

Transforming Education in Rhode Island



The Race to the Top Opportunity

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

In addition, Little Compton has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, 'Data Use' Professional Development, 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
Little Compton	GREEN	GREEN	RED	GREEN	GREEN	YELLOW	YELLOW	GREEN	YELLOW	GREEN	YELLOW	GREEN	NA	NA	NA	NA	NA	NA	YELLOW	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, Little Compton met the bar for participation in three of the four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Little Compton sent consistent participants to the quarterly meetings, which helped build rapport within the CLO group. Additionally, the participant reflected appropriate levels of LEA leadership, and was knowledgeable about Little Compton's RTT implementation activities and contributed fully in the peer-to-peer discussion.

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, Little Compton 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 Little Compton, 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

Little Compton distributed copies of the Common Core State Standards (CCSS) to all educators. As noted in Little Compton's quarterly progress reports, the district sent 4 educators to the Study of the Standards training sessions which met their RTT goals (i.e. 4 per building).

To encourage teacher engagement in the transition to the Common Core State Standards, Little Compton delivered professional development on the ELA and mathematics standards to all teachers. Core teachers at the elementary and middle school level attended the RIDE training. By mid-year, 50% of teachers had received professional development on the CCSS and grade-level representatives served as subject matter experts for teachers as they worked on alignment of the curriculum. 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.

Little Compton has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. The district continued its work with several other districts and with RIDE and the Dana Center to develop a K-12 model curriculum in science. Additionally, to support development of an aligned ELA and mathematics curriculum, each teacher received professional development on writing an aligned curriculum and, for those participating in the model curriculum development, on grade-level content. By the end of the 2011-2012 school year, Little Compton completed curriculum development for all grades in reading and math, and science and for grades 7-8 writing.

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

- Limited opportunities for Study of the Standards participants to share out/provide support to other teachers
- Vertical alignment and identification of skills with each grade level in ELA and math standards
- Ensuring that students' educational progress is not impacted when teachers are out working on model curriculum development
- Further planning around classroom implementation of an aligned curriculum
- Timing and roll-out of science curriculum as related to science resources available in the district
- Alignment of assessments, as well as report cards, to the new CCSS

We want to commend Little Compton 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).

System of Support 2: Instructional Improvement Systems

As of July 2012, Little Compton is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Little Compton has reported that they intend to partially implement the Formative Assessment online professional development modules, and the district attended the Formative Assessment PD facilitator orientation sessions in August 2012. Little Compton also intends to implement the Interim Assessments and has registered/attended training on the administration and scoring of the assessments. Additionally, the district has confirmed that they plan to engage 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. Finally, Little Compton has also registered for training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms, as well as for Administrator training.

We would like to remind the district that several steps are required before educators in the district can access any of the systems below (e.g., formative assessment professional development modules). This includes, but is not limited to, submission of Teacher-Course-Student data. For additional information, please reach out to helpdesk@RIDE.ri.gov.

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

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

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 the 2012-2013 school year, and 'year 2' refers to cohort 2 taking place during the 2013-2014 school year.

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

System of Support 3: Educator Effectiveness

As of July 2012, Little Compton 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, Little Compton has implemented all components of the Rhode Island Model for teacher and building administrator evaluations. The district has submitted final summative ratings for teachers; there were no administrator evaluations completed and, therefore, no ratings are required. Little Compton created a District Evaluation Committee (composed 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, the district Intermediary Service Provider (ISP) attended RIDE trainings and shared information with district leadership. Additionally, the ISP supported teachers in crafting Student Learning Objectives and other components of the educator evaluation system. The district evaluation committee met several times throughout the school year to discuss the process and identify next steps in supporting the teachers and this system.

Evaluators from Little Compton attended all training modules offered by RIDE during the 2011-2012 school year, and evaluators from the LEA also attended the summer 2012 training Academies. We want to remind the LEA that, in addition the Academy training, 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. Personnel responsible for evaluating both teachers and building administrators are only required to attend professional development and training for teacher evaluators (e.g., the *Academy for Personnel Evaluating Teachers*).

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

- Initial confusion around the expectations and responsibilities for district ISPs
- Consistent messaging and follow-through about the new educator evaluation system
- Completion of formal observations was hindered by various circumstances

RIDE has appreciated Little Compton’s collaboration and thought partnership around the development and refinement of educator evaluation processes. We hope that, in the upcoming school year, Little Compton shares the strategies and resources they are using to support their evaluation process during the CLO meetings.

System of Support 4: Human Capital Development

As of July 2012, Little Compton 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, Little Compton continued their utilization of the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Little Compton had no beginning teachers supported by RIDE induction program during the 2011-2012 school year. The district did have one beginning teacher who will be supported by a RIDE induction coach in the upcoming school year. In the meantime, the district continues to utilize a variety of supportive resources to ensure that the beginning teacher received exemplary support.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Little Compton 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 September 24, 2012)

The table below contains an overview of Little Compton’s fiscal spending through September 24th, 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 reflects the amended funding. As a result of the budget amendment, LEAs will likely see the funds increase or shift to SEA set asides. The amended budgets will be available in Accelegrants starting Friday, September 21st. RIDE 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 9/24/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$600.00	\$0.00	\$600.00	\$8,850.00*
INSTRUCTIONAL IMPROVEMENT SYSTEMS	\$800.00	\$0.00	\$800.00	\$5,421.00**
EDUCATOR EFFECTIVENESS	\$13,175.00	\$6,900.00	\$6,275.00	\$6,833.00
HUMAN CAPITAL DEVELOPMENT	\$0.00	\$0.00	\$0.00	\$0.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	NA	NA	NA	NA
TOTAL	\$14,575.00	\$6,900.00	\$7,675.00	\$12,254.00

* This amount includes an additional \$8,250.00 in MSP funds to support curriculum development

** RIDE has allocated an additional \$721.00 in funds to Little Compton for the support of the Teacher-Course-Student data collection.