



## Chariho 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 about your implementation strategies.

### Stocktaking Overview

The table below shows the self-reported status against the Year 2 Race to the Top projects for Chariho. During Year 2, Chariho 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, Chariho has begun planning for the implementation of the following Year 3 projects: 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    |
| Chariho | GREEN                  | GREEN | GREEN | GREEN | GREEN            | GREEN | GREEN | GREEN | GREEN               | GREEN | GREEN | GREEN | GREEN                      | GREEN | GREEN | GREEN | GREEN     | GREEN | GREEN | GREEN |

|               |   |
|---------------|---|
| <b>GREEN</b>  | Implementation is on track and there is evidence that the work is taking hold at the district/school level  |
| <b>YELLOW</b> | Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the district/school level        |
| <b>RED</b>    | 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) |
| <b>NA</b>     | 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, Chariho met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Chariho 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 Chariho's RTT implementation activities, and contributed fully in the peer-to-peer discussion. We also appreciated Chariho's practice-sharing during quarter 4.

In addition to Chariho'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 and the RISSA-RISTE-RIDE Data Team meetings, which have helped inform RIDE's implementation strategy for the RTT Data Systems.

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, Chariho 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 Chariho, 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:<br>SY10-11 | Year 2:<br>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:<br>SY10-11 | Year 2:<br>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 Chariho's quarterly progress reports, the district met their RTT goals (i.e., 4 per building) for educator participation in the Study of the Standards training sessions.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), Chariho distributed the CCSS in hard copy to all certified teachers in the district at the start of the 2011-2012 school year and provided professional development to all teachers at the elementary and secondary levels to increase understanding of the CCSS. Additionally, elementary building leaders engaged staff at grade levels in activities to enhance their learning of CCSS, and district leadership and the math team explored materials to help in transitioning to CCSS. A CCSS transition team was established to support the transition by discussing issues related to the transition and communicating with the school community. Chariho building administrators led math CCSS sessions on deconstruction and trajectories for teachers during the school year. 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.

Chariho 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, Chariho worked with several other districts and the Dana Center to create a K-12 mathematics model curriculum aligned to CCSS. Chariho teachers reviewed the CCSS math scope and sequence developed in partnership with other districts and participated in a feedback survey on that work. RIDE is pleased to note that Chariho also received grant-funding from RIDE to create a professional learning community (PLC) focused on writing math lesson plans in order to support the units of study aligned to the CCSS. In addition, the district received mini-grant funding from RIDE to work with several other districts to create resources and lesson plans aligned to a K-12 ELA model curriculum.

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

- Implementation of the CCSS requires additional development for teachers, capacity for administrators, and resources
- Limited time/availability to share the information from sessions with other team members
- Teachers are required to be out of the classroom in order to complete this work
- Limited number of facilitators that can support teacher understanding of the new standards as well as curriculum and lesson plan writing that reflect the instructional shifts required by the CCSS

During the quarter four CLO meeting, Chariho shared their progress and approach towards transition to the Common Core and blended literacy with their CLO colleagues. We believe that the sharing of those practices will accelerate the transition to the Common Core for all districts involved in this important work and hope that you will continue 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). 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, Chariho 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 once again thank Chariho for their active participation in the RISSA-RISTE-RIDE data team meetings; this level of participation was integral to the implementation of our RTT data systems.

Thus far, Chariho has reported that they intend to implement the interim assessments in the upcoming school year and has registered for training on the administration and scoring of the assessments. Additionally, Chariho has also registered/attended training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms, as well as for Administrator training.

Chariho has indicated that the district will implement the formative assessment professional development modules, as well as the 'Data Use' professional development series, during the 2013-2014 school year.

RIDE would like to remind the district that several crucial configuration steps must be taken before the district can implement 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](mailto:helpdesk@RIDE.ri.gov)

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

| Interim Assessments  | Year 1:<br>SY10-11 | Year 2:<br>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:<br>SY10-11        | Year 2:<br>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 |

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

| Formative Assessment Online Professional Development Modules  | Year 1:<br>SY10-11 | Year 2:<br>SY11-12 |   |
|---|--------------------|--------------------|---|
| Create multiyear plan for implementation of formative assessment PD modules, including the process and timelines by which all educators will participate in the formative assessment training modules |                    |                    | X |
| Identify facilitators who will support the implementation of formative assessment practices in daily instruction  |                    |                    | X |

| 'Data Use' Professional Development   | Year 1:<br>SY10-11 | Year 2:<br>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, Chariho 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:<br>SY10-11 | Year 2:<br>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, Chariho has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted final summative evaluation ratings to RIDE.

To support implementation of the evaluation process, Chariho created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) and submitted these names to RIDE. Additionally, Chariho distributed Rhode Island Model manuals to all participating staff, and all certified staff received training from the superintendent in the evaluation model.

Chariho attended all evaluation training modules offered by RIDE during the 2011-2012 school year, and evaluators from the district attended the summer training Academies. We want to remind the district that all personnel responsible for evaluating teachers and building administrators must attend two half-days of additional professional development taking place over the 2012-2013 school year as well as online observation practice in addition to the Academy training during summer 2012; personnel responsible for evaluating both teachers and building administrators (e.g., a principal who evaluates teachers and an assistant principal) are only required to attend the *Academy for Personnel Evaluating Teachers*.

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

- Evaluator capacity and time constraints
- Teacher understanding around the components of the system, particularly the student learning objectives
- Inconsistent or unclear messaging from RIDE in terms of details of the system and optional versus mandated forms, etc.

RIDE would like to thank the district for their feedback on potential efficiencies to the system, and we look forward to continued opportunities for collaboration and feedback. In the upcoming CLO meetings, we hope that Chariho will consider sharing the strategies and resources they are using to support their evaluation process.

## System of Support 4: Human Capital Development

As of July 2012, Chariho 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:<br>SY10-11 | Year 2:<br>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:<br>SY10-11 | Year 2:<br>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, Chariho continued to utilize the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Chariho had 6 beginning teachers which were supported by RIDE induction coaches. Additionally, in order to ensure that the district was involved with beginning teacher development, the assistant superintendent met with all beginning teachers throughout the 2011-2012 school year.

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

- Difficulty finding qualified and certified Career and Technical teachers, as well as a sufficient number of high-quality applicants in the areas of STEM and special education
- Communication between the district induction coach and central office staff

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

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.

### Summary of Fiscal Spending To-Date (As of August 15, 2012)

The table below contains an overview of Chariho’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](mailto:david.alves@ride.ri.gov)), or Crystal Martin at 222-8482 ([crystal.martin@ride.ri.gov](mailto: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               | \$14,533.00                | \$12,813.34                | \$1,719.66                | \$11,719.66               |
| INSTRUCTIONAL IMPROVEMENT SYSTEMS*   | \$10,660.00                | \$537.94                   | \$10,122.06               | \$32,362.06               |
| EDUCATOR EFFECTIVENESS               | \$106,925.00               | \$28,475.00                | \$78,450.00               | \$84,050.00               |
| HUMAN CAPITAL DEVELOPMENT            | \$58,500.00                | \$0.00                     | \$58,500.00               | \$175,500.00              |
| SCHOOL TRANSFORMATION AND INNOVATION | NA                         | NA                         | NA                        | NA                        |
| NON-COMMITTED                        | \$0.00                     | NA                         | NA                        | NA                        |
| <b>TOTAL</b>                         | <b>\$190,618.00</b>        | <b>\$41,826.28</b>         | <b>\$148,791.72</b>       | <b>\$303,631.72</b>       |

\* RIDE has allocated an additional \$5060.00 in funds to Chariho for the support of the Teacher-Course-Student data collection.