

Transforming Education in Rhode Island



The Race to the Top Opportunity

South Kingstown 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 South Kingstown. During year 2, South Kingstown 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, South Kingstown has begun planning for the implementation of the following Year 3 projects: '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
South Kingstown																				

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, South Kingstown met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and South Kingstown sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group. Additionally, the participants reflected appropriate levels of LEA leadership, were knowledgeable about South Kingstown's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated South Kingstown's practice sharing during quarter 3.

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 July 2012, South Kingstown 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 South Kingstown, 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

We are pleased to note that South Kingstown distributed all of the common core guidebooks to their teachers. The district also exceeded their RTT goals (i.e. 4 per building, or 85% of core educators in the district) for participation in the Study of the Standards training sessions; the district sent approximately 100 lead educators to sessions in the ELA and Math common core state standards. To deepen knowledge at the district level, those educators continued their work in department meetings and common planning time.

To deepen educator understanding of the new standards, South Kingstown encouraged discussion of the Common Core implementation at faculty meetings. Teachers designed and shared lessons aligned to the Common Core throughout the year, and their discussions moved beyond the changes themselves to encompass the impact of the changes on teaching and learning, and how to best utilize current resources to support the changes. 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.

South Kingstown has made significant progress against implementing a guaranteed and viable curriculum aligned to the new common core state standards. During the 2011-2012 school year, South Kingstown was a part of the SORICO region partnership with the Dana Center on the creation of a K-12 aligned math curriculum. This work, which will conclude in spring 2013, was in part aided by district substitute coverage so that teachers could participate in the Dana Center work. South Kingstown also received additional grant funding from RIDE to support district adoption of a K-12 aligned ELA curriculum by creating resources and lesson plans during summer 2012.

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

- Loss of common planning time at the elementary level, which will impact ability for educators to work collaboratively in this area.
- Curriculum writing support for Algebra I in grade 8
- Absence of materials aligned to the Common Core
- Perception that the common core may be less rigorous when, in fact, it is much more rigorous
- Parents and teacher struggle with the amount of time teachers spent out of the classroom

We want to commend South Kingstown 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 Management 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, South Kingstown is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, South Kingstown has reported that they intend to partially implement the Interim Assessments during this upcoming school year and RIDE anticipates that the district may choose to also register for training on the administration and scoring of the Interim Assessments, which will take place in September 2012. South Kingstown has also indicated that the district will engage school data leadership teams in the 'Data Use' professional development series, which starts in August 2012, and the district has confirmed logistics with RIDE for those initial sessions.

Additionally, educators from South Kingstown registered/attended training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms, as well as Administrator. 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 EPSS). Additionally, some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data. In the upcoming weeks, please be mindful of these deployment actions.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that South Kingstown has encountered while implementing these systems, as well as the district's progress around building teacher engagement in 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 South Kingstown has learned around deepening collaboration around data and using data to change instructional outcomes.

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
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 <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

'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		
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.

Interim Assessments	Year 1: SY10-11	Year 2: SY11-12	
	Identify method by which all educators will have access to interim assessments		
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 South Kingstown will implement the Formative Assessment professional development modules during school year 2013-2014.

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		
Identify facilitators who will support the implementation of formative assessment practices in daily instruction			X

System of Support 3: Educator Effectiveness

As of July 2012, South Kingstown 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, South Kingstown has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted final summative evaluation ratings to RIDE. South Kingstown created a District Evaluation Committee (comprised of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE.

To support teacher understanding of the evaluation process, all teachers received a copy of the Teacher Evaluation Guidebook. Additionally, RIDE met with district leaders to provide an overview of the evaluation process, which better poised the administrators to explain the process to their teachers, and afterschool sessions to review the various models were offered to increase understanding of the process. To support district creation of rigorous Student Learning Objectives (SLOs), a RIDE-trained Intermediary Service Provider (ISP) worked with teachers and evaluators. South Kingstown also released one of their administrators to be a regional ISP.

District administrators worked with Ribas Associates to develop evaluation conference protocols, improvement plans, and to develop a common understanding of good teaching practices. Ribas also helped the district ensure inter-rater reliability, which was critical to the success of their evaluation process. Additionally, the district created an Educator Evaluation team which met monthly throughout the year, as did a Personnel Assignment committee, and the minutes from those meetings were posted on FirstClass for easy staff access; additionally, these two teams helped create an Educator Improvement Plan to use for teachers who are developing or unsatisfactory.

South Kingstown attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the district are registered for/have attended 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, South Kingstown noted that they have encountered the following challenges around this work:

- Time commitment required to implement the evaluation process well

RIDE has appreciated South Kingstown’s collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their participation in feedback opportunities, RIDE has received valuable insight 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.

RIDE appreciates that, during the quarter 3 CLO meeting, South Kingstown shared the structures and processes they put in place to support the evaluation process, and their strategies for ensuring that all educators received fair, accurate, and consistent evaluations. We hope that South Kingstown continues to share the strategies and resources they are using to support their evaluation process during the upcoming CLO meetings.

System of Support 4: Human Capital Development

As of July 2012, South Kingstown 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, South Kingstown continued to utilize the SchoolSpring recruitment platform to recruit for open positions.

RIDE would like to thank South Kingstown for their feedback on the design of the RIDE Induction Model. South Kingstown was a thoughtful partner during those discussions, and RIDE is excited to note that one of the district’s teachers was selected as an Induction Coach during the 2011-2012 school year. During the 2011-2012 school year, South Kingstown had 4 beginning teachers which were supported by RIDE induction coaches. The district chose to continue to use their district mentoring program to work with teachers new to the grade or new to the district. The decision to continue with the district mentors removed the concerns raised by those who have successfully supported teachers as mentors in South Kingstown.

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

- Initial miscommunication around the recruitment platform chosen by RIDE

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that South Kingstown 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. Additionally, we would encourage South Kingstown to share how they have adjusted their district mentorship program to align with the support provided through the RIDE Induction Coach program.

Summary of Fiscal Spending To-Date (As of July 18, 2012)

The table below contains an overview of South Kingstown’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 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 6/30/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$15,741.23	\$0.00	\$15,741.23	\$25,733.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$7,200.00	\$0.00	\$7,200.00	\$42,300.00
EDUCATOR EFFECTIVENESS	\$117,628.20	\$9,171.88	\$108,456.32	\$113,453.12
HUMAN CAPITAL DEVELOPMENT	\$22,500.00	\$0.00	\$22,500.00	\$67,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$0.00	NA	NA	NA
TOTAL	\$163,069.43	\$9,171.88	\$153,897.55	\$248,986.12

* RIDE has allocated an additional \$5,380.00 in funds to South Kingstown for the support of the Teacher-Course-Student data collection.