Transforming Education in Rhode Island

The Race to the Top Opportunity

Burrillville Race to the Top Implementation Update: Years 1 and 2
_____

The Annual Stocktaking provides both the state and the Local Education Agency 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 Burrillville. During Year 2, Burrillville 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, Burrillville has begun planning for the implementation of the following Year 3 projects: Interim Assessments, Formative Assessment Professional Development, 'Data Use' Professional Development, 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
Burrillville	green	green	green	green	green	green	green	green	yellow	yellow	red	green	yellow	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, Burrillville met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Burrillville 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 Burrillville's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated that Burrillville shared a promising practice with the group during the quarter 3 meeting.

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 share 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, Burrillville 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 Burrillville, 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 Burrillville's quarterly progress reports, the district met their RTT goals around training educators on the new common core state standards (CCSS). The district distributed the RIDE-provided guidebooks to the Common Core State Standards (CCSS), and also provided all teachers with the district's schedule for transitioning to the common core as well as video clips that illustrated the new standards.

During spring 2011, the district used RTT funds to partner with another school district, and held study of the standards professional development in ELA and Math for 23 educators. The district offered supplemental professional development over the course of the 2011-2012 school year so that all teachers would be oriented to the new common core state standards. 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.

Burrillville has created and refined a five-year curriculum revision cycle towards developing a guaranteed and viable curriculum aligned to the CCSS and, as of the end of the 2011-2012 school year, are on track for their curriculum development work. Through a supplemental RIDE mini-grant, Burrillville was able to partner with five other school districts around creating a 6-12 mathematics curriculum aligned to the CCSS, and eight other districts to adopt a K-12 ELA curriculum aligned to the CCSS. Burrillville indicated through their quarterly reports that, through independent and grant-funded work, they will have a complete scope and sequence and units of study for K-12 mathematics and ELA by June 30, 2012.

We want to commend Burrillville 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 appreciate hearing about how you customized RIDE resources to provide your teachers with additional information on both the math and ELA standards, and think that other districts might also benefit from seeing these materials.

In their quarterly progress report, Burrillville noted that they have encountered the following challenges:
- Securing funding for the Study of Standards and the revision of curriculum to include the CCSS
- Securing funding to provide after-school professional development at a per diem rate
- Setting an appropriate pace for elementary teachers, in particular, who are most significantly impacted by the transition

We hope that you will take the opportunity to share the curriculum materials, close reading questions, student work exemplars, and revised school-wide rubrics with your fellow CLO colleagues, or with all districts through the Instructional Improvement System (IMS), in the upcoming CLO meetings. 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, Burrillville is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Burrillville has reported that they intend to partially implement the Formative Assessment online professional development modules in fall 2012. Burrillville will implement the Interim Assessments for grades 3-11 during the 2012-2013 school year. Additionally, the district has confirmed that they plan to engage school data leadership teams for in 'Data Use' professional development starting in August 2012 and running through the remaining school year. Burrillville has also registered for training on the Instructional Management System (IMS) Primary and RtI (Exceed) platforms, as well as for Administrator training.

Beyond the tasks outlined in the Scope of Work, Burrillville has been a thoughtful partner in the design and development stages for these systems. Through their voluntary participation in our data use focus groups, we have received valuable feedback on our implementation plans.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Burrillville has encountered while implementing these systems, as well as the district's progress around developing protocols or setting expectations regarding the use of Interim Assessments or IMS resources. Additionally, for those participating in the 'Data Use' professional development, we would be interested in hearing some of the strategies that Burrillville 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

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.

System of Support 3: Educator Effectiveness

As of July 2012, Burrillville 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 reports, Burrillville implemented all components of the educator and building administrator evaluation process during the 2011-2012 school year and has submitted summative ratings for the district. Additionally, Burrillville has provided RIDE with a list of their District Evaluation Committee (DEC) members. In the quarterly reports, Burrillville included insight into ways that the DEC supported implementation (e.g. creating a survey to clarify areas of confusion for teachers), and we look forward to hearing about the DEC's plan to support teachers with an 'ineffective' rating.

Burrillville evaluators attended all RIDE-provided evaluator training during the 2011-2012 school year. Additionally, to further support teacher understanding of the process, the district administration provided uniform information about the roll out of the evaluation system and its connection to the district and school goals for improved student performance at the start of the school year. Following a district survey about teacher and administrator concerns, Burrillville utilized their RIDE-trained Intermediary Service Provider (ISP) to support implementation by conducting a professional development series designed to share a condensed version of the RIDE evaluator training modules.

Prior to setting individual goals, the district collaboratively analyzed their past data and included a projection of progress in order to meet RTT targets. Based on this information, district goals were set. Schools then set their goals based on the district goals and, during building-level work sessions; principals shared collaboratively developed Student Learning Objectives (SLOs) that were created in alignment with the district and school goals.

During the quarter 3 CLO meeting, Burrillville shared how their district provided a forum to vet questions and concerns that rose during the gradual implementation process. As a result of the feedback they gathered, Burrillville created an FAQ document as well as reference sheets to support evidence collection. In the meeting, Burrillville shared that this approach created an atmosphere of trust among teachers and administrators which in turn eased anxiety levels.

In their quarterly progress report, Burrillville noted that they have encountered the following challenges:
- Increasing teacher understanding of the new evaluation process impact
- End of the year "evidence" collection
- Variations in teacher performance between this year and prior years

RIDE has appreciated Burrillville's collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming CLO sessions, RIDE looks forward to learning about the improvements/clarifications Burrillville decided upon for the upcoming year, as well as any additional resources developed by the district to increase teacher and evaluator understanding of the process. We hope that Burrillville 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, Burrillville 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

Burrillville has continued their use of the SchoolSpring recruitment platform, and noted that this helps the district recruit the best teachers from across the country. Additionally, the district adopted a hiring policy that explicitly requires that all hires be 'highly qualified', in accordance with Rhode Island's Basic Education Program (BEP).

During the 2011-2012 school year, Burrillville had four beginning teachers which were supported by RIDE induction coaches. Additionally, Burrillville revised their existing district mentorship policy to place a heavier emphasis on content area support as well as operational/technical support (e.g. use of district supported technology programs, grading systems and school-level operations) so that the mentorship program would complement, not duplicate, the RIDE induction program. In their quarterly progress update, Burrillville indicated that the response from both principals and teachers to the mentorship and induction support has been positive.

In their quarterly progress report, Burrillville noted that they have encountered the following challenges:
- Funding for the sustainability of the Beginning Teacher Induction Program past RTT

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

The table below contains an overview of Burrillville's fiscal spending through June 30th, 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. 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 6/30/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	$3,053.28	$0.00	$3,053.28	$28,000.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS	$4,306.00	$0.00	$4,306.00	$23,500.00 *(plus $71,015.00 set asides)*
EDUCATOR EFFECTIVENESS	$71,224.00	$0.00	$71,224.00	$71,975.00 *(plus $37,400.00 set asides)*
HUMAN CAPITAL DEVELOPMENT	$40,500.00	$0.00	$40,500.00	$121,500.00 *(plus $855.00 set asides)*
SCHOOL TRANSFORMATION AND INNOVATION	N/A	N/A	N/A	N/A
NON-COMMITTED	N/A	N/A	N/A	N/A
TOTAL	**$119,083.28**	**$0.00**	**$119,083.28**	**$244,975.00**