

Transforming Education in Rhode Island



The Race to the Top Opportunity

Foster-Glocester 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 Foster-Glocester's self-reported status against the Year 2 Race to the Top projects. During Year 2, Foster-Glocester 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.

At this time, Foster-Glocester has not indicated its intended implementation timeline for the following Year 3 projects: Formative Assessment Professional Development, 'Data Use' Professional Development, Interim Assessments, and the Instructional Management System (IMS). It is important that Foster-Glocester work with RIDE to confirm their implementation for Year 3.

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
Foster-Glocester																				

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

In addition to Foster-Glocester's participation in the CLO process, and in individual RTT projects, we also want to recognize the district's participation in the summer Virtual Learning Math Modules training, and look forward to hearing about your fall implementation of these modules. Since this is a project area that not all districts have chosen to implement, we believe your colleagues in the CLO meeting may benefit from your experience, and would encourage you to share the practices your district has developed around implementing these.

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 want to encourage Foster-Glocester to submit their reports in advance of the meeting so that the data from the update can be used in the meetings. We would encourage you to begin sharing the tools and strategies you are using in your district and have made suggestions in this report around areas we would appreciate hearing about in greater detail.

System of Support 1: Standards and Curriculum

As of July 2012, Foster-Glocester 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 Foster-Glocester, 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 Foster-Glocester's quarterly progress reports, the district sent 8 educators to the Study of the Common Core Standards training sessions which met their RTT goals (i.e. 4 per building). Additionally, Foster-Glocester distributed the Standards guidebooks in hard copy to all teachers at the start of the 2011-2012 school year.

To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), the district supplemented the RTT-funded Study of the Standards professional development by contracting with East Bay Education Collaborative (as well as another vendor) to provide three full days of professional development on the Math and ELA CCSS to middle and high-school teachers in those content areas. The district also chose to provide one full day of professional development in the ELA CCSS for science, social studies, and technology teachers. Foster-Glocester may want to consider attending RIDE 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.

Foster-Glocester 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, middle school math teachers reviewed and piloted a draft curriculum realigned to the CCSS, and units of study in ELA, Math, Science, and Social Studies were reviewed for alignment with CCSS. Through RIDE grant-funding, the district was able to participate in multi-district ELA and math curriculum development consortiums, agreeing to implement the resulting curriculum in this upcoming school year.

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

- Loss of instructional time due to pulling teachers out of the classroom; limited substitute teacher pool
- RIDE-sponsored Study of the Standards was postponed and required co-scheduling between 4 districts
- Limited RTT funding allowed for only 8 participants, which did not meet the district's needs
- Locating consultants to provide supplemental professional development, as well as funding for those consultants, was difficult
- Providing CCSS professional development to art, music, physical education, and world language educators

We want to commend Foster-Glocester on their collaboration 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).

System of Support 2: Instructional Improvement Systems

As of July 2012, Foster-Glocester is on track against the System of Support 2 Year 1 and 2 commitments and tasks for Race to the Top. Based on information provided to RIDE, we anticipate that Foster-Glocester will implement the following data systems during school year 2013-2014: Formative Assessment online professional development modules, 'Data Use' professional development, Interim Assessments and the Instructional Management Systems.

We appreciate the district's participation in 'data use' focus groups, and their enthusiasm for participating in the 'Data Use' professional development during the 2011-2012 school year. While we regret that we were not able to accommodate the district due to the delayed response, we are looking forward to Foster-Glocester's participation in the 2013-2014 school year.

In the upcoming weeks, RIDE will be providing refresher trainings on all components of the IMS. We encourage all districts that plan to implement the IMS during the upcoming school year to consider sending applicable staff members to those sessions. Additionally, some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data.

Additionally, 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). If it has not already done so, Foster-Glocester should provide RIDE with a district point of contact for configuration of the single sign-on portal as well as the EPSS and IMS systems. For questions or concerns, contact the RIDE contact for the applicable system or helpdesk@RIDE.ri.gov

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

Interim Assessments	Year 1: SY10-11	Year 2: SY11-12	
Identify method by which all educators will have access to interim assessments			X
Develop timeline for training of all educators in the use of interim assessments utilizing train-the-trainer model			X
Develop protocols or expectations regarding the use of interim assessment to inform instruction including timelines for administration and process for scoring and reporting results			X

Instructional Management System (IMS)	Year 1: SY10-11	Year 2: SY11-12	
Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives	Identify LEA Data Steward	X	X
Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner	X	X	X
Review the RIDE <i>IMS Training Plan</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on <i>IMS Training Plan</i> guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and Rtl Module) and LEA Trainers (i.e. staff to be trained as trainers)			X
Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities			X

'Data Use' Professional Development	Year 1: SY10-11	Year 2: SY11-12	
Complete a needs assessment survey indicating the use of and collaboration around data within schools and across the LEA			X
Based on RIDE implementation plan, determine the timing (i.e. Year 1, Year 2, or staggered across Year 1 and Year 2) of LEA participation in 'Data Use' Professional Development and provide RIDE with the schools that will participate in Year 1 and/or Year 2 training cohorts			X
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable			Year 1*
Identify and provide RIDE with the leadership team members from each school who will participate in the Year 1 and/or Year 2 training cohorts, as applicable			Year 1*

* Please note that, for this project, 'Year 1' refers to cohort 1 taking place during SY2012-13, and 'Year 2' refers to cohort 2 taking place during SY2013-14.

System of Support 3: Educator Effectiveness

As of July 2012, Foster-Glocester is delayed 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, Foster-Glocester has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and has submitted final summative ratings to RIDE.

At the start of the school year, Foster-Glocester created a District Evaluation Committee (comprised of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE. To support teacher understanding of the evaluation process, Foster-Glocester created a number of support documents (including a Communication Plan that answered Frequently Asked Questions), two district-wide Professional Growth Goals (PGG) with corresponding action plans, and district SLOs, to provide guidance to teachers. The district administrative team developed support protocols and professional development for each step of the RI Model.

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

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

- Evaluators were unable to implement certain aspects of the evaluation process at the start of the year because of training delays
- Administrators are frequently pulled out of the building, limiting their ability to meet with staff/parents about day-to-day issues
- The redirection of support staff in the school to meet the growing demand for data collection associated with this work
- Adjustment to a new rubric was difficult for evaluators. They struggled to find evidence to support specific score qualifications

RIDE has appreciated Foster-Glocester's collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming school year, we hope that Foster-Glocester 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, Foster-Glocester 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

During the 2011-2012 school year, Foster-Glocester began using the SchoolSpring recruitment platform. In preparation for the 2012-2013 school year, Foster-Glocester will utilize the SchoolSpring recruitment platform to recruit for open positions. The district found that the program met their needs well, and RIDE anticipates that they will continue to use SchoolSpring.

During the 2011-2012 school year, Foster-Glocester had 2 beginning teachers which were supported by a RIDE induction coach. The district Assistant Superintendent and a department chairperson met regularly with the mentor to collaborate on the support for the new teachers. Both teachers expressed that they found the mentor well-informed and helpful and the state-wide sessions beneficial.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Foster-Glocester 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 Cranston’s fiscal spending through August 15, 2012 as well as the total funds available for reimbursement from Years 1 and 2 and for the remaining grant period.

As we approach Year 3 of Race to the Top implementation, RIDE will be revising all LEA allocations in AcceleGrants as necessary to align with the updated state scope of work and the revised budget that was approved by the U.S. Department of Education in April. Our Race to the Top revised budget allows us to redistribute unspent funds and savings realized after the first year-and-a-half of the program. Savings were primarily due to less spent on personnel, lower-than-anticipated costs for contracts, and revisions to some program designs. These revisions affected LEA budgets as well as the state budget. Savings in contracts were passed along to LEAs.

Please note that, in the table below, the Total Years 1-4 remaining does not reflect the amended funding. As a result of the budget amendment, LEAs will likely see the funds increase or shift to SEA set asides. We will be sending out instructions to all LEA business managers on the shifts in LEA direct allocations and set-asides and on how to amend Race to the Top budgets for the remaining funding available. If you have any questions on the revised allocations, please contact David Alves at 222-4271 (david.alves@ride.ri.gov), or Crystal Martin at 222-8482 (crystal.martin@ride.ri.gov).

	Total Years 1-2 Allocation	Reimbursed through 8/15/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$1,217.40	\$0.00	\$1,217.40	\$1,200.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$2,924.00	\$927.17	\$1,996.83	\$8,472.83
EDUCATOR EFFECTIVENESS	\$16,900.00	\$861.20	\$16,038.80	\$17,638.80
HUMAN CAPITAL DEVELOPMENT	\$4,500.00	\$99.33	\$4,400.67	\$13,400.67
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$13,159.00	\$0.00	\$13,159.00	\$13,159.00
TOTAL	\$38,700.40	\$1,887.70	\$36,812.70	\$53,871.30

* RIDE has allocated an additional \$1324.00 in funds to Foster-Glocester for the support of the Teacher-Course-Student data collection.

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.