

Transforming Education in Rhode Island



The Race to the Top Opportunity

Cumberland Race to the Top Implementation Update: Years 1 and 2

The Annual Stocktaking provides both the state and the Local Education Agency with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period (i.e., from September 2010 to date). In this summary, RIDE has included relevant LEA-reported data as well as other evidence sources (e.g. training participation) for the purposes of reviewing programmatic successes. This report also identifies areas (if any) in which LEAs are struggling with their ability to meet the Race to the Top commitments and may need assistance and support to meet their goals. We have also included suggestions, based on the LEA's accomplishments and upcoming implementation activities, where we believe other districts would benefit from hearing their implementation strategies.

Stocktaking Overview

The table below shows the self-reported status against the year 2 Race to the Top projects for Cumberland. During year 2, Cumberland 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, Cumberland has begun planning for the implementation of the following Year 3 projects: Interim Assessments and Formative Assessment Professional Development.

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

In addition to Cumberland's participation in the CLO process, and in individual RTT projects, we would like to note that the Met attended the June 2012 training for the Virtual Learning Math Modules. In the upcoming fall, RIDE will provide additional training opportunities and support for districts implementing these modules.

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, Cumberland is delayed 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 Cumberland, 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

We are pleased to note that Cumberland distributed all of the common core guidebooks to their teachers. The district also exceeded their RTT goals (i.e. 4 per building, or 85% of core educators in the district) for participation in the Study of the Standards training sessions; the district sent approximately 80-100 educators to sessions in the ELA and Math common core state standards by supplementing their district's sessions with open seats at other sessions.

During the 2011-2012 school year, Cumberland made significant progress against writing and aligning their mathematics curriculum to the new common core state standards. The district reported that they had not progressed as far with ELA, but would expect to begin the realignment work starting in spring 2012. This delay, combined with the withdrawal from the Dana Center elementary level mathematics work, has caused RIDE to assess this work as 'delayed'. RIDE remains confident that Cumberland will move to 'on-track' once an alternative strategy or curriculum approach has been identified, and we encourage the district to continue to think of us as a partner in these efforts.

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

- District ability to fund additional study of the standards sessions
- Scheduling professional development during the day without impacting instructional time
- Training all educators on the common core state standards in a timely manner

We want to commend Cumberland 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. RIDE appreciates that, during the quarter 3 CLO meeting, Cumberland shared the structures and processes they put in place to support the new grading policies and standards-based grading, and their strategies for gaining stakeholder buy in.

We look forward to hearing about the approach Cumberland ultimately chooses for their mathematics curriculum. We also hope that you will take the opportunity to review the curriculum materials developed by other districts during upcoming meetings, or through the Instructional Management System (IMS).

System of Support 2: Instructional Improvement Systems

As of July 2012, Cumberland is on track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top.

The district has reported that they intend to partially implement the Formative Assessment professional development modules and an administrator has signed up for the facilitator orientation training taking place in August 2012. Additionally, Cumberland has reported that they intend to implement the Interim Assessments during this upcoming school year and RIDE anticipates that the district may choose to also register for training on the administration and scoring of the Interim Assessments, which will take place in September 2012.

RIDE does not anticipate that Cumberland will formally implement the Instructional Management System (IMS) during the upcoming school year since the district did not attend training on the IMS. The district should still continue to think about a multi-year plan that would provide all educators with access and training on the system.

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 the Formative Assessment PD modules). In particular, the district will need to identify a single-sign on administrator and notify RIDE of that contact person. Additionally, some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data. In the upcoming weeks, please be mindful of these deployment actions.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that Cumberland has encountered while implementing these systems as well as the ways that they are building connections between the data systems and other initiatives.

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

	Year 1: SY10-11	Year 2: SY11-12
Interim Assessments		
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 Cumberland will implement the Instructional Management System and 'Data Use' professional development during school year 2013-2014.

	Year 1: SY10-11	Year 2: SY11-12
Instructional Management System (IMS)		
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

	Year 1: SY10-11	Year 2: SY11-12
'Data Use' Professional Development		
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. Since Cumberland is not implementing this project in the 2012-2013 school year, the 'year 1' tasks are not applicable.

System of Support 3: Educator Effectiveness

As of July 2012, Cumberland 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, Cumberland has implemented all components of the Rhode Island Model for teacher and building administrator evaluations. Cumberland created a District Evaluation Committee (comprised of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE. Additionally, Cumberland has submitted final summative ratings for teacher and building administrator evaluations.

To support teacher understanding of the evaluation process, all teachers received a copy of the Teacher Evaluation Guidebook. Additionally, the Cumberland Teachers Association and Cumberland administrators met to identify which artifacts will be included in the teacher evaluation process.

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

- Principal concern over time-intensive nature of evaluation in order to implement well
- Capacity to evaluate all teachers while maintaining a fidelity to the process
- District Evaluation Committee is identified but not actively meeting

RIDE has appreciated Cumberland's collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their participation in feedback opportunities, RIDE has received valuable insight 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. We hope that Cumberland 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, Cumberland 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, Cumberland continued to utilize the SchoolSpring recruitment platform to recruit for open positions. During the 2011-2012 school year, Cumberland had 6 beginning teachers which were supported by RIDE induction coaches.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Cumberland 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 July 18, 2012)

The table below contains an overview of Cumberland’s fiscal spending through July 18, 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 6/30/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$38,949.30	\$27,949.30	\$11,000.00	\$11,000.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS	\$14,650.00	\$0.00	\$14,650.00	\$42,300.00
EDUCATOR EFFECTIVENESS	\$201,000.00	\$67,388.91	\$133,611.09	\$140,811.09
HUMAN CAPITAL DEVELOPMENT	\$63,000.00	\$0.00	\$63,000.00	\$189,000.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$317,599.30	\$95,338.21	\$222,261.09	\$383,111.09