



# Transforming Education in Rhode Island

## The Race to the Top Opportunity

### West Warwick 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 West Warwick. During year 2, West Warwick 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, West Warwick has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development, 'Data Use' Professional Development, and Interim Assessments.

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
West Warwick																				

<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, West Warwick met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and West Warwick 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 West Warwick's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated West Warwick's practice sharing during quarter 3.

In addition to West Warwick's participation in the CLO process, and in individual RTT projects, we also want to like to note that West Warwick attended the June 2012 training for the Virtual Learning Math Modules. In the upcoming fall, RIDE will provide additional training opportunities and support for districts implementing these modules.

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, West Warwick 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 West Warwick, 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 West Warwick's quarterly progress reports, the district supplemented RIDE Study of the Standards training by holding 12 full-day professional development sessions focused on ELA and math CCSS for elementary and middle school educators, and high school content areas (English, Science, History, Mathematics, World Language, Business, and IT) which met their RTT goals (i.e. 4 per building, or 85% of core educators in the district). Additionally, West Warwick 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), West Warwick provided numerous work sessions and dedicated common planning time throughout the school year to focus on alignment and understanding of the new standards. To encourage parent involvement, West Warwick offered classes to parents through the Adult Education Program, free of charge, to focus on helping parents understand CCSS and the new standards-based report cards. Additionally, West Warwick High School was selected to participate in a two-year Literacy Collaborative through the Education Alliance at Brown University. Core teachers from the high school will participate in a 4-day training during summer 2012 provided by the Literacy Collaborative. For supplemental professional development geared towards increasing readiness to transition, the district may want to consider attending RIDE sessions focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards. Instructional coaches in every elementary building hosted full-day office hours to provide information and guidance relative to standards, curriculum and assessments. Additionally, West Warwick negotiated a structure to support consistency of curriculum across the district.

West Warwick has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. The district implemented an aligned ELA curriculum for grades K-2, and an aligned K-1 and grade 8 curriculum in math, during the 2011-2012 school year. In parallel, specialists and teachers at all grade levels worked on creating, revising, and implementing curriculum aligned to the CCSS. For example, the ELA coaches worked with the 9th grade English, science, and history teachers to crosswalk and integrate the CCSS into existing curricula.

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

- Reluctance from teachers to attend RIDE Study of the Standards sessions because they did not want to leave classrooms
- Planning to address the "year gap" that will be created when transitioning from GLE's to CCSS
- Time resources to actually revise documents and work with teachers to create common assessments
- Difficulty in trying to bring groups of teachers together to gather input and/or to disseminate new curriculum documents.

We want to commend West Warwick on their in-district 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 also appreciate that West Warwick shared their approach during the quarter 3 CLO meeting; we believe that the sharing of those practices will accelerate the transition to the common core for all districts involved in this important work. We look forward to hearing about your progress, 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, West Warwick is on-track against the System of Supports 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, West Warwick has reported that they intend to partially implement the Formative Assessment online professional development modules and Interim Assessments. The district has also confirmed that they plan to engage school data leadership teams in the 'Data Use' professional development series starting in fall 2012.

Thus far, the district has not registered to attend the Formative Assessment PD facilitator orientation sessions taking place in August 2012. RIDE would also strongly encourage West Warwick to register for training on the administration and scoring of the Interim Assessments, which will take place in September 2012.

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 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](mailto:helpdesk@RIDE.ri.gov)

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

<b>Formative Assessment Online Professional Development Modules</b>	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

<b>'Data Use' Professional Development</b>	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.

<b>Interim Assessments</b>	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

<b>Instructional Management System (IMS)</b>	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

### System of Support 3: Educator Effectiveness

As of July 2012, West Warwick 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, West Warwick has implemented all components of the RIDE-approved Innovation Model for teacher and building administrator evaluations and has submitted final summative ratings to RIDE.

West Warwick held 23 full-day professional development sessions to provide teachers the opportunity to construct their learning and understanding of the teacher evaluation process and the evaluation rubrics. Additionally, two schools participated in a pilot of the teacher evaluation process, working with certified evaluators. Teachers' reflections following their training on the RIIC Teacher Evaluation system were overwhelmingly positive, indicating that they felt prepared and supported to transition to the new model. West Warwick also created a district Evaluation Committee, and submitted those names to RIDE. The committee met regularly to set policy and guidance. To ensure rigor and calibration, K-4 and 5-12 math teachers, with the support of ELA and math coaches, wrote common Student Learning Objectives (SLOs) tied to School Improvement Team (SIT) plans and the local assessment system. West Warwick implemented some revisions to its local assessment system in preparation for SLOs and collecting timely student data. Grades K, 1, and 8 will have 9 common pre- and post-assessments aligned to CCSS in mathematics; a formative assessment checklist for each test will allow teachers to track growth between pre- and post-assessments.

West Warwick attended all building administrator and SLO 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 building administrators must attend Academy training during summer 2012 as well as an 'SLO-only' training. In addition, there are two half-days of additional professional development taking place over the 2012-2013 school year and online observation practice.

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

- Taking time to implement the evaluation system well was somewhat of a challenge.

RIDE has appreciated West Warwick's collaboration and thought partnership around the development and refinement of educator evaluation processes. Through their participation 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.

## **System of Support 4: Human Capital Development**

As of July 2012, West Warwick 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, West Warwick began utilizing the SchoolSpring recruitment platform to recruit for open positions. West Warwick's personnel administrative assistant attended the March 12 meeting on SchoolSpring, and the district posted 3 positions on SchoolSpring for the 2012-13 school year.

During the 2011-2012 school year, West Warwick had 13 beginning teachers which were supported by RIDE induction coaches. This was supplemented by mentor teachers within the district, who provided additional support to beginning teachers.

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

- Access to some of the induction coach protocols and tools for the purpose of supporting all teachers and administrators.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that West Warwick 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 West Warwick’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](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	\$21,745.30	\$21,745.30	\$0.00	\$0.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$24,020.00	\$0.00	\$24,020.00	\$47,420.00
EDUCATOR EFFECTIVENESS	\$104,775.00	\$28,934.53	\$75,840.47	\$80,640.47
HUMAN CAPITAL DEVELOPMENT	\$76,500.00	\$0.00	\$76,500.00	\$229,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$17,435.00	\$0.00	\$17,435.00	\$17,435.00
<b>TOTAL</b>	<b>\$244,475.30</b>	<b>\$50,679.83</b>	<b>\$193,795.47</b>	<b>\$374,995.47</b>

\* RIDE has allocated an additional \$5,142.00 in funds to West Warwick 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.