



## Middletown 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 Middletown. During Year 2, Middletown 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, Middletown has begun planning for the implementation of the following Year 3 projects: 'Data Use' Professional Development.

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
Middletown	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN

<b>GREEN</b>	Implementation is on track and there is evidence that the work is taking hold at the district/school level
<b>YELLOW</b>	Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the district/school level
<b>RED</b>	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)
<b>NA</b>	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, Middletown met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time and Middletown 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 Middletown's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated Middletown's practice sharing during quarter 4.

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, Middletown 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 Middletown, 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

Middletown distributed the Common Core State Standards (CCSS) guidebooks to all teachers at the beginning of the 2011-2012 school year. As noted in Middletown's quarterly progress reports, the district met their RTT goals (i.e., 4 per building) for educator participation in the Study of the Standards training sessions.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), Middletown staff viewed the presentation made by David Coleman in New York (spring 2011). This supplemented their review of the standards. 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.

Middletown 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, Middletown worked to align the district's mathematics and ELA K-12 curricula to the CCSS. The district also included CCSS content in the science curriculum. The Middletown Assistant Superintendent has also participated in the Open Educational Resource training and rubric resource training with Achieve. RIDE is also pleased to note that Middletown received grant funding to build student learning expectations and assessments for ELA. In addition, district leadership participated in a day-long session on developing learning targets/expectations and summative assessments to support their unit development for the CCSS.

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

- Unclear communication from RIDE around Study of the Standards sessions
- Additional and new resources are needed to support the transition to the CCSS
- Gaps may occur as a result of the transition from GLE/GSEs to CCSS, and may impact student performance on NECAP
- Community and political leader engagement in the transition to CCSS and PARCC and related work/challenges

We want to commend Middletown on their work 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 appreciated that Middletown has, on several occasions, shared their progress and approach with other stakeholders; we believe that the sharing of those practices will accelerate the transition to the Common Core for all districts involved in this important work.

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, Middletown is on track against the System of Support 2 Years 1 and 2 commitments and tasks for Race to the Top. RIDE wants to thank Middletown for their participation in the 'data use' focus groups, which helped shape RIDE's content development and implementation planning for that project. The district's participation in the RIDE data team meetings also helped shape this work.

Thus far, Middletown plans to engage school data leadership teams district-wide in the 'Data Use' professional development starting in August 2012 and running through the remaining school year, and have confirmed logistics with RIDE for the initial sessions.

Middletown has noted that the district will leverage their own Instructional Management System, which includes Interim Assessments, in the upcoming school year. The district will continue to explore how to leverage the curriculum resources available on the IMS, as well as how to integrate the district's comprehensive assessment system with the RIDE assessment resources, during the 2013-2014 school year.

Additionally, the district attended initial facilitator training on the formative assessment online professional development modules. Based on the content of the sessions, Middletown has determined that they will continue their in-district formative assessment practices and will look to engage educators in the RIDE formative assessment modules during Year 3.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Middletown 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 Middletown has learned regarding deepening collaboration around data and using data to change instructional outcomes.

'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.*

Based on information provided to RIDE, we anticipate that Middletown will implement the Formative Assessment professional development series and utilize the Interim Assessment and IMS resources during school year 2013-2014.

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

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

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 <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

### System of Support 3: Educator Effectiveness

As of July 2012, Middletown is delayed 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	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

During the 2011-2012 gradual implementation year, Middletown reached a memorandum of understanding with the school board and local union which allowed the district to implement all components of the Rhode Island Model for teacher and building administrator evaluations on a voluntary basis for the purposes of gathering feedback on the model. As part of that discussion, the district agreed that all evaluation data and documentation would be discarded following the pilot, and that no data would be provided to RIDE.

To support the evaluation process, the district continued to engage their evaluation advisory group and develop protocols and expectations. This committee was integral in negotiating the terms and agreements of the voluntary pilot. Additionally, this committee (in partnership with the union) identified the roles, responsibilities and protocols for a District Evaluation Committee that meets the state evaluation standards. The framework for the DEC was defined in spring 2012 and will be fully implemented in the 2012-2013 school year.

To support teacher understanding of the evaluation process, Middletown distributed Rhode Island Model Educator Evaluation Guidebooks to all teachers and developed a district-specific educator evaluation website to support implementation. Furthermore, the district worked with union leadership to roll out gradual implementation throughout the year, with the superintendent and Assistant Superintendent rolling out Rhode Island Model educator evaluation to all buildings. The administrative team met bi-weekly to discuss educator evaluation implementation in the district.

Evaluators from Middletown 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, Middletown noted that they have encountered the following challenges around this work:

- Time needed to complete the evaluation system for administrative teams
- Intermediary Service Provider support for implementation is needed for more than one year

We hope that Middletown 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, Middletown 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

Middletown has utilized the SchoolSpring recruitment platform to recruit for open positions for many years and currently uses SchoolSpring Plus. SchoolSpring Plus will be used to recruit for open positions for the 2012-2013 school year.

During the 2011-2012 school year, Middletown had 2 beginning teachers supported by a RIDE induction coach. This was supplemented by the principal meeting with the induction coach to review the program and the principal's role in the process. The principal of the beginning teachers attended RIDE's "Role of the Principal" workshop to support the induction program.

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

- Communication around this work has not been as clear as other areas of the RTT projects
- Central office would like to be included in the information around the visits with new teachers
- Sustainability concerns about the induction program once the RTT funds are no longer available

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Middletown 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 5, 2012)**

The table below contains an overview of Middletown’s fiscal spending through September 5<sup>th</sup>, 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 reflects the amended funding. As a result of the budget amendment, LEAs will likely see the funds increase or shift to SEA set asides. The amended budgets will be available in Accelegrants starting Friday, September 21<sup>st</sup>. RIDE 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](mailto:david.alves@ride.ri.gov)), or Crystal Martin at 222-8482 ([crystal.martin@ride.ri.gov](mailto: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	\$3,000.00	\$1,600.00	\$1,400.00	\$1,400.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$4,000.00	\$1,755.25	\$2,244.75	\$25,543.75
EDUCATOR EFFECTIVENESS	\$72,700.00	\$0.00	\$72,700.00	\$75,322.00
HUMAN CAPITAL DEVELOPMENT**	\$0.00	\$0.00	\$0.00	\$0.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$0.00	NA	NA	NA
<b>TOTAL</b>	<b>\$79,700.00</b>	<b>\$3,355.25</b>	<b>\$76,344.75</b>	<b>\$102,265.75</b>

\* RIDE has allocated an additional \$3,799.00 in funds to Middletown for the support of the Teacher-Course-Student data collection.

\*\* The Induction Coach funds have been moved from the LEA allocation and are now part of the SEA set-aside funds spent on behalf of the LEA.