



DCYF, Rhode Island Training School 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 Rhode Island Training School. During year 2, Rhode Island Training School 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.

At this time, RIDE does not believe that the Training School will implement the following year 3 projects during the upcoming school year: 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
DCYF-RITS	Yellow	Yellow	Red	Red	Yellow	Grey	Red	Red	Yellow	Yellow	Red	Grey	Green	Grey	Grey	Grey	Green	Grey	Grey	Grey

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, Rhode Island Training School met the bar for participation in three of the four quarterly CLO meetings. All quarterly progress reports were submitted and Rhode Island Training School sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group.

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, Rhode Island Training School is delayed 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 Rhode Island Training School, 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	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	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 Rhode Island Training School's quarterly progress reports, the school has been working with RIDE to identify the timeline and opportunity to send all educators to the Study of the Standards training sessions. While this training has not yet been completed, RIDE is confident that the planned educator training will be completed in the near future.

During the 2011-2012 school year, the district began to realign curriculum (from Providence Schools) and standards for secondary and GED preparation programs. The Training School administrators reviewed the Common Core State Standards (CCSS) and identified textbooks and other instructional materials to be used in the classroom. Additionally, the LEA reviewed integrated curriculums in use at other facilities. To support teacher understanding of the new standards, the LEA provided professional development for teaching to CCSS.

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

- Unique challenges related to the nature of the students served, internal school management, and other such policies
- Limited time for staff professional development that does not take away from instruction
- Addition support needed to successfully implement the RTT initiatives

We hope that you will take the opportunity to share your curriculum alignment process 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, 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, Rhode Island Training School is delayed against the System of Support 2 year 1 and 2 commitments and tasks for Race to the Top. The LEA has not yet indicated their implementation plans for the following initiatives: Formative Assessment online professional development modules, Interim Assessments, and the 'Data Use professional development series. Additionally, our records indicate that the Training School has not yet attended orientation training on the Instructional Management System (IMS) platforms.

At this time, RIDE encourages the Training School to begin thinking about the viability of their participation in these initiatives, and the implementation planning and support needed to move this work forward.

	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	
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	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 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

	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	
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

System of Support 3: Educator Effectiveness

As of July 2012, Rhode Island Training School is delayed 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, Rhode Island Training School was delayed in their implementation of the Rhode Island Model for teacher and building administrator evaluations. RIDE has not received the final summative evaluation ratings for teacher and building administrator evaluations. We would encourage the school to confirm their implementation progress, and the availability of final summative ratings, as soon as possible.

To support teacher understanding of the evaluation process, the Rhode Island Training School created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) and submitted the membership list to RIDE. Additionally, the training school used a revised “Teacher Handbook” during staff orientation at the beginning of 2011- 2012 school year to introduce the new educator evaluation system. Administrators continued teacher training during monthly staff meetings to support teacher understanding of the gradual implementation process and addressed staff questions and challenges.

Evaluators from the Training 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, in addition the Academy training, 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. Personnel responsible for evaluating both teachers and building administrators are only required to attend professional development and training for teacher evaluators (e.g., the *Academy for Personnel Evaluating Teachers*).

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

- Contractual issues have prevented gradual implementation of the evaluation process this year

RIDE has appreciated Rhode Island Training School’s collaboration and thought partnership around the development and refinement of educator evaluation processes. We encourage the Training School to shared the structures and processes they put in place to support the evaluation process with their peers in upcoming meetings. We also hope that the CLO participants will obtain valuable insight into the strategies and resources other similar districts are using to support their evaluation process.

System of Support 4: Human Capital Development

As of July 2012, Rhode Island Training School 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

Rhode Island Training School did not utilize the SchoolSpring recruitment platform to recruit for open positions in the 2011-2012 school year. However, the principal works with the RIDE Office of Transformation to recruit for vacant positions when necessary.

The Training School has chosen not to participate in the RIDE induction program. Instead, the school will continue their existing orientation and mentorship program with senior staff for new teachers and support staff.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Rhode Island Training 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.

The contents of this report were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Summary of Fiscal Spending To-Date (As of September 24, 2012)

The table below contains an overview of Rhode Island Training School's fiscal spending through September 24, 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 Crystal Martin, at 222-8482 or at crystal.martin@ride.ri.gov.

	Total Years 1-2 Allocation	Reimbursed through 9/24/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$2,400.00	\$0.00	\$2,400.00	\$2,400.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$3,200.00	\$0.00	\$3,200.00	\$18,800.00
EDUCATOR EFFECTIVENESS	\$12,800.00	\$0.00	\$12,800.00	\$16,000.00
HUMAN CAPITAL DEVELOPMENT	N/A	N/A	N/A	N/A
SCHOOL TRANSFORMATION AND INNOVATION	N/A	N/A	N/A	N/A
NON-COMMITTED	N/A	N/A	N/A	N/A
TOTAL	\$18,400.00	\$0.00	\$18,400.00	\$36,600.00