



East Providence Race to the Top Implementation Update: Years 1 and 2

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 East Providence. During year 2, East Providence 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, East Providence has begun planning for the implementation of the following Year 3 projects: 'Data Use' 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
East Providence																				

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, East Providence met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and East Providence 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 East Providence's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated East Providence's practice sharing during quarter 4.

In addition to East Providence's participation in the CLO process, and in individual RTT projects, we also want to thank the district for their active participation in the Race to the Top Steering Committee panels on evaluation.

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, East Providence 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 East Providence, 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

East Providence distributed the Common Core State Standards (CCSS) guidebooks to all educators at the beginning of the 2011-2012 school year. As noted in the district's quarterly progress reports, all K-12 content teachers completed the Study of the Standards training sessions, which exceeded the district's RTT goals (i.e., 85% of core educators in the district).

To encourage teacher engagement in the transition to the Common Core State Standards, East Providence designated one common planning time session at the elementary level each month to CCSS professional development. 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.

East Providence has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. East Providence is working with several other districts and the Dana Center to create a K-12 ELA model curriculum over the course of the 2011-2012 and 2012-2013 school years. RIDE is also pleased to note that the district received grant-funding from RIDE to continue their work on creating resources that will accelerate their transition to the CCSS in ELA. At the start of the 2011-2012 school year, grade level teams of teachers participated in 3 full days of training with the Dana Center and WestED to better understand the transition process, and for a more in-depth Study of the Standards. Grade level teams then worked to create aligned K-12 scope and sequence documents. Additionally, as part of the Dana Center curriculum writing process, a curriculum leadership team made up of teachers and administrators was created and the team attended multiple days of professional development with the Dana Center. In parallel, the district also worked to align their math curriculum to CCSS. The high school successfully aligned the CCSS literacy standards to their social studies, science, fine arts and technology curricula.

In their quarterly progress reports, East Providence noted that they have encountered the following challenges around this work:

- Providing all educators with meaningful opportunities to deepen understanding of the CCSS
- Funding for additional resources, materials to support the new curricula
- Curriculum work requires involved teachers to be out of the classroom for a substantial amount (12 days)
- Meeting the needs of diverse learners and the lack of resources, especially technology.

We want to commend East Providence 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 want to thank East Providence for sharing their mathematics curriculum implementation and their work with numeracy coaches, during the quarter four CLO meeting. We believe that the sharing of those practices will accelerate the transition to the common core for all districts involved in this important work. 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, East Providence is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Additionally, RIDE would like to thank East Providence for their participation in the 'data use' focus groups, which helped shape the RIDE's content development and implementation planning for that project.

Thus far, East Providence has reported that they intend to partially implement the Interim Assessments and 'Data Use' professional development series in fall 2012. Additionally, East Providence has also registered for training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms, as well as for Administrator training.

In preparation for implementation, East Providence registered/attended training on the administration and scoring of the Interim Assessments, which took place in September 2012. The district has also confirmed that they plan to engage school data leadership teams in 'Data Use' professional development, and have confirmed logistics with RIDE for the initial sessions.

We would like to remind the district that several steps are required before educators in the district can access the Instructional Management System, as well as the other related systems below (e.g., formative assessment professional development modules). This includes, but is not limited to, submission of Teacher-Course-Student data. For additional information, please reach out to helpdesk@RIDE.ri.gov.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that East Providence 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 East Providence has learned around deepening collaboration around data and using data to change instructional outcomes.

Instructional Management System (IMS)	Year 1:	Year 2:	
	SY10-11	SY11-12	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 <i>IMS Training Plan</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on <i>IMS Training Plan</i> 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:	Year 2:	
	SY10-11	SY11-12	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:	Year 2:	
	SY10-11	SY11-12	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

Formative Assessment Online Professional Development Modules	Year 1:	Year 2:	
	SY10-11	SY11-12	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

System of Support 3: Educator Effectiveness

As of July 2012, East Providence 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	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams.	X	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	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	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, East Providence has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and has submitted evaluation ratings to RIDE. Additionally, East Providence created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE. This committee met biweekly to plan and problem-solve issues with procedures and implementation challenges.

To support teacher understanding of the evaluation process, East Providence distributed copies of the RI Model Teachers Guidebook to all educators. The district received funding from RIDE to hire district Master Mentor Evaluators (MMEs), who received intensive training by RIDE in all Educator Evaluation Modules. Over the course of the year, the MMEs provided all K-12 teachers and administrators being evaluated with in-depth professional development on the evaluation process. MMEs also helped building administrators and teachers create Professional Learning Goals and Professional Responsibilities, as well as Student Learning Outcomes.

Evaluators from East Providence 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, East Providence noted that they have encountered the following challenges around this work:

- Building administrators may need more professional development to provide meaningful feedback to teachers
- Limited building administrator time for trainings and implementation

RIDE has appreciated East Providence’s collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their participation 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.

System of Support 4: Human Capital Development

As of July 2012, East Providence 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, East Providence continued to use the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, East Providence had 16 beginning teachers which were supported by RIDE Induction Coaches. District literacy and numeracy coaches worked with the Induction Coaches to provide common time for exemplary district teachers to hold focused observations of new teachers and then share their findings through debrief sessions. Induction coaches in East Providence also provided a presentation to administrators and the school committee about induction and the importance of sustaining the program beyond the expiration of RTT funds. In feedback to the district, the beginning teachers reflected that the program was valuable.

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

- Duplication of the Induction model for teachers identified as 'developing' in the evaluation system
- Lack of communication between Induction coaches and central office staff

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that East Providence 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 24th, 2012)

The table below contains an overview of East Providence’s fiscal spending through September 24th, 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	\$72,693.00	\$59,584.00	\$13,109.00	\$13,109.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$31,380.00	\$0.00	\$31,380.00	\$31,380.00
EDUCATOR EFFECTIVENESS	\$147,075.00	\$100,408.38	\$46,666.62	\$53,626.62
HUMAN CAPITAL DEVELOPMENT	\$0.00	\$0.00	\$0.00	\$0.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	NA	NA	NA	NA
TOTAL	\$251,148.00	\$153,093.28	\$98,054.72	\$98,115.62

* RIDE has allocated an additional \$8,171.00 in funds to East Providence for the support of the Teacher-Course-Student data collection.