Transforming Education in Rhode Island
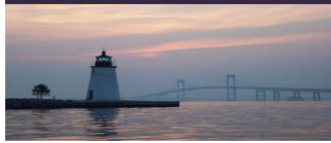
The Race to the Top Opportunity

Glocester 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 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 Glocester. During year 2, Glocester 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, Glocester 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
GLOCESTER	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟨	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩	🟩

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, Glocester met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Glocester sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group. Additionally, for most meetings, the participants reflected appropriate levels of LEA leadership, were knowledgeable about Glocester'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, Glocester 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 Glocester, 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

As noted in Glocester's quarterly progress reports, the district met their RTT goals (i.e., 4 per building) and sent 7 educators to the Study of the Standards training sessions.

Glocester distributed the Standards guidebooks to all teachers at the start of the school year. To encourage teacher engagement in the transition to the common core state standards (CCSS), Glocester provided all K-5 teachers with an overview of the differences between the GLEs/GSEs and the CCSS. The district also hosted a professional development session in June 2012, led by teachers who attended the RIDE training, so that all teachers would understand how to read the new 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.

Glocester 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, teachers worked to examine the new standards and to create an aligned scope and sequence for mathematics. Through RIDE mini-grants, Glocester is conducting three full PD days for their staff in order to accelerate the unpacking and alignment of curriculum to the CCSS, as well as create units of study, resources and lesson plans aligned to the CCSS in both ELA and mathematics. Additionally, Glocester is working with several other districts and the Dana Center to create an ELA model curriculum. This work starts in the 2012-2013 school year and concludes in June 2015.

We are pleased to note that Glocester received grant funding from RIDE to develop a professional learning community with educators from Fogarty Memorial Elementary and West Glocester Elementary Schools. The Glocester PLC aims to share the responsibilities of transitioning to the CCSS among more educators and each teacher involved in the PLC will become a liaison between the district and teachers on the alignment of instruction to the CCSS in their specific areas.

In their quarterly progress reports, Glocester noted that they have encountered the following challenges around this work:
- Contractual language stipulates when professional development can be held
- Limited time for teacher and grade level collaboration outside of school hours
- Implementation roll out of the new CCSS to all teachers in grades 1-5

We want to commend Glocester 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. In the upcoming CLO meetings, we hope that you will take the opportunity to share the work you are doing in your PLC with your fellow CLO colleagues. Additionally, 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, Glocester is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Glocester has reported that they do not intend to implement the Data Use professional development series during the 2012-2013 school year; however, the district will partially implement the Formative Assessment online professional development modules and Interim Assessments in fall 2012.

Thus far, the district has not registered to attend the Formative Assessment PD facilitator orientation sessions taking place in August 2012. RIDE anticipates that the district may choose to also register for training on the administration and scoring of the Interim Assessments, which will also take place in summer 2012. Additionally, Glocester has registered and attended training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms, as well as for Administrator training.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Glocester 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 Glocester will implement the 'Data Use' professional development during school year 2013-2014. We look forward to hearing about Glocester's progress around developing protocols or expectations regarding the use of data in next year's quarterly progress update forms.

'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. As per the description on page 1, this task is 'N/A' for Year 2 (SY 2011-2012) because the district is not implementing this project until SY13-14.

System of Support 3: Educator Effectiveness

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

In order to plan for the evaluation process implementation, Glocester developed a calendar for the Teacher Evaluation System and met with union leadership and a RIDE-trained Intermediary Service Provider to determine the steps that the district needed to take. To support teacher understanding of the evaluation process, the district conducted professional development sessions on the professional practice and professional responsibility components of the evaluations, as well as how to set Student Learning Objectives (SLOs). Principals, along with the ISP, met with teachers during grade-level meetings to determine the SLOs. Following teacher feedback, the district revised their timeline and calendar in order to reduce teacher anxiety.

Glocester attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the district 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, Glocester noted that they have encountered the following challenges around this work:
- Making teachers feel more supported
- Contractual language stipulates when professional development can be held
- Principals met with all teachers for goal setting and then again for post-conferences; this approach was time consuming
- Principals felt like they were in the classrooms much less often because of the time spent writing evaluations
- Because of the time spent on the new process, the principals felt much less connected to the school

RIDE has appreciated Glocester's collaboration and thought partnership around the development and refinement of educator evaluation processes. We hope that Glocester 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, Glocester 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

Glocester's school committee formalized their policy to retain and recruit highly effective staff. The district also attended SchoolSpring orientation sessions, and intends to utilize the SchoolSpring recruitment platform to recruit for open positions. During the 2011-2012 school year, Glocester had no beginning teachers and therefore did not participate in the RIDE induction project.

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

- SchoolSpring applicants were frequently too far away for in-person interviews

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Glocester 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 Glocester'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 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	$1,200.00	$920.41	$279.59	$279.59
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$1,600.00	$0.00	$1,600.00	$9,400.00
EDUCATOR EFFECTIVENESS	$28,450.00	$8,151.76	$20,298.24	$21,898.24
HUMAN CAPITAL DEVELOPMENT	$9,000.00	$0.00	$9,000.00	$27,000.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	$0.00	NA	NA	$0.00
TOTAL	**$40,250.00**	**$9,072.17**	**$31,177.83**	**$58,577.83**

* RIDE has allocated an additional $1,266.00 in funds to Glocester for the support of the Teacher-Course-Student data collection.