Transforming Education in Rhode Island

The Race to the Top Opportunity
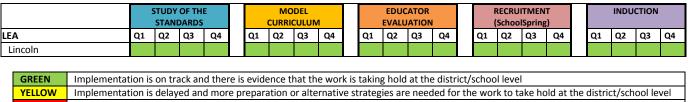
Lincoln Race to the Top Implementation Update: Years 1 and 2
_____

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 Lincoln. During year 2, Lincoln 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, Lincoln 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
Lincoln																				

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, Lincoln met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Lincoln 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 Lincoln's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated Lincoln's practice sharing during quarter 3.

In addition to Lincoln'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 – both as members, and as panel presenters during the August Steering Committee meeting focused on the transition to the Common Core standards. We also want to acknowledge the contributions that Lincoln made through their participation in the RIDE-RISSA-RISTE Data Team meetings. Additionally, we want to thank the Superintendent for her active participation in RIDE's collaborative work with various stakeholders to identify communication and engagement strategies that will build a deeper understanding of the goals for transforming education in Rhode Island, and to express our appreciation for the feedback you shared with the US Department of Education during Rhode Island's RTT year 2 on-site visit.

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, Lincoln 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 Lincoln, 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 Lincoln's quarterly progress reports, the district sent 151 educators (including both teachers and administrators) to the Study of the Standards training sessions which exceeded their RTT goals (i.e. 4 per building). Lincoln also distributed the Standards guidebooks to all teachers at the start of the year.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), Lincoln chose to supplement the Race to the Top funded Study of the Standards sessions using Title II funds, which allowed more teachers per school to be trained in the ELA and math standards. At the start of the year, Lincoln developed a plan to transition to the CCSS and, in that plan, identified the resources and assessments needed to support that transition. 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.

Lincoln has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. During the 2011-2012 school year, Lincoln worked with several other districts and the Dana Center to create a K-12 mathematics model curriculum which will be implemented in the 2012-2013 school year. Lincoln also worked with the Dana Center to create a science curriculum aligned to the science Grade Span Expectations (GSEs), and aligned to the CCSS literacy content standards. To support implementation of the common core mathematical practices (e.g. integrating math journals as part of the assessment process), Lincoln contracted with a math consultant who provided on-site professional development for teachers. RIDE is pleased to note that Lincoln was awarded grant funding to work with a consortium of districts to develop resources that will further their work on an aligned ELA curriculum. Lincoln also indicated that they are in the process of revising the K-5 report cards to align to the CCSS.

In their quarterly progress reports, Lincoln noted that they have encountered the following challenges around this work:
- Limited funding to allow all teachers to attend formal Study of the Standards sessions
- Limited funding to compensate for teacher time beyond the school day.
- Reluctance of teachers to spend time out of the classroom due to accountability embedded in the evaluation system
- Teachers who have attended study of the standards sessions are needed to facilitate a similar training for grade level teams
- Time for teachers to sort through the many CCSS resources.
- A great deal of teacher stress resulting from the rapid implementation of all the RTT initiatives.

We want to commend Lincoln 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. Lincoln has, on several occasions, shared their progress and approach with other stakeholders; we believe that the sharing of those practices will accelerate the transition to the common core for all districts involved in this important work. In that spirit, 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 Improvement System (IMS).

System of Support 2: Instructional Improvement Systems

As of July 2012, Lincoln is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. We also want to thank the district for their participation in the RISSA-RISTE-RIDE Data Team meetings, which have helped inform RIDE's implementation strategy for the RTT Data Systems.

Lincoln indicated to RIDE that they will implement the Formative Assessment professional development during the upcoming school year, and the district has registered to attend facilitator orientation training. RIDE anticipates that the district will also implement the Interim Assessments, and would like to remind the districts that they should register to attend training on the administration and scoring of the Interim Assessments, which will take place in September 2012.

Additionally, the district has attended training sessions on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms. 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.

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). Additionally, 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 Lincoln 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 Lincoln 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

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

'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, Lincoln 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, Lincoln has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted final summative evaluation ratings to RIDE. Lincoln has also continued to leverage their district Teacher Evaluation Support Team (comprised of teachers, specialists, principals, central office staff, and union reps) that plan the implementation of the RIDE model together, which has been submitted to RIDE.

To support teacher understanding of the evaluation process, all Lincoln principals held evaluation overview sessions during orientation day meetings in August. The district also leveraged their RIDE-trained Intermediary Service Provider (ISP). The ISP held office hours in each of the buildings, and also assisted administrators and teachers with identification of non-observable evidence. All teachers received copies of the evaluation manual, and also were provided with electronic templates downloaded from the RIDE website to develop SLOs and professional growth plans. Additionally, throughout the course of the year, the district held numerous evaluation support sessions to assist teachers with the development of SLOs and professional growth plans, with short observations, non-observable evidence, end of the year conference expectations, and final evaluation scoring. The director of curriculum also created a webinar for teachers who could not attend certain support sessions. Finally, in preparation for the final conferences, the Evaluation Committee created a plan to support teachers who would not achieve a 'proficient' summative rating.

Lincoln attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the district are registered/ attended for the 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 in addition to 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, Lincoln noted that they have encountered the following challenges around this work:
- The evaluation templates are not iPad compatible; RIDE must ensure materials work for a variety of technical applications
- Principals struggled to meet RIDE's suggested deadlines for long and short observations
- Lack of a negotiated contract made implementation of the evaluation process a challenge
- A district protocol or guidance must be developed as a support plan for struggling teachers
- Principals are having a difficult time being out of their schools

RIDE has appreciated Lincoln'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. RIDE also appreciates that, during the quarter 3 CLO meeting, Lincoln shared the structures and processes they put in place to support the evaluation process. We hope that Lincoln 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 July 2012, Lincoln 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 upcoming school year, Lincoln continued their utilization of the SchoolSpring recruitment platform to recruit for open positions. In addition, the district has sent representatives to attend local job fairs to recruit for positions difficult to fill (math/science). Once all teachers are recalled from the layoff list, the hiring process will begin. Additionally, these hires will be subject to new assignment criteria that were developed during the negotiation process.

During the 2011-2012 school year, Lincoln had 4 beginning teachers which were supported by RIDE induction coaches. Additionally, RIDE would like to thank the district for their participation in the RIDE Induction Advisory Committee. The district's thoughtful contributions greatly supported RIDE's implementation planning, and we hope that it was as beneficial for the district as it was for RIDE. Similarly, we would like to acknowledge that Lincoln released one of its teachers to become a RIDE Induction Coach.

In their quarterly progress report, Lincoln noted that they have encountered the following challenges around this work:
- Lincoln is negotiating a new teacher contract
- Sustainability of the Induction Coach program after Race to the Top
- An increased number of district vacancies may lead to new hires who require additional induction coach support

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Lincoln 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 Lincoln'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	$26,550.00	$0.00	$26,550.00	$51,550.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	$6,400.00	$0.00	$6,400.00	$37,600.00
EDUCATOR EFFECTIVENESS	$114,850.00	$25,812.50	$89,037.50	$95,437.50
HUMAN CAPITAL DEVELOPMENT	$4,500.00	$0.00	$4,500.00	$13,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	$0.00	NA	NA	NA
TOTAL	$152,300.00	$25,812.50	$126,487.50	$198,087.50

* RIDE has allocated an additional $4,983.00 in funds to Lincoln for the support of the Teacher-Course-Student data collection.