Transforming Education in Rhode Island
The Race to the Top Opportunity

Pawtucket 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 Pawtucket. During year 2, Pawtucket 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, Pawtucket has begun planning for the implementation of the following Year 3 projects: 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
Pawtucket	YELLOW	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	NA	NA	NA	NA	GREEN	GREEN	GREEN	GREEN

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

In addition to Pawtucket's participation in the CLO process, and in individual RTT projects, we also want to thank the district for their Chief School Performance Officer's participation in the Race to the Top Steering Committee. RIDE is also pleased to note that Samuel Slater Junior High School was awarded grant-funding to create a professional learning community around increasing student writing proficiency. Additionally, we would like to note that Pawtucket attended the June 2012 training for the Virtual Learning Math Modules. In the upcoming fall, RIDE will provide additional training opportunities and support for districts implementing these modules.

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, Pawtucket 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 Pawtucket, 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

Pawtucket has met their RTT goals (i.e. 85% of core educators in the district) around attendance at the mathematics and ELA Study of the Standards training sessions and distributed the Standards guidebooks to all applicable faculty. RIDE would like to commend Pawtucket on their efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In their quarterly progress reports, Pawtucket noted that because educators could choose the training they wanted to attend - and, because of the numerous other RTT-related opportunities – they did not initially meet the participation benchmark. RIDE is pleased to note that, through faculty meetings and attendance at additional sessions, Pawtucket was able to accomplish their participation goals. 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.

At the start of the 2011-2012 school year, Pawtucket shared a description of the work of transitioning to the CCSS with all faculty and staff. In collaboration with the Pawtucket Teachers' Alliance, the district identified teacher leaders. The leadership team then developed and shared a three-year plan for the rollout and implementation of the K-12 ELA curriculum based on the CCSS and shared this with faculty. The district created "Transitioning to the Common Core Standards" pages on their website with links to pertinent information and documents for educators, parents, and other community members. To deepen educator knowledge of the standards, Pawtucket developed a 'refresher' presentation on the use of the Instructional Alignment Chart and presented it to all educators at faculty meetings.

Pawtucket has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. Pawtucket is working with several other districts and the Dana Center to create a K-12 ELA model curriculum which will be finished in June 2013. As of June 2012, Pawtucket had completed a draft scope and sequence of K-12 ELA curriculum, and ELA writing teams began the process of developing units of study based on scope and sequence. The district created mathematics scope and sequence documents for grades 3 through Algebra I and began to solicit feedback; in parallel, Pawtucket began to develop K-12 units of study for mathematics.

In their quarterly progress reports, Pawtucket noted that they have encountered the following challenges around this work:
- Difficulty meeting professional development participation benchmark due to contractual limitations
- Need to raise awareness of the standards for administrators who did not participate in the Study of the Standards
- Competing with other priorities, particularly teacher evaluation training for principals and a high school NEASC visit
- Obtaining adequate substitute coverage for all principals attending training on the same day
- Getting a representative from each school on the curriculum writing team; one elementary school has no representation

We want to commend Pawtucket 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. Additionally, we appreciate that during the quarter 3 CLO meeting Pawtucket shared their approach towards creating resources to aid the Common Core State Standards transition. We hope that the district will continue 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, Pawtucket is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Pawtucket has reported that they intend to implement the Formative Assessment online professional development modules and has registered facilitators to attend RIDE facilitator orientation sessions. The district also plans to implement the fixed-form Interim Assessments but has <u>not</u> yet registered for training on the administration and scoring of the Interim Assessments on August 20th and 26th.

The district has confirmed that they plan to engage school data leadership teams in 'Data Use' professional development starting in August 2012 and running through the remaining school year, and has confirmed logistics with RIDE for the initial sessions. Finally, Pawtucket has attended Instructional Management System (IMS) Administrator training, and started configuring the Primary (Pinnacle) and RtI platforms.

RIDE would like to remind the district that several crucial steps must be taken before the district can implement any of the RTT data systems (including the EPSS and IMS). Additionally, some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data. For questions or concerns, contact helpdesk@RIDE.ri.gov

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

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

'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.

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

System of Support 3: Educator Effectiveness

As of July 2012, Pawtucket 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 components of RIDE approved model for educator 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, Pawtucket has implemented all components of the RIDE approved Innovation Model for evaluating Teachers, and the Rhode Island Model for building administrator evaluations. The district has submitted the final summative evaluation ratings for teachers to RIDE; however, RIDE would like to remind Pawtucket that the district is required to submit the summative ratings for administrator evaluations.

Pawtucket started their evaluation implementation with a 3-day stakeholder training in August 2011. They then piloted the process at Samuel Goff Junior High School, with the building principal conducting two formal observations with a group of six teachers. The district also created a District Evaluation Committee (DEC) (comprised of teachers, support personnel, principals, central office staff, and union reps) and submitted this information to RIDE. To support evaluation implementation, the DEC identified a group of 20 teachers who could serve as peer evaluators. In order to prepare teachers for the evaluation process, the district provided presentations on gradual implementation on the first day of school. Pawtucket offered five workshop sessions for teachers across the district. The DEC also held supplemental trainings (including one virtual training) throughout the year, focused on implementation topics such as SLOs, summative conferences, and observation calibration.

During the 2011-2012 school year, Pawtucket attended all I3 teacher evaluation training as well as the RIDE Student Learning Objective (SLO) and building administrator evaluation training. Currently, participants from the district are registered for applicable summer evaluation training. We want to remind the district that all personnel responsible for evaluating 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, Pawtucket noted that they have encountered the following challenges around this work:
- Obtaining adequate substitute coverage for all principals attending training on the same day
- Difficulty finding time for the District Evaluation Committee to meet due to teacher classroom obligations
- Extensive time required of administrators to implement the new system with other commitments
- Limited facilitators impacts ability to schedule teacher professional development
- Need to supplement the Student Learning Objective training offered by RIDE

RIDE has appreciated Pawtucket'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 school year, we hope that Pawtucket continues 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, Pawtucket 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, Pawtucket continued their utilization of the SchoolSpring recruitment platform.

During the 2011-2012 school year, Pawtucket had 6 beginning teachers which were supported by RIDE induction coaches. The RIDE Induction Coach worked closely with the Mentor Coordinator to ensure that teachers were well supported. One such example of this coordinated support was that the mentor coordinator was able to provide substitute coverage for beginning teachers who wished to observe instructional best practices in another classroom. In addition to the participation by their principals and teachers, RIDE would like to thank Pawtucket for their participation in the Induction Advisory Board meetings at RIDE. The thoughtful contributions of the Mentor Coordinator were instrumental in shaping the Induction program.

In their quarterly progress report, Pawtucket noted that they have encountered the following challenges around this work:
- Communication between mentor coordinator and RIDE regarding coach and beginning teacher assignments

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

System of Support 5: School Transformation and Innovation

As of July 2012, Pawtucket is on-track against the System of Support 5 year 1 and 2 commitments and tasks for Race to the Top.

School Achievement Specialists	Year 1: SY10-11	Year 2: SY11-12	
Procure School Achievement Specialist services for Cohort II			II

Turnaround Principal Leaders Corps	Year 1: SY10-11	Year 2: SY11-12	
Assess leadership needs for the identified PLAs		X	X

Spring 2012 and Summer Leadership Institute	Year 1: SY10-11	Year 2: SY11-12	
Provide feedback on the design and delivery of spring 2012 and summer institutes			X
Identify a core team to attend spring 2012 and summer institute			Summer
Attend spring 2012 and summer institute training			Summer
Identify the need for up to 5 days of additional job-embedded follow-up to spring 2012/summer institute and coordinate delivery with the RIDE vendor			X

Teacher Evaluation Support	Year 1: SY10-11	Year 2: SY11-12	
Design and submit a program and budgetary plan for implementing Teacher Evaluation Support in PLA schools			X
Hire/procure Teacher Evaluation Support services			X

Charles E. Shea Senior High and William E. Tolman Senior High Schools were identified in fall 2012 as persistently lowest achieving (PLA) schools according to established criteria. Since their identification, Pawtucket school district has developed a School Reform Plan (SRP), representative of comprehensive needs assessment findings, to implement the selected model as per state and federal guidelines for turning around lowest achieving schools and is on track in terms of their participation in the Race to the Top professional development and support projects.

Pawtucket school district completed an assessment of their leadership needs, both at the district and school level. The district replaced both the Shea and Tolman principals with turnaround leaders who attended the RIDE Academy for Transformative Leadership 2012 summer institute. Additionally, Pawtucket has contributed to the residency costs for the turnaround leadership program; as such, the district will have the option of hiring one of the aspiring principals from the current cohort. Key personnel and school leadership teams participated in the summer professional development intensive through the Academy of Transformative Leadership. While the schools were not able to send full participation, RIDE understands the circumstances that limited their participation are we are hopeful that the district will fully participate in the upcoming professional development modules offered through the Academy.

Pawtucket is on track to acquire a vendor for School Achievement Specialists to support the turnaround efforts in their PLA schools by September 1st, 2012. Thus far, the district has hired a staff member to support the identified schools in carrying out the activities articulated in the School Reform Plan.

Pawtucket has shifted .5 of a staff member's time to support the 'Evaluation Implementation Specialist'. That staff member will provide additional support to teachers who were identified as ineffective or developing during the 2011-2012 evaluation cycle. That person will also provide administrative support to principals and assistant principals at Shea and Tolman. As we move forward into the first full year of educator evaluations, RIDE looks forward to supporting Pawtucket in their use of data to inform human capital decisions according to the timeline and processes articulated in the Protocol for Intervention.

RIDE wants to thank Pawtucket for their feedback and suggestions on ways that RIDE can support ongoing communication and support for summer institute attendees, including a listserv to share best practices as well as optional quarterly convening. We look forward to supporting Pawtucket in their turnaround efforts.

Summary of Fiscal Spending To-Date (As of August 15, 2012)

The table below contains an overview of Pawtucket's fiscal spending through August 15, 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 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 8/15/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	$205,155.00	$23,625.42	$181,529.58	$181,529.58
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$135,089.00	$0.00	$135,089.00	$121,880.00
EDUCATOR EFFECTIVENESS	$153,430.00	$5,241.82	$148,188.18	$269,808.18
HUMAN CAPITAL DEVELOPMENT	$0.00	$0.00	$0.00	$382,500.00
SCHOOL TRANSFORMATION AND INNOVATION	$1,455,188.00	$0.00	$1,455,188.00	$1,455,188.00
NON-COMMITTED	$619,696.00	$0.00	$619,696.00	$619,696.00
TOTAL	$2,568,558.00	$28,867.24	$2,539,690.76	$3,030,601.76

* RIDE has allocated an additional $13,209.00 in funds to Pawtucket for the support of the Teacher-Course-Student data collection.