



East Greenwich 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 East Greenwich. During year 2, East Greenwich has fully participated in the following projects: Study of the Standards, Model Curriculum and Intensive Curriculum Alignment, Educator Evaluation, Recruitment Platform, and New Teacher Induction.

In addition, East Greenwich has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, Interim Assessments, 'Data Use' Professional Development, and the Instructional Management System (IMS).

LEA	STUDY OF THE STANDARDS				MODEL CURRICULUM				EDUCATOR EVALUATION				RECRUITMENT (SchoolSpring)				INDUCTION			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
East Greenwich																				

GREEN	Implementation is on track and there is evidence that the work is taking hold at the district/school level
YELLOW	Implementation is delayed and more preparation or alternative strategies are needed for the work to take hold at the district/school level
RED	Implementation is at risk or off track; there are significant barriers to implementation that your district is facing in the short-term (3-6 mos)
NA	The district is not implementing this project, or the project implementation has not yet started.

Summary of Performance Management Participation

As you know, participation in the Collaborative Learning for Outcomes (CLO) process and the submission of the corresponding quarterly progress report is our method for monitoring LEA progress against implementing RTT. More importantly, though, we believe that the quality of RTT implementation is best supported through peer-to-peer sharing, and that the CLO meetings provide LEAs with an opportunity to learn from one another and to gain insights on how to address specific challenges of capacity and practice.

During the 2011-2012 year, East Greenwich met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and East Greenwich sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group. Additionally, the participants reflected appropriate levels of LEA leadership, were knowledgeable about East Greenwich's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated that East Greenwich shared a promising practice with the group during the quarter 3 meeting.

In addition to East Greenwich's participation in the CLO process, and in individual RTT projects, we also want to thank the Superintendent for his active participation in RIDE's collaborative work with union and district leadership to identify communication and engagement strategies that will build a deeper understanding of the goals for transforming education in Rhode Island.

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

System of Support 1: Standards and Curriculum

As of July 2012, East Greenwich is on-track against the System of Support 1 year 1 and year 2 commitments and tasks for Race to the Top, reflected in the tables below. Based on the quarterly progress reports submitted by East Greenwich, 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 East Greenwich's quarterly progress reports, the district met their RTT goals (i.e., 4 per building) and utilized their RTT funds to send 48 educators to professional development sessions on the new ELA and Math Common Core State Standards (CCSS). East Greenwich has kept educators up-to-date on the district's transition to the common core process through a monthly district newsletter. Each school finished the academic year with a PowerPoint outlining the district's progress and future timeline for complete conversion to the Common Core, ensuring that all schools are on-track and aware of the continuing process.

East Greenwich distributed the Standards guidebooks in both hard copy and digital format, and utilized LiveBinder to share additional Common Core resources such as video clips to further teacher understanding of how to read the new standards. The district offered in-house sessions over the course of the 2011-2012 school year so that all teachers would be oriented to the new CCSS. 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 math standards.

As of June 30th 2012, East Greenwich 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, East Greenwich began working with several other districts and the Dana Center to create a K-12 mathematics model curriculum (to be concluded in June 2013) and, during summer 2012, will review math resources and begin collaborative lesson planning in preparation for the upcoming school year. East Greenwich is also partnering with other districts from May to June 2012 to develop and share transition resources focused on ELA. The district implemented ELA pilot programs in grades 4-5 this past spring, and is on track for implementing the K-12 ELA curriculum starting in September 2012. The district addressed alignment to the core in physical education, health, world languages, and technology education this year, and is prepared to begin science and social studies curriculum development during the 2012-13 school year.

We want to commend East Greenwich on their collaboration (both in-district and cross-district) around resources and strategies that will deepen educator understanding of the Common Core State Standards and accelerate the implementation of the new standards at the classroom level. Additionally, the Assistant Superintendent has actively participated in the PARCC committee which has greatly aided the state's implementation. We appreciate hearing about how you customized RIDE resources to provide your teachers with additional information on both the math and ELA standards, and several districts noted that LiveBinder resource and practice was a helpful resource.

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

- Blocking time for district professional development and work sessions
- Articulating the curriculum changes, and the research behind the changes, to classroom teachers

We hope that you will take the opportunity to share the curriculum materials, close reading questions, student work exemplars, and revised school-wide rubrics with your fellow CLO colleagues, or with all districts through the Instructional Improvement System (IMS), in the upcoming CLO meetings. 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, East Greenwich is on-track against the System of Support 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, East Greenwich has reported that they intend to implement the Formative Assessment online professional development modules in Meadowbrook and Hanaford Schools, as well as the Interim Assessments in East Greenwich High School, in fall 2012. Thus far, the district has not registered to attend the facilitator orientation sessions taking place in August 2012.

Additionally, the district has confirmed that they plan to engage school data leadership teams from Cole Middle School and Frenchtown Elementary School and Eldridge School in 'Data Use' professional development starting in August 2012 and running through the remaining school year. East Greenwich has also registered for training on the Instructional Management System (IMS) Primary and RtI (Exceed) platforms, as well as for Administrator training.

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that East Greenwich has encountered while implementing these systems, as well as the district's progress around building teacher engagement in the various IMS tools and resources. Additionally, for those participating in the 'Data Use' professional development, we would be interested in hearing some of the strategies that East Greenwich has learned around deepening collaboration around data and using data to change instructional outcomes.

	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	
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 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

	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.

	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*

* As per the description on page 1, this task is 'N/A' for Year 2 (2011-2012 school year) because the district is not implementing this project until the 2013-2014 school year.

System of Support 3: Educator Effectiveness

As of July 2012, East Greenwich is on-track against the System of Support 3 year 1 and 2 commitments and tasks for Race to the Top.

Educator Evaluation	Year 1: SY10-11		Year 2: SY11-12	
Participate in educator evaluation model design, development and refinement feedback opportunities.	X	X	X	X
Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams.	X	X	X	X
Participate in field testing to support RI Model development	X			
Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators	X			X
Send all required evaluators to RIDE-provided evaluator training on model; Send evaluators and system administrators to training on the Educator Performance Support System (EPSS) data system	X	X	X	X
Examine LEA Policies and Contracts for Challenges; where applicable, consider memorandums of understanding or contract renewal language which will support district implementation of evaluations.	X	X	X	X
Create a plan for the appropriate use of funds to support implementation of educator evaluation system.	X			X
Complete required RI Model components of educators and building administrator evaluations.			X	X
Submit evaluation data and documentation (e.g. component and summative level ratings, verified rosters); provide other requested information to support RIDE research and system improvement.				X

Based on their quarterly progress reports, East Greenwich implemented all components of the educator and building administrator evaluation process during the 2011-2012 school year and has submitted summative ratings for the district. Additionally, East Greenwich provided RIDE with a list of their District Evaluation Committee (DEC) members. In the quarterly progress reports, East Greenwich noted that the DEC (which includes teachers, administrators and union representatives) met on a monthly basis during the 2011-2012 school year. East Greenwich evaluators attended all RIDE-provided evaluator training during the 2011-2012 school year and the district has fully registered for evaluator training taking place during summer 2012.

At the start of the 2011-2012 school year, to support teacher understanding of the evaluation process, the district articulated the evaluation process and implications of the evaluations through a standard district-wide presentation. This, paired with a timeline for implementation in all buildings, helped district and building administrators understand the various component due dates and to track progress throughout the year. The district also utilized their RIDE-trained Intermediary Service Provider (ISP), as well as RIDE staff, to conduct co-observations and ensure calibrated and thoughtful implementation throughout the district. The district created whole-building forums to encourage feedback and communication, and created a digital tool to collect data and compile evaluation forms.

During the quarter 3 CLO meeting, East Greenwich shared the various technology resources that their district uses to create efficiencies in the evaluation process. As a result of their evaluation scheduling tool, the district was able streamline the scheduling process while also tracking the completion of various evaluation components for each teacher or building administrator. We hope that East Greenwich continues to share the strategies and resources they are using to support their evaluation process during the upcoming CLO meetings.

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

- Consistent messaging to ensure that the implementation of evaluation process and components are consistent and cohesive.
- Coordination and time, particularly for scheduling long observations

RIDE has appreciated East Greenwich's collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their Assistant Superintendent's participation in the ACEES committee, as well as the Council of 12, RIDE has received valuable feedback on model refinement and the cyclical evaluation process. Additionally, the Superintendent participated in the committee for central office administrator evaluations. We hope that this additional level of participation has been as beneficial to the district as it has been to RIDE.

System of Support 4: Human Capital Development

As of July 2012, East Greenwich 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

East Greenwich has continued their use of SchoolSpring recruitment platform, and noted that the district has a protocol for posting, interviewing, and hiring using the tool.

During the 2011-2012 school year, East Greenwich had five beginning teachers which were supported by RIDE induction coaches. Additionally, the Induction coaches worked closely with principals and the new teachers so that the district would have a strong understanding of the program, and be able to evaluate its' effectiveness.

In their quarterly progress reports, East Greenwich noted that they have encountered the following challenges:

- Central office struggles with lack of communication from induction coach
- Funding for the sustainability of the Beginning Teacher Induction Program past RTT

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that East Greenwich 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 East Greenwich’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 Crystal Martin, at 222-8482 or at 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	\$13,933.00	\$1,978.07	\$11,954.93	\$21,954.93
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$4,800.00	\$0.00	\$4,800.00	\$28,200.00 (plus \$27,703.00 set asides)
EDUCATOR EFFECTIVENESS	\$72,750.00	\$5,687.50	\$67,062.50	\$71,862.50 (plus \$5,000.00 set asides)
HUMAN CAPITAL DEVELOPMENT	\$18,000.00	\$0.00	\$18,000.00	\$54,000.00 (plus \$114.00 set asides)
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	NA	NA	NA	NA
TOTAL	\$109,483.00	\$7,665.57	\$101,817.43	\$176,017.43

* RIDE has allocated an additional \$3,657 in funding to support the Teacher-Course-Student data collection work