Transforming Education in Rhode Island

The Race to the Top Opportunity

Rhode Island School for the Deaf 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 Rhode Island School for the Deaf. During year 2, Rhode Island School for the Deaf 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, Rhode Island School for the Deaf has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, 'Data Use' Professional Development, and 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
Rhode Island School for the Deaf	RED	RED	YELLOW	GREEN	NA	NA	NA	NA	YELLOW	YELLOW	YELLOW	YELLOW	GREEN	GREEN	GREEN	GREEN	YELLOW	YELLOW	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, Rhode Island School for the Deaf met the bar for participation in 2 of the four quarterly CLO meetings. All quarterly progress reports were submitted and Rhode Island School for the Deaf sent one consistent participant to all the meetings, which helped build rapport within the CLO group. Additionally, the participants reflected appropriate levels of LEA leadership, were knowledgeable about Rhode Island School for the Deaf'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, Rhode Island School for the Deaf is delayed 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 Rhode Island School for the Deaf, 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

RIDE is pleased to note that, as of August 2012, the Rhode Island School for the Deaf completed their Study of the Standards training sessions. The school coordinated with RIDE to hold all-school ELA Study of the Standards training sessions, and the special education administrator and several other teachers attended math sessions, which satisfied their RTT goals of 85% educator participation.

In their quarterly progress update to RIDE, the RI School for the Deaf noted significant delays in this area during the first half of the 2011-2012 school year. This was in large part because curriculum development plans were contingent upon the school's parallel development of the reform plan, the recruitment and hiring of a Director and the development of a professional development plan. Despite these challenges, the special education administrator and several teachers were able to attend initial Study of the Standards sessions. The school also benefited from the additional supplemental professional development offered by RIDE and geared towards increasing readiness to transition to the Common Core State Standards (CCSS) through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards.

In their quarterly progress reports, the LEA noted that they have encountered the following challenges around this work:
- Lack of a finalized school reform plan and a school Director make it challenging to plan for and complete these activities
- The interim/leadership team in place lacked the context for some of these initiatives
- Appropriateness of curriculum resources for student population served

In the upcoming school year, RIDE hopes that the School for the Deaf can utilize the model curriculum developed by other districts in order to meet the requirement of implementing an aligned, guaranteed and viable curriculum while also examining how that curriculum can best address the instructional needs of their students. 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, Rhode Island School for the Deaf is on-track against the System of Support 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Rhode Island School for the Deaf has reported that they intend to implement the Formative Assessment online professional development modules and registered for facilitator orientation sessions which took place in August 2012. The school is has also confirmed that they plan to engage a school data leadership team in the 'Data Use' professional development series starting in August 2012 and running through the remaining school year, and has confirmed logistics with RIDE for those initial sessions. Additionally, the school also registered for training on the Instructional Management System (IMS) training.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Rhode Island School for the Deaf 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 Rhode Island School for the Deaf 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

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 July 2012, Rhode Island School for the Deaf 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, Rhode Island School for the Deaf was unable to implement the Rhode Island Model for teacher and building administrator evaluations. The school created a District Evaluation Committee (composed of roles such as teachers, support personnel, principals and central office staff) which has been submitted to RIDE. The Rhode Island School for the Deaf has formally confirmed with RIDE that they are unable to submit evaluation data and documentation for the 2011-2012 school year.

To support teacher understanding of the evaluation process, Rhode Island School for the Deaf staff received training on the educator evaluation system from the special education administrator whom attended all module trainings. Additionally, teachers were offered the opportunity for practice observations with the special education administrator throughout the 2011-2012 school year in preparation for their eventual implementation.

Evaluators from the School for the Deaf 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, the LEA noted that they have encountered the following challenges around this work:
- Limited administrator capacity to conduct observations is exacerbated by the need for evaluator fluency in sign language
- Historically, teachers have never been evaluated at the school

RIDE has appreciated Rhode Island Training School's collaboration and thought partnership around the development and refinement of educator evaluation processes. We encourage the Training School to shared the structures and processes they put in place to support the evaluation process with their peers in upcoming meetings. We also hope that the CLO participants will obtain valuable insight into the strategies and resources other similar districts are using to support their evaluation process.

System of Support 4: Human Capital Development

As of July 2012, Rhode Island School for the Deaf 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, Rhode Island School for the Deaf has been utilizing the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Rhode Island School for the Deaf had 1 beginning teacher who was supported by a RIDE induction coach. Initially, there was no in-classroom support for the teacher due to a need for an interpreter. However, in winter 2012 the identification of an interpreter allowed for the full implementation of the induction program for the beginning teacher.

In their quarterly progress report, the LEA noted that they have encountered the following challenges around this work:
- Difficult finding local candidates who are proficient in ASL and have Teacher of the Deaf certification; currently, Rhode Island does not have a higher education program for this certification
- The RIDE Induction Coach is limited in the support and feedback s/he is able to provide beginning teachers, given that the coach is not a teacher of the Deaf and is not fluent in sign language. An interpreter must be used for coaching visits.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Rhode Island School for the Deaf 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: Persistently Low Achieving Schools

While the Rhode Island School for the Deaf did not formally participate in the RTT projects under System of Support 5 during the 2011-2012 school year, RIDE would like to note that the school has worked to develop a reform and improvement plan, which includes significant activities and professional development which aspire to address the school's challenges; the LEA SIG Application and School Reform Plan were submitted to RIDE and approved, with minor clarifications. Additionally, RIDE is pleased to note that the school has funding available for use in procuring school achievement specialist and educator evaluation intermediary service provider services.

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

- The school serves a unique population and, as a result, the school needs to develop a comprehensive system for language planning around instruction.
- Currently, the school has no identified curriculum and no comprehensive system for instruction.

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

The table below contains an overview of Rhode Island School for the Deaf's fiscal spending through September 24, 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	$600.00	$332.00	$268.00	$268.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS	$800.00	$0.00	$800.00	$4,700.00
EDUCATOR EFFECTIVENESS	$3,200.00	$0.00	$3,200.00	$4,000.00
HUMAN CAPITAL DEVELOPMENT	NA	NA	NA	NA
SCHOOL TRANSFORMATION AND INNOVATION	$0.00	$0.00	$0.00	$209,000.00
NON-COMMITTED	NA	NA	NA	NA
TOTAL	**$4,600.00**	**$332.00**	**$4,268.00**	**$217,268.00**