Transforming Education in Rhode Island

The Race to the Top Opportunity

Tiverton 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 Tiverton. During year 2, Tiverton 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, Tiverton has begun planning for the implementation of the following year 3 projects: Interim Assessments 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
Tiverton	🟩	🟩	🟩	🟩	🟨	🟨	🟨	🟩	🟨	🟨	🟨	🟨	🟨	🟨	🟨	🟨	🟩	🟩	🟩	🟩

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, Tiverton sent participants to three of the four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Tiverton 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 Tiverton'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, Tiverton 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 Tiverton, 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 Tiverton's quarterly progress reports, the district met their RTT goals (i.e., 4 per building) for sending educators to the Study of the Standards training sessions.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), Tiverton distributed the Common Core State Standards guidebooks to all teachers at the start of the 2011-2012 school year. Additionally, Tiverton provided follow-up training to the Study of the Standards sessions in ELA for middle and high school ELA, science and social studies teachers. The district utilized faculty meeting time to complete a more in-depth study of the new standards at the school level. Tiverton also hosted a full day grade planning session for grades K-8 ELA teachers to gain a deeper understand of the CCSS, including critical focus areas, the PARCC framework, publisher's criteria and text-dependent questions. Tiverton used local funds to provide K-12 math teachers with a day of more in-depth study of the standards in critical focus areas. 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.

Tiverton has made significant progress against implementing a guaranteed and viable curriculum aligned to the new standards. During the 2011-2012 school year, Tiverton was involved in the Dana Center intensive science curriculum development in partnership with Portsmouth, Little Compton, and Bristol Warren. In addition, RIDE is pleased to note that these districts were awarded mini-grant funding to continue their professional learning community (PLC) work focused on literacy strategies to support science learning. In spring 2012, Tiverton Public Schools were also awarded a supplemental mini-grant from RIDE to support their transition to the math CCSS. This will help the district prepare for their upcoming mathematics curriculum development work with the Dana Center.

In their quarterly progress reports, Tiverton noted that they have encountered the following challenges around this work:
- Concerns with the timing and adaptation of the new math programs developed for CCSS and curriculum development work
- Lack of PD time and qualified in-district staff to support the transition to ELA CCSS and funding for development/adoption of a new K-12 ELA curriculum
- Grade level capacity to participate in the math curriculum work
- Time and funding needed to effectively bring the curriculum to the classroom level, moving from units of study to instructional planning without the support of a new mathematics program, especially at the elementary level

We want to commend Tiverton 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. 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).

System of Support 2: Instructional Improvement Systems

As of July 2012, Tiverton is on track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Tiverton has reported that they intend to implement the Interim Assessments in fall 2012. Also, Tiverton has registered for training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms, as well as for Administrator training. In the upcoming weeks, RIDE will be providing refresher trainings on all components of the IMS. We encourage all districts that plan to implement the IMS during the upcoming school year to consider sending applicable staff members to those sessions.

Tiverton has indicated that the district will implement the formative assessment professional development modules, as well as the 'Data Use' professional development series, during the 2013-2014 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 IMS and Educator Performance and Support System (EPSS)). Additionally, some functionality in the IMS 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 Tiverton has encountered while implementing these systems, as well as the district's progress around building teacher engagement in the various IMS tools and resources.

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

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

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

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

'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, Tiverton 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

Due to contractual limitations, Tiverton was unable to fully participate in the gradual implementation of educator evaluation. Instead, the superintendent evaluated only those teachers who were scheduled to have an evaluation this year, as well as those that volunteered to be evaluated using the new model. The district has submitted the final summative evaluation ratings for all teachers and building administrators who participated in the gradual implementation.

To support implementation of the educator evaluation process, Tiverton created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) and submitted these names to RIDE. Following the partial implementation during the 2011-2012 school year, the District Evaluation Committee sent out a survey to teachers who participated in the evaluation process and requested feedback on the various evaluation components. The district used that feedback to inform the support and resources they will provide to teachers during the 2012-2013 school year.

Tiverton attended all evaluation training modules offered by RIDE during the 2011-2012 school year, and evaluators from the district attended the summer training Academies. We want to remind the district that all personnel responsible for evaluating teachers and building administrators must attend two half-days of additional professional development taking place over the 2012-2013 school year as well as online observation practice in addition to the Academy training during summer 2012; 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, Tiverton noted that they have encountered the following challenges around this work:
- Lack of time for administrators to complete all components of the process

RIDE has appreciated Tiverton's collaboration and thought partnership around the development and refinement of educator evaluation processes. We hope that Tiverton considers sharing 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 July 2012, Tiverton 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, Tiverton continued their utilization of the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Tiverton had 2 beginning teachers who were supported by RIDE induction coaches.

In their quarterly progress report, Tiverton noted that they have encountered the following challenges around this work:
- Initial lack of communication regarding the recruitment platform project

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Tiverton and other LEAs have made to their hiring policies, timelines and processes in order to support broader human capital initiatives including recruitment of highly qualified and diverse candidates and providing data-driven induction support to beginning teachers.

Summary of Fiscal Spending To-Date (As of September 5, 2012)

The table below contains an overview of Tiverton's fiscal spending through September 5, 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 Crystal Martin, at 222-8482 or at crystal.martin@ride.ri.gov.

	Total Years 1-2 Allocation	Reimbursed through 9/5/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	$5,000.00	$4,976.64	$23.36	$27,523.36
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$7,078.00	$3,000.00	$4,078.00	$20,500.00
EDUCATOR EFFECTIVENESS	$53,800.00	$3,594.58	$50,205.42	$54,205.42
HUMAN CAPITAL DEVELOPMENT	$13,500.00	$0.00	$13,500.00	$40,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	$0.00	NA	NA	NA
TOTAL	$79,378.00	$11,571.22	$67,806.78	$142,728.78

* RIDE has allocated an additional $3,079.00 in funds to Tiverton for the support of the Teacher-Course-Student data collection.