International Charter School 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 International Charter School. During year 2, International Charter School has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, and the Recruitment Platform.

At this time, International Charter School has indicating it does not intended to implement the following projects during year 3: Formative Assessment Professional Development, 'Data Use' Professional Development, and the Interim Assessments. The district has attended training sessions on the Instructional Management System (IMS).

	STUDY OF THE STANDARDS				MODEL CURRICULUM				EDUCATOR EVALUATION				RECRUITMENT (SchoolSpring)				INDUCTION			
LEA	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
International Charter School	Yellow	Green	Yellow	Green	NA	NA	NA	NA	Yellow	Green	Green	Green	NA	NA	NA	NA	NA	NA	NA	NA

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, International Charter School met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and International Charter School 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 International Charter School's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated International Charter School's practice sharing during quarter 3.

In addition to International Charter School's participation in the CLO process, and in individual RTT projects, we also want to thank the district for their active participation in the Race to the Top Steering Committee.

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 September 2012, International Charter School 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 International Charter 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: 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

International Charter School distributed copies of the Common Core State Standards (CCSS) to all educators. As noted in International Charter School's quarterly progress reports, the LEA sent 4 educators to the RIDE Study of the Standards training sessions which met their RTT goals (i.e., 4 per building). The district also sent additional faculty to supplemental RIDE professional development geared towards increasing readiness to transition through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards.

To encourage teacher engagement in the transition to the common core state standards (CCSS), International Charter School purchased CCSS supplementary K-5 materials for their math program, *Investigations.* Additionally, the school addressed the mathematics and literacy standards during professional development with their staff. During summer 2012, all faculty read "Pathways to the Common Core", by Lucy Calkins. In November 2011, the Director of the school presented at a national dual language conference and led a panel discussion focused on the implementation of the CCSS in dual language programs.

International Charter School has made significant progress against implementing a guaranteed and viable curriculum aligned to the new common core state standards. RIDE is also pleased to note that the International Charter School received grant funding to develop a professional learning community focused on the alignment of their literacy framework to the CCSS. During the 2011-2012 school year, all Kindergarten teachers fully transitioned to CCSS, all 1st grade classrooms implemented CCSS math instruction, and a transitional plan was developed for the transition of all other grades. Additionally, staff aligned literacy instruction to the CCSS in all grades during summer 2012.

In their quarterly progress reports, International Charter School noted that they have encountered the following challenges around this work:
- Limited time and funding available to train the remaining educators in the Study of the Standards and fully implement CCSS
- Common Core was not developed for English Language Learners/Second Language Learners
- Finding dual language resources that are aligned to the CCSS
- Concern about preparing students for NECAP and PARCC at the same time

We want to commend International Charter School on their collaboration around resources and strategies that will deepen educator understanding of the new Common Core State Standards in a dual language environment 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 September 2012, International Charter School is delayed against the System of Support 2 year 1 and 2 commitments and tasks for Race to the Top.

Thus far, the International Charter School remains undetermined on their implementation timeline for the Formative Assessment online professional development modules. The school will explore the modules once they become available. Additionally, the school remains concerned about the feasibility of utilizing the Interim Assessment item bank and test construction tool, given their tri-lingual school focus, but will continue to explore the possibility once the tool becomes available in winter 2013. International Charter School will implement the 'Data Use' professional development series in the 2013-2014 school year.

The International Charter School has registered/attended training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms, as well as for Administrator training, and will continue to explore it's utilization during the 2012-2013 school year.

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 *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

'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.

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

System of Support 3: Educator Effectiveness

As of September 2012, International Charter 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

The International Charter School is delayed on several data submissions to RIDE. Thus far, the school has not yet indicated to RIDE that they have formed a District Evaluation Committee, which is a requirement under the *RI Educator Evaluation Standards*. If formed, the school should submit the membership list to RIDE. Additionally, based on their quarterly progress reports, International Charter School has implemented all components of the Rhode Island Model for teachers; however, the school has not yet submitted final summative evaluation ratings to RIDE.

Evaluators from the International Charter 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.

In their quarterly progress report, International Charter School noted the following challenges around this work:
- Challenges meeting the timeline originally laid out by the school leadership for gradual implementation
- Orienting new staff to the evaluation process and setting up the required meetings and observations
- Time and creating systems for collection of artifacts

RIDE has appreciated International Charter School's collaboration and thought partnership around the development and refinement of educator evaluation processes. We also appreciate that, during the quarter 3 CLO meeting, International Charter School shared the structures and processes they put in place to support the evaluation process. We hope that International Charter School 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 September 2012, International Charter 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

In preparation for the 2012-2013 school year, International Charter School continued utilizing the SchoolSpring recruitment platform to recruit for open positions. The International Charter School had no new teachers in 2011-2012 school year and therefore did not use RIDE induction coaches.

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

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

The table below contains an overview of International Charter School's fiscal spending through September 24th, 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 21st. 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), or Crystal Martin at 222-8482 (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	$646.00	$645.90	$.10	$.10
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$800.00	$564.00	$236.00	$4,701.00
EDUCATOR EFFECTIVENESS	$3,200.00	$0.00	$3,200.00	$4,000.00
HUMAN CAPITAL DEVELOPMENT	$0.00	$0.00	$0.00	$0.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	NA	NA	NA	NA
TOTAL	**$4,646.00**	**$1,209.90**	**$3,436.10**	**$8,170.10**

* RIDE has allocated an additional $565.00 in funds to International Charter School for the support of the Teacher-Course-Student data collection.