIDE vendor		X

Teacher Evaluation Support	Year 1: SY10-11	Year 2: SY11-12
Design and submit a program and budgetary plan for implementing Teacher Evaluation Support in PLA schools		X
Hire/procure Teacher Evaluation Support services		X

Since its Cohort I identification, the Central Falls school district has developed a School Reform Plan (SRP) and implemented all or portions of the RIDE-approved plans in Central Falls High School. The district used pre-existing supports to provide School Achievement Specialist (SAS) services and to support instructional leadership and institutionalization of reform efforts in Central Falls High School. The district has been monitoring the impact of those support specialists throughout the 2011-2012 school year.

The principal and other key leaders from Central Falls attended the turnaround leader intensive training, which took place during spring and summer 2012 as part of the Academy of Transformative Leadership. The team, in partnership with RIDE and the New York City Leadership Academy, determined the focus for the five additional professional development days offered through the Academy of Transformative Leadership.

We look forward to partnering with Central Falls around the procurement of Teacher Evaluation Support, which will support the robust evaluation implementation and support of developing teachers within the identified schools.

Summary of Fiscal Spending-To-Date

The table below contains an overview of Central Falls' 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 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-than-anticipated costs for contracts, 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 budget table below or 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 8/15/12	Funds Remaining	Total Years 1-4 Allocation	Total funds remaining
STANDARDS & CURRICULUM	\$43,826.47	\$9,183.55	\$34,642.92	\$125,508.00	\$116,324.45
INSTRUCTIONAL IMPROVEMENT SYSTEMS	\$28,220.00	\$0.00	\$28,220.00	\$435,392.00	\$51,620.00
EDUCATOR EFFECTIVENESS	\$120,525.00	\$0.00	\$120,525.00	\$378,732.00	\$125,325.00
HUMAN CAPITAL DEVELOPMENT	\$27,000.00	\$0.00	\$27,000.00	\$395,109.00	\$135,000.00
SCHOOL TRANSFORMATION AND INNOVATION	\$285,350.00	\$0.00	\$285,350.00	\$416,600.00	\$285,350.00
NON-COMMITTED	\$180,467.00	\$0.00	\$180,467.00	\$180,467.00	\$180,467.00
TOTAL	\$685,388.47	\$9,183.55	\$676,204.92	\$1,931,808.00	\$894,086.45

* RIDE has allocated an additional \$3,550.00 in funds to Providence for the support of the Teacher-Course-Student data collection.