



Transforming Education in Rhode Island

The Race to the Top Opportunity

Paul Cuffee School Race to the Top Implementation Update: Years 1 and 2

The Annual Stocktaking provides both the state and the Local Education Agency 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 Paul Cuffee. During year 2, Paul Cuffee has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, and the Recruitment Platform. Paul Cuffee plans to implement the New Teacher Induction during year 3.

At this time, Paul Cuffee has indicating it does not intended to implement the following projects during year 3: 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 (SchoolSpring)				INDUCTION			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Paul Cuffee School																				

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, Paul Cuffee met the bar for participation in 3 of the 4 quarterly CLO meetings. All quarterly progress reports were submitted and Paul Cuffee sent one participant consistently to the quarterly meetings, which helped build rapport within the CLO group. Additionally, the participants reflected appropriate levels of LEA leadership, were knowledgeable about Paul Cuffee's RTT implementation activities and contributed fully in the peer-to-peer discussion.

In addition to Paul Cuffee's participation in the CLO process, and in individual RTT projects, we also want to thank the Head of School for his active participation in RIDE's collaborative work with various stakeholders to identify communication and engagement strategies that will build a deeper understanding of the goals for transforming education in Rhode Island. RIDE appreciated his willingness to travel to Washington, D.C. to begin those conversations, and we appreciate his continued participation in this valuable work. Additionally, we want to acknowledge the contributions that Paul Cuffee made through their participation in the RIDE-RISSA-RISTE Data Team meetings.

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 want to encourage Paul Cuffee to submit their reports in advance of the meeting so that the data from the update can be used in the meetings. Additionally, it is important that at least one participant from the school attend each CLO meeting. 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 July 2012, Paul Cuffee 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 Paul Cuffee, 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:	Year 2:	
	SY10-11	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:	Year 2:	
	SY10-11	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

As noted in Paul Cuffee's quarterly progress reports, the school met their RTT goal (i.e. 4 educators per building) for participation in the Study of the Standards training sessions. Paul Cuffee distributed the Standards guidebooks to all applicable teachers. Additionally, the district has 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.

Paul Cuffee has made progress against implementing a guaranteed and viable curriculum aligned to the new common core state standards. During the 2011-2012 school year, grade-level and content area teams collaborated on the alignment of the current curriculum to the new standards. In preparation for the upcoming school year, Paul Cuffee's School Improvement Team created a comprehensive School Improvement Plan focused on next steps regarding the implementation of an aligned curriculum. Additionally, Paul Cuffee has scheduled five cross-school working sessions in the 2012-2013 school year for faculty collaboration on alignment, and the facilitators have already drafted the agendas and sequencing of tasks for those meetings.

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

- Limitations on the number of educators who could attend the RIDE Study of the Standards training sessions
- Distributing knowledge of the new common core state standards across three divisions
- The school had limited professional development time allocated to this work during SY11-12 due to other initiatives

We want to commend Paul Cuffee on their collaboration (both in-district and cross-district) around resources and strategies that will deepen educator understanding of the new Common Core State Standards and accelerate the implementation of the new standards at the classroom level. 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 districts through the Instructional Improvement System (IMS). We look forward to hearing about your progress working collaboratively with the other districts, and on new in-district initiatives, 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 July 2012, Paul Cuffee is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. We also want to thank the district for their participation in the RISSA-RISTE-RIDE Data Team meetings, which have helped inform RIDEs implementation strategy for the RTT Data Systems.

Thus far, Paul Cuffee has indicated that they do not plan to implement the following initiatives during the 2012-2013 school year: Formative Assessment online professional development modules, Interim Assessments, and the 'Data Use' professional development series. Additionally, Paul Cuffee attended administrator training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms.

At this time, RIDE encourages Paul Cuffee to confirm the timeline for their participation in these projects.

	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
'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 SY2012-13, and 'year 2' refers to cohort 2 taking place during SY2013-14.

	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
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 July 2012, Paul Cuffee 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
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, Paul Cuffee has implemented all gradual implementation components of the Rhode Island Model for teacher and building administrator evaluations and submitted summative ratings to RIDE.

To support teacher understanding of the evaluation process, Paul Cuffee created a District Evaluation Committee (DEC) which has been submitted to RIDE. Additionally, the school held grade-level meetings to introduce the evaluation process and to support teachers in developing their professional practice goals and student learning objectives. The DEC met at the end of the 2011-2012 school year to review this year's experiences with the Evaluation process, develop and refine our appeals process, and reflect on our steps for next year.

Paul Cuffee attended all evaluation training modules offered by RIDE during the 2011-2012 school year and are registered for the upcoming summer training. We want to remind the district that all personnel responsible for evaluating teachers and 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 only required to attend the *Academy for Personnel Evaluating Teachers*.

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

- Anticipated capacity challenges around the current leadership levels when moving to full implementation

RIDE would like to encourage Paul Cuffee to continue to provide feedback to RIDE around the development and refinement of educator evaluation processes. Additionally, we would encourage Paul Cuffee to share some of the structures and processes they put in place to support the evaluation process during the upcoming CLO meetings.

System of Support 4: Human Capital Development

As of July 2012, Paul Cuffee 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

As noted in their quarterly progress reports, Paul Cuffee used SchoolSpring platform extensively this hiring season to recruit for a number of openings for the 2012-2013 school year. The school noted that they received more than 250 applicants, including a number of principal candidates. The platform was deemed successful and has become one of the key recruitment tools for the school.

While Paul Cuffee did not participate in the Induction Coach beginning teacher support project during the 2011-2012 school year, we are pleased to note that through collaboration between RIDE and the school, Paul Cuffee will be participating in this project during the 2012-2013 school year. In addition to a RIDE-provided Induction Coach, staff from the school will participate in the Induction Coach training and will increase the beginning teacher coaching capacity at Paul Cuffee.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Paul Cuffee 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 July 18, 2012)

The table below contains an overview of Paul Cuffee's fiscal spending through July 18, 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 or Crystal Martin, at 222-8482 or at crystal.martin@ride.ri.gov.

	Total Years 1-2 Allocation	Reimbursed through 6/30/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$600.00	\$0.00	\$600.00	\$600.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$1,918.00	\$0.00	\$1,918.00	\$4,700.00
EDUCATOR EFFECTIVENESS	\$3,444.80	\$0.00	\$3,444.80	\$4,000.00
HUMAN CAPITAL DEVELOPMENT	\$22,500.00	\$0.00	\$22,500.00	\$67,500.00
SCHOOL TRANSFORMATION AND INNOVATION**	\$249,999.60	\$132,016.49	\$117,983.11	\$117,983.51
NON-COMMITTED	\$123,999.00	\$0.00	\$123,999.00	\$123,999.00
TOTAL	\$402,461.40	\$132,016.49	\$270,444.91	\$318,782.51

* RIDE has allocated an additional \$1,119.00 in funds to Paul Cuffee for the support of the Teacher-Course-Student data collection.

** RIDE has awarded Paul Cuffee additional \$250,000.00 in a charter school expansion grant