

# Transforming Education in Rhode Island



## The Race to the Top Opportunity

### Exeter-West Greenwich Race to the Top Implementation Update: Years 1 and 2

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

#### Stocktaking Overview

The table below shows the self-reported status against the year 2 Race to the Top projects for Exeter-West Greenwich. During year 2, Exeter-West 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, Exeter-West Greenwich has begun planning for the implementation of the following Year 3 projects: '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
Exeter-West Greenwich																				

<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, Exeter-West Greenwich met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Exeter-West 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 Exeter-West Greenwich's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated Exeter-West Greenwich's practice sharing during quarter 4.

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, Exeter-West 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 Exeter-West 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

Exeter-West Greenwich distributed copies of the Common Core State Standards (CCSS) to educators at the start of the 2011-2012 school year. As noted in Exeter-West Greenwich's quarterly progress reports, the district also sent a designated team of educators from each building to attend the Study of the Standards training sessions, which met their RTT goals (i.e. 4 per building) for participation.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), the superintendent presented an introduction to the CCSS to all K-6 teachers at the start of the school year. Common Planning Time and department chair meetings at the middle and high school level focused on the new standards. 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.

Exeter-West Greenwich has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. A PowerPoint was distributed to all math teachers, outlining the process for gathering input on curriculum alignment via survey. During the 2011-2012 school year, the leadership team held quarterly meetings to address how to effectively implement the new standards throughout the year. A cohort of math educators worked with the Dana Center to develop K-12 mathematics curriculum aligned to the CCSS. In addition, Exeter-West Greenwich district gained a math specialist position to provide support for elementary teachers. RIDE is also pleased to note that the district was awarded grant-funding from RIDE in order to work with other districts to collaboratively create a K-12 ELA scope and sequence.

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

- Limited number of faculty meetings available to share and discuss common core
- Finding qualified and consistent substitute coverage for teachers spending time out of the classroom
- Ensuring that all teachers are comfortable implementing the new scope and sequence in the fall
- Challenges scheduling ongoing PD and support for teachers as they move forward with the CCSS implementation

We want to commend Exeter-West Greenwich 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. We hope that you will take the opportunity to share the curriculum materials you are developing with your fellow CLO colleagues during upcoming meetings, or with all districts through the Instructional 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, Exeter-West Greenwich is on track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Exeter-West Greenwich has confirmed that they plan to engage their elementary school data leadership teams in 'Data Use' professional development starting in August 2012 and running through the remaining school year, and have confirmed logistics with RIDE for the initial sessions. Additionally, Exeter-West Greenwich has also attended training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms, as well as for Administrator training.

RIDE would like to remind the district that several crucial steps must be taken before the district can implement any of the RTT data systems (including the EPSS and IMS). Additionally, RIDE would like to remind the district that some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data. For questions or concerns, contact [helpdesk@RIDE.ri.gov](mailto:helpdesk@RIDE.ri.gov)

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

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

'Data Use' Professional Development	Year 1:	Year 2:	
	SY10-11	SY11-12	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.

Based on information provided to RIDE, we anticipate that Exeter-West Greenwich will implement the Interim Assessments and Formative Assessment professional development during school year 2013-2014.

Interim Assessments	Year 1:	Year 2:	
	SY10-11	SY11-12	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

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

### System of Support 3: Educator Effectiveness

As of July 2012, Exeter-West 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	
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	

Despite initial challenges between the teachers union and administration, we are pleased to note that Exeter-West Greenwich was able to partially implement the Rhode Island Model for teachers and building administrator evaluations for educators who volunteered to participate in the district pilot. Exeter-West Greenwich has submitted final summative ratings for administrators and for those teachers who participated.

To support teacher understanding of the evaluation process, Exeter-West Greenwich administrators and the RIDE Intermediary Service Provider (ISP) provided support and shared information with K-12 teachers. Additionally, the district created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE. The DEC was integral toward ensuring that all parties understood and felt supported by the evaluation process. The DEC met on an ongoing basis and, with input from teachers and administrators, reviewed and assembled artifacts that could be used as evidence for the competencies. The DEC also sent a district-wide survey out to teachers in order to get a better sense of their needs. As a result, the DEC and administrators created model Student Learning Objectives (SLOs) for teachers. RIDE would like to acknowledge the hard work that went into gaining that stakeholder buy-in, and we appreciate that, during the quarter 4 CLO meeting, Exeter-West Greenwich shared their approach with their CLO colleagues.

Exeter-West Greenwich 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, Exeter-West Greenwich noted that they have encountered the following challenges around this work:

- Contractual barriers to utilizing the new evaluation model and tools; not all teachers participated due to those issues
- Time commitment for administrators is exceedingly difficult given other time commitments
- Intermediary Service Provider has limited time to spend with the district

RIDE has appreciated Exeter-West Greenwich's collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming year, we hope that Exeter-West Greenwich continues to share the strategies and resources they are using to support their evaluation process.

## System of Support 4: Human Capital Development

As of July 2012, Exeter-West Greenwich is on track against the System of Support 4 year 1 and 2 commitments and tasks for Race to the Top.

<b>Recruitment (SchoolSpring)</b>	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

<b>Beginning Teacher Induction</b>	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, Exeter-West Greenwich continued to utilize the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Exeter-West Greenwich had no beginning teachers to participate in the induction coach program. However, RIDE is pleased to note that one of Exeter-West Greenwich's teachers was selected to be trained in the Induction program, which will ultimately help the district build capacity for supporting future beginning teacher induction needs.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Exeter-West 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 August 15, 2012)

The table below contains an overview of Exeter West-Greenwich'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](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	\$13,333.00	\$4,579.32	\$8,753.68	\$18,753.68
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$6,784.00	\$0.00	\$6,784.00	\$23,500.00
EDUCATOR EFFECTIVENESS	\$66,400.00	\$7,971.17	\$58,428.83	\$62,428.83
HUMAN CAPITAL DEVELOPMENT	\$13,500.00	\$0.00	\$13,500.00	\$40,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$0.00	NA	NA	NA
<b>TOTAL</b>	<b>\$100,017.00</b>	<b>\$12,550.49</b>	<b>\$87,466.51</b>	<b>\$145,182.51</b>

\* RIDE has allocated an additional \$2,784.00 in funds to Exeter-West Greenwich for the support of the Teacher-Course-Student data collection.