



Bristol Warren 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. The contents of this report were developed under a Race to the Top grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. This report also identifies areas (if any) in which LEAs are struggling to meet 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 anticipated activities, of implementation strategies that the LEA may benefit from hearing.

Stocktaking Overview

The table below shows Bristol Warren’s self-reported status against the Year 2 Race to the Top projects. During Year 2, Bristol Warren 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, Bristol Warren 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
Bristol Warren	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN

GREEN	Implementation is on track and there is evidence that the work is taking hold at the LEA/school level
YELLOW	Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the LEA/school level
RED	Implementation is at risk or off track; there are significant barriers to implementation that the LEA is facing in the short-term (3-6 mos.)
NA	The LEA 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 quality implementation of RTT is best supported through peer-to-peer sharing and that the CLO meetings provide LEAs with an opportunity to gain insights on how to address specific challenges of capacity and practice.

During the 2011-2012 year, Bristol Warren met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Bristol Warren sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group. Additionally, the participants represented appropriate levels of LEA leadership, were knowledgeable about Bristol Warren’s RTT implementation activities, and contributed fully in the peer-to-peer discussions.

In the upcoming year, we are looking forward to having more meaningful conversations around the implementation accomplishments and challenges faced by each district. With that in mind, we would encourage you to continue sharing the tools and strategies you are using in your district and have made suggestions in this report around areas that we would appreciate hearing about in greater detail.

System of Support 1: Standards and Curriculum

As of July 2012, Bristol Warren is on track against the System of Support 1 Years 1 and 2 commitments and tasks for Race to the Top, reflected in the tables below. Based on the quarterly progress reports submitted by Bristol Warren, 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 Bristol Warren's quarterly progress reports, the district sent educators to the Study of the Standards training sessions, which met their RTT goals (i.e., 4 per building). Bristol Warren distributed the standards guidebooks in hard copy to all teachers at the start of the 2011-2012 school year.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), teachers involved with the Dana Center curriculum development projects participated in additional standards training during summer 2011. Bristol Warren distributed and posted several support documents (science K-12 year-at-a-glance, scope and sequence, units of study, and model lesson plans) on its website and established a transition plan. Additionally, the district sent all elementary, middle, and high school math teachers to supplemental professional development geared toward increasing readiness to transition through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards.

Bristol Warren has made significant progress against implementing a guaranteed and viable curriculum aligned to the new standards. During the 2011-2012 school year, Bristol Warren was involved in the Dana Center intensive science curriculum development in partnership with Portsmouth, Little Compton, and Tiverton. 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, Bristol Warren and Tiverton Public Schools were also awarded a supplemental mini-grant from RIDE to support their transition to the math CCSS. This will help the districts prepare for their upcoming mathematics curriculum development work with the Dana Center.

In its quarterly progress reports, Bristol Warren noted that it has encountered the following challenges around this work:

- The Study of the Standards sessions provided through RTT do not adequately support full district awareness and understanding
- Intensive professional development around content is needed for teachers, especially at the K-8 levels
- Common assessments need to be developed/utilized by the district

We want to commend Bristol Warren on its 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. In the upcoming CLO meetings, we hope that you will take the opportunity to share the curriculum materials you are developing with your fellow CLO colleagues, or with all districts through the Instructional Management System (IMS).

System of Support 2: Instructional Improvement Systems

As of July 2012, Bristol Warren is on track against the System of Support 2 Years 1 and 2 commitments and tasks for Race to the Top. We want to thank the district for its participation in the RISSA-RISTE-RIDE Data Team meetings, which have helped inform RIDE's implementation strategy for the RTT data systems.

Bristol Warren indicated to RIDE that it will partially 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 has registered/attended training on the administration and scoring of the Interim Assessments, which is taking place in September 2012.

Additionally, the district has attended training sessions on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (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 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 Bristol Warren 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 Bristol Warren has learned regarding 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 <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 Rtl 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

Based on information provided to RIDE, we anticipate that Bristol Warren will implement the 'Data Use' professional development during school year 2013-2014.

'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, Bristol Warren is on track against the System of Support 3 Years 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 its quarterly progress reports, Bristol Warren has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted summative ratings to RIDE. Additionally, Bristol Warren created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE.

To support teacher understanding of the evaluation process, all Bristol Warren teachers received a copy of the Rhode Island Model Evaluation Guidebook during the 2011-2012 school year. The district also invited teacher leaders to attend a portion of the district administrative retreat, where ample time was allocated to collaboratively review the evaluation model. The superintendent and school-based administrators continued to meet regularly with faculty and staff throughout the year to communicate district expectations around the evaluation system. In preparation for the close out of the evaluation cycle, the Superintendent addressed all elementary teachers during a professional development day and prepared a PowerPoint presentation to be delivered to middle and high school faculty.

Bristol Warren attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the district are registered for the upcoming 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 and 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, Bristol Warren noted that they have encountered the following challenges around this work:

- Difficulty addressing holistic model questions from faculty due to 'just in time' module training schedule
- The timeline for determining rehire decisions for non-tenured teachers is earlier than the evaluation deadline (March 1st)
- A need to develop and monitor the quality of SLOs

RIDE has appreciated Bristol Warren'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, Bristol Warren 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, Bristol Warren continued utilizing the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Bristol Warren had 9 beginning teachers which were supported by RIDE induction coaches. For new teachers who did not meet the requirements of the RIDE Beginning Teacher Induction Program, Bristol Warren continued to utilize its own mentoring program.

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

- Initial communication between induction coaches, central office and building administrators was inadequate
- Sustainability of the induction program beyond Race to the Top

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Bristol Warren 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 Bristol Warren’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 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 allows 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-than-anticipated costs for contracts, 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	\$5,600.00	\$2,745.07	\$2,854.93	\$30,354.93
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$4,800.00	\$2,972.26	\$1,827.74	\$25,227.74
EDUCATOR EFFECTIVENESS	\$19,200.00	\$6,216.98	\$12,983.02	\$17,783.02
HUMAN CAPITAL DEVELOPMENT	\$36,000.00	\$0.00	\$36,000.00	\$108,000.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$14,645.00	\$0.00	\$14,645.00	\$14,645.00
TOTAL	\$80,245.00	\$11,934.31	\$68,310.69	\$196,010.69

* RIDE has allocated an additional \$5,174.00 in funds to Bristol Warren for the support of the Teacher-Course-Student data collection.

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