# Transforming Education in Rhode Island

## The Race to the Top Opportunity

**The Learning Community 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 your implementation strategies.

## Stocktaking Overview

The table below shows the self-reported status against the Year 2 Race to the Top projects for The Learning Community. During Year 2, The Learning Community has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, and the Recruitment Platform.

The Learning Community has indicated that they may implement the following projects during the 2013-2014 school year: Formative Assessment professional development, 'Data Use' professional development, Interim Assessments, and the Instructional Management System.

| 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 |
| The Learning Community | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | NA | NA | GREEN | GREEN | 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, The Learning Community submitted all quarterly progress reports and sent at least one participant to three of the four quarterly meetings.

In the upcoming year, we would like to remind The Learning Community that the level of detail included in the quarterly progress reports should reflects sufficient qualitative and quantitative descriptors.  Additionally, meeting participants should reflect appropriate levels of LEA leadership (i.e., the school director or the director of instruction), and should be knowledgeable about The Learning Community's RTT implementation activities so that they can contribute fully in the peer-to-peer discussions.  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 August 2012, The Learning Community 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 The Learning Community, 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 |

The Learning Community distributed the Standards guidebooks in hard copy to all teachers in August 2011.  As noted in The Learning Community's quarterly progress reports, the district sent 4 educators to the Study of the Standards training sessions, which met their RTT goal (i.e., 4 per building). Additionally, to encourage teacher engagement in the transition to the Common Core State Standards (CCSS), all teachers, instructional coaches, and the director of instruction used CCSS as the basis for curriculum planning during a two-week Institute in summer 2011.

The Learning Community has made progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards (CCSS).  During the 2011-2012 school year, the academic strategic plan committee met biweekly to develop the structure and math scope and sequence that would be aligned to the Common Core and would be implemented during the 2012-2013 school year. Starting in the 2011-2012 school year, kindergarten began to align all scope and sequence documents to the CCSS, and grade one began gradually phasing this alignment in to their math and writing curricula.  For the remaining grade-level teams, weekly common planning time was used to develop and revise their curriculum with the support and facilitation of instructional coaches. Curriculum revisions were also informed by student formative and interim assessment data, as well as an analysis of summative assessment data. The director of instruction reviewed all curriculum maps school-wide for alignment and worked with coaches on areas for improvement.

In their quarterly progress reports, The Learning Community noted that they have encountered the following challenges around this work:
- Hiring an external consultant with workshop model experience to assist in developing a scope and sequence

In the upcoming school year, we would encourage The Learning Community to take advantage (as appropriate) of 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.  Additionally, we hope that the LEA will take the opportunity to share the curriculum materials you are developing with your fellow CLO colleagues during upcoming meetings, and/or with all districts through the Instructional Management System (IMS).

We look forward to hearing about your progress working collaboratively with the other LEAs, and on new initiatives within your LEA, as well as the successes and challenges you encountered along the way, as LEAs begin planning for next steps following the Common Core State Standards alignment.

## System of Support 2: Instructional Improvement Systems

As of August 2012, The Learning Community is delayed against the System of Support 2 Year 1 and 2 commitments and tasks for Race to the Top. Thus far, The Learning Community has reported that they do not plan to implement the Formative Assessment online professional development modules, Interim Assessments, and 'Data Use' professional development series. Additionally, The Learning Community has not yet registered/attended training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms.

In the upcoming school year, we hope to work closely with The Learning Community to identify ways in which the LEA can participate in these initiatives while also meeting the needs of their school and students. RIDE has noted, however, that the school is currently offering extensive professional development to their teachers which may meet the intent of the formative assessment and 'data use' professional development.

Additionally, RIDE would like to remind the LEA that several crucial steps must be taken before it can implement any of the RTT data systems (including the EPSS), such as identification of a district configuration administrator. As of September 2012, The Learning Community is working with RIDE to identify the configuration needed in order for the LEA to utilize the EPSS. For questions or concerns around the EPSS, contact helpdesk@RIDE.ri.gov or EdEval@RIDE.ri.gov.

| 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 August 2012, The Learning Community 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 |

During the 2011-2012 school year, The Learning Community implemented all components of the Rhode Island Model for teacher evaluations and submitted final summative evaluation ratings for teachers.

To support implementation of the evaluation process, The Learning Community created a District Evaluation Committee (composed of teachers, support personnel, and administrators) and submitted this information to RIDE. Additionally, in the 2011-2012 school year, The Learning Community developed and submitted an LEA-designed evaluation model for teacher evaluations, and this model was approved by RIDE in summer 2012. We look forward to hearing about the LEA's implementation progress in the 2012-2013 school year through the quarterly progress reports.

The Learning Community attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the LEA have attended all applicable summer training (given the LEA's model implementation choices for the 2012-2013 school year). We want to remind the LEA that, because The Learning Community is implementing the RI Model for building administrator evaluations, all personnel responsible for evaluating administrators must also complete online observation practice and attend two half-days of additional professional development taking place over the 2012-2013 school year.

We hope that The Learning Community 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 August 2012, The Learning Community 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, The Learning Community began utilizing the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, The Learning Community did not participate in the RTT induction coach program. Rather, new teachers were supported by an in-house-developed coaching program, which involves job-embedded professional development and facilitated common planning time with grade level teams. In addition, all grade-level teams participate in a 2-week summer institute during which teams plan unit maps for the year across all subjects and craft teaching points for the first three months.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that The Learning Community 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 The Learning Community'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** | $2,600.00 | $0.00 | $2,600.00 | $22,600.00 |
| **INSTRUCTIONAL IMPROVEMENT SYSTEMS*** | $861.20 | $0.00 | $861.20 | $4,700.00 |
| **EDUCATOR EFFECTIVENESS** | $3,444.80 | $0.00 | $3,444.80 | $4,000.00 |
| **HUMAN CAPITAL DEVELOPMENT** | $18,000.00 | $0.00 | $18,000.00 | $54,000.00 |
| **SCHOOL TRANSFORMATION AND INNOVATION** | NA | NA | NA | NA |
| **NON-COMMITTED** | $68,630.00 | $0.00 | $68,630.00 | $68,630.00 |
| **TOTAL** | $93,536.00 | $0.00 | $93,536.00 | $153,930.00 |

* RIDE has allocated an additional $1,109.00 in funds to The Learning Community for the support of the Teacher-Course-Student data collection.