Transforming Education in Rhode Island

The Race to the Top Opportunity

Foster Race to the Top Implementation Update: Years 1 and 2
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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 Foster. During year 2, Foster 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, Foster has begun planning for the implementation of the following Year 3 projects: Formative Assessment 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
Foster																				

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, Foster met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Foster 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 Foster's RTT implementation activities and contributed fully in the peer-to-peer discussion.

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, Foster 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 Foster, 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

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

To encourage teacher engagement in the transition to the Common Core State Standards, all teachers compared CCSS to the GLEs in order to facilitate understanding of the new standards. The full faculty met in March 2012 to review mathematics and ELA curriculum alignment to the CCSS for grades K-5.

Foster 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, Foster utilized grade level team meetings to work on differentiated instruction and continued to review curriculum alignment in sessions throughout the year. According to the district's quarterly progress reports, Foster intends to implement an aligned full-day kindergarten curriculum starting in fall 2012. RIDE is pleased to note that Foster has agreed to participate in the model curriculum work with the Dana Center, and in the 2013-2015 school years will work with several other districts to create a K-12 ELA model curriculum.

In their quarterly progress reports, Foster noted that they have encountered the following challenges around this work:
- The Arts team (physical education, art, music, and health) are having difficulty aligning their national standards to CCSS
- Funding for teachers to attend professional development over the summer

We want to commend Foster 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).

System of Support 2: Instructional Improvement Systems

As of July 2012, Foster is delayed against the System of Support 2 year 1 and 2 commitments and tasks for Race to the Top.

Thus far, Foster has reported that they intend to partially implement the Formative Assessment online professional development modules, however records indicate that the district did not register/attend the formative assessment PD facilitator orientation sessions which took place in August 2012. Additionally, the district indicated it would implement the fixed-form Interim Assessments and attended one on one training from RIDE on the administration and scoring of the Interim Assessments, which takes place in September 2012.

Foster had initially expressed interest in attending training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms. We would like to remind the district that several steps are required before educators in the district can access the Instructional Management System, as well as the other related systems below (e.g., formative assessment professional development modules). This includes, but is not limited to, submission of Teacher-Course-Student data. For additional information, please reach out to helpdesk@RIDE.ri.gov.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Foster has encountered while implementing these systems, as well as the district's progress around building teacher engagement in the various IMS tools and resources.

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

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

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 *IMS Training Plan* and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on *IMS Training Plan* 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

Based on information provided to RIDE, we anticipate that Foster will implement the 'Data Use' professional development during the 2013-2014 school year.

'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.

System of Support 3: Educator Effectiveness

As of July 2012, Foster 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, Foster has implemented all components of the Rhode Island Model for teacher evaluations and has submitted the summative evaluation ratings to RIDE. Due to the district administrative structure, no building administrator evaluations were completed. RIDE is pleased to note that Foster has created a District Evaluation Committee, and submitted a partial membership list to RIDE. We look forward to our continued work on ensuring that all roles (i.e., teachers, support personnel, principals, central office staff, and union representatives) are included in the DEC.

To support teacher understanding of the evaluation process, Foster administration met twice with each teacher to go over the new educator evaluation system and accompanying tools. In their quarterly progress updates, Foster indicated that this led to strong collaboration and discussion between administration and staff on goals, objectives, evidence, and the structure of evaluations themselves.

Evaluators from Foster 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, Foster noted that they have encountered the following challenges around this work:
- Time for administrators to orient teachers to the system as well complete evaluations and other responsibilities
- Limited time to provide all the feedback to the teachers evaluated

RIDE has appreciated Foster's collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their participation 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 CLO meetings, we would encourage Foster to share the strategies and resources they are using to support their evaluation process.

System of Support 4: Human Capital Development

As of July 2012, Foster 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

Foster has not had any beginning teachers or teacher vacancies and, therefore, has not posted any positions using SchoolSpring. Additionally, Foster has not had any new teachers supported by the RIDE Induction Coach program. The district continues to provide coaching and support to experienced teachers when they change grade levels or content areas.

In their quarterly progress report, Foster noted that they have encountered the following challenges around this work:
* The district will need to do a lot of work to recruit new teachers when existing staff retire.

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