

Transforming Education in Rhode Island



The Race to the Top Opportunity

Narragansett 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 Narragansett. During year 2, Narragansett 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, Narragansett has begun planning for the implementation of the following Year 3 projects: 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
Narragansett																				

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, Narragansett met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and Narragansett 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 Narragansett'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, Narragansett 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 Narragansett, 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

Narragansett sent 12 teachers and administrators to an initial professional development on the mathematics and ELA Common Core State Standards (CCSS), which satisfied the RTT goals (i.e. 4 per building) around training participation. Additionally, copies of the Common Core State Standards were distributed to all educators.

The district formed a subcommittee to create a multi-year transition plan, which included plans for presenting the information to all teachers as well as ways to utilize professional development, common planning time and other school-based resources to aid in the transition. To deepen teacher understanding of the new standards, all educators in the district were provided with an introduction to the structure and content of the new standards. In the spring, all educators and administrators were provided with the instructional alignment chart and encouraged to analyze at least one standard using the tool. 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.

Narragansett has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. The district is working with several other districts and the Dana Center to create a K-12 mathematics model curriculum. In addition, Narragansett applied for and was awarded a mini-grant from RIDE to work with several other districts to create K-12 ELA model aligned curriculum. RIDE also awarded Narragansett a Professional Learning Community (PLC) grant in order to support 14 elementary school teachers in the areas of both mathematics and ELA, as well as creating a mathematics resource binders for educators to better understand the new standards.

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

- Limited collaborative planning time and teacher/administrator concerns about long term implementation
- Minimizing the impact of missed instructional time while educators are working on curriculum
- Educator input on the mathematics and ELA curriculum
- Grade-level instruction gaps during transition to the common core

We want to commend Narragansett 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 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, Narragansett is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. RIDE wants to thank Narragansett for their participation in the 'data use' focus groups, which helped shape RIDE's content development and implementation planning for that project. The district's participation in the RIDE data team meetings also helped shape this work.

Thus far, Narragansett has confirmed that they plan to partially implement the Interim Assessments. RIDE anticipates that the district may attend upcoming training session to support the administration and scoring of those assessments. Additionally, Narragansett has registered for/attended training on the Instructional Management System (IMS) Primary (Pinnacle) 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 Narragansett 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, RIDE would like to remind the district that several important steps must be taken before the district can implement any of the RTT data systems (including the EPSS and the IMS). In particular, the district will need to identify points of contact/administrators for the systems (e.g. 'Single Sign-On Administrator'); those individuals may need to complete district configuration actions prior to your district's launch. Additionally, some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data. For questions or concerns, contact the RIDE contact for the applicable system or helpdesk@RIDE.ri.gov

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 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

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

Based on information provided to RIDE, we anticipate that Narragansett will implement the Formative Assessment modules, as well as the 'Data Use' professional development series, during school year 2013-2014.

'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.

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

System of Support 3: Educator Effectiveness

As of July 2012, Narragansett 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

Due to contractual limitations, Narragansett did not implement the Rhode Island Model for teacher and building administrator evaluations; however, the district chose to roll the process out to teachers in anticipation of full implementation during the 2012-2013 school year. RIDE would like to remind Narragansett that they are still required to submit final summative ratings for building administrator and teacher evaluations completed under their current model.

Narragansett created a District Evaluation Committee (comprised of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE. In the quarterly reports, the district noted that the District Evaluation Committee (DEC) created a calendar for the implementation and met biweekly to discuss implementation progress as well as areas where teachers and administrators would benefit from additional support and professional development. In order to support principal understanding of the process, as well as calibration, Narragansett worked with the RIDE-trained Instructional Service Provider (ISP).

Teacher and building administrator evaluators, as well as teacher leaders supporting the process, attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the district are registered/have attended the summer evaluator 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, Narragansett noted that they have encountered the following challenges around this work:

- Administrative time required for completion of evaluation tasks, as well as to learn the model and processes
- Inconsistent messaging in the module trainings

RIDE has appreciated Narragansett's collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their participation on advisory committees, RIDE has received valuable feedback 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. In the upcoming CLO meetings, RIDE would encourage Narragansett to share the structures and processes they put in place to support the evaluation process.

System of Support 4: Human Capital Development

As of July 2012, Narragansett 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, Narragansett continued utilizing the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Narragansett had 8 beginning teachers which were supported by RIDE induction coaches. At the start of the school year, all principals met with the district's new teacher induction coach; this greatly enhanced communication between the coaches and the building administrators. Narragansett established a subcommittee in which the chairperson is on the RIDE Induction Advisory Board. The chairperson and school principals attended RIDE Induction workshops. Over the course of the year, the subcommittee reviewed The New Teacher Center Induction Program Standards and 'cross-walked' these standards with the district's current mentoring program to identify gaps in support that may exist. At the conclusion of the year in their quarterly progress report, the district expressed interest in training a teacher in the New Teacher Center induction model.

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

- Sustainability of the Induction Coach program after RTT (i.e. funding, identification of mentors, etc)
- Technical assistance needed in order to design a district Induction Coach program
- Revising district human capital policies to comply with the BEP; revising collective bargaining agreements accordingly
- Support for second and third year teachers

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Narragansett 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 Narragansett'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 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 8/15/12	Years 1-2 Funds Remaining	Total Years 1-4 Remaining
STANDARDS & CURRICULUM	\$15,733.00	\$9,323.50	\$6,409.50	\$16,409.50
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$13,471.00	\$1,726.52	\$11,744.48	\$40,573.48
EDUCATOR EFFECTIVENESS	\$123,546.72	\$25,340.91	\$98,205.81	\$103,584.09
HUMAN CAPITAL DEVELOPMENT	\$45,000.00	\$0.00	\$45,000.00	\$135,000.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$0.00	NA	NA	NA
TOTAL	\$197,750.72	\$36,390.93	\$161,359.79	\$295,567.07

* RIDE has allocated an additional \$6,271.00 in funds to Narragansett 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.