Transforming Education in Rhode Island

The Race to the Top Opportunity

Smithfield 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. The contents of this report were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. This report also identifies areas (if any) in which LEAs are struggling to meet 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 anticipated activities, of implementation strategies that the LEA may benefit from hearing.

Stocktaking Overview

The table below shows Smithfield's self-reported status against the Year 2 Race to the Top projects. During Year 2, Smithfield 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, Smithfield 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
Smithfield	YELLOW	YELLOW	GREEN	GREEN	YELLOW	YELLOW	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	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, Smithfield met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time and Smithfield 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 Smithfield's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated Smithfield's practice sharing during quarter 3.

In addition to Smithfield's participation in the CLO process, and in individual RTT projects, we also want to thank the district for their active participation in the RTT steering committee as well as the Superintendent's participation in our August 2011 panel on 'Standards and Curriculum.' Additionally, we would like to note that Smithfield 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, Smithfield 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 Smithfield, 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 Smithfield's quarterly progress reports, the district sent 32 educators to the Study of the Standards training sessions which met their RTT goals (i.e., 4 per building). Smithfield also distributed the Standards guidebook to all teachers at the start of the school year.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), Smithfield delivered an overview of the ELA and mathematics CCSS to all schools, along with a vertical study of the new standards. The district continued to study the standards during common planning time, professional development sessions, and faculty meetings. 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.

Smithfield has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. At the start of the school year, Smithfield shared their plan for alignment of their curriculum to the CCSS, which included a timeline for curricular teams for each grade level and subject area to review and revise the curriculum. Smithfield completed its alignment of the K-5 reading curriculum to CCSS, and during the 2011-2012 school year began developing mathematics curriculum for grades 6-12. RIDE is pleased to note that Smithfield was awarded a RIDE mini-grant to work collaboratively with four other districts to create resources and lesson plans aligned to a K-12 mathematics model curriculum. Smithfield has already planned for the next revision of the CCSS-aligned curriculum, which is set to occur during their curriculum renewal cycle by the end of 2013-14.

In their quarterly progress reports, Smithfield noted that they have encountered the following challenges around this work:
- School leaders have limited time to engage in professional learning around CCSS
- Curriculum alignment work requires participating teachers be absent from their classrooms
- Finding sufficient time for curriculum review and revision and for effective professional development

We want to commend Smithfield 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 the Superintendent's willingness to share his district's approach during the August 2011 RTT steering committee meeting.

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 July 2012, Smithfield is on track against the System of Support 2 Year 1 and 2 commitments and tasks for Race to the Top. Thus far, Smithfield has reported that they intend to implement the Formative Assessment online professional development modules during the upcoming school year and, in preparation, district representatives attended facilitator orientation training. The district has also indicated that they will implement the fixed-form Interim Assessments, and has registered to attend training on the administration and scoring of the Interim Assessments, which will also take place in September 2012. Finally, Smithfield has also registered for training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms, as well as for Administrator training.

RIDE wants to thank Smithfield for their participation in the 'data use' focus groups, which helped shape the RIDE's content development and implementation planning for that project. The district has confirmed that they plan to engage school data leadership teams in 'Data Use' professional development during the 2013-2013 school year.

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). As of August 17th, the district has not yet provided RIDE with the name of their EPSS District Configuration Administrator. Additionally, RIDE would like to remind the district that 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 Smithfield 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

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

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

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

'Data Use' Professional Development	Year 1: SY10-11	Year 2: SY11-12	
Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA			X
Based on RIDE implementation plan, determine the timing (i.e. Year 1, Year 2, or staggered across Year 1 and Year 2) of LEA participation in 'Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts			X
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable			Year 1
Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 training cohorts, as applicable			Year 1

* Please note that, for this project, 'Year 1' refers to cohort 1 taking place during the 2012-2013 school year, and 'Year 2' refers to cohort 2 taking place during the 2013-2014 school year.

System of Support 3: Educator Effectiveness

As of July 2012, Smithfield 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, Smithfield has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and has submitted final summative ratings to RIDE. RIDE has appreciated Smithfield's collaboration and thoughtful partnership around the development and refinement of educator evaluation processes. Through their participation in 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.

To support teacher understanding of the evaluation process, Smithfield, with support from RIDE, held district-wide professional development sessions focused on the development of Student Learning Objectives (SLOs), teacher self-assessments, and professional learning goals. Additionally, Smithfield created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE. This group met on an ongoing basis throughout the year to discuss implementation challenges with the evaluation system. Smithfield also provided building level support and guidance to teachers, and developed a repository of resources for teachers and administrators to support the implementation of all components of the evaluation system. RIDE appreciates that, during the quarter 3 CLO meeting, Smithfield shared these tools and strategies with their CLO colleagues.

Smithfield 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, Smithfield noted that they have encountered the following challenges around this work:
- Time commitment required from building administrators in order to implement the RI Model
- Time to provide feedback to all teachers in an effective and timely manner

In the upcoming CLO meetings, we hope that Smithfield 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, Smithfield 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, Smithfield continued utilizing the SchoolSpring recruitment platform to recruit for open positions. Additionally, during the 2011-2012 school year, Smithfield had 2 beginning teachers which were supported by RIDE induction coaches. This was in addition to the district's own data-driven professional development offerings.

In their quarterly progress report, Smithfield noted that they have encountered the following challenges around this work:
- Need to provide leaders with strong, research-based models for the improvement of school-wide instruction
- Need for individual teacher coaching with a continuous focus on improved outcomes for students
- Need to develop mentoring protocols, standards, and formative assessment tools for sustainability of the induction program

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Smithfield 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 August 15, 2012)

The table below contains an overview of Smithfield'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 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 allows 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-than-anticipated costs for contracts, 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	$3,652.20	$1,642.97	$2,009.23	$1,957.03
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$4,800.00	$0.00	$4,800.00	$28,200.00
EDUCATOR EFFECTIVENESS	$61,725.00	$13,250.00	$48,475.00	$53,275.00
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	NA
TOTAL	$79,177.20	$14,892.97	$64,284.23	$110,432.03

* RIDE has allocated an additional $3,820.00 in funds to Smithfield for the support of the Teacher-Course-Student data collection.