

# Transforming Education in Rhode Island



## The Race to the Top Opportunity

### Westerly 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 Westerly. During year 2, Westerly 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, Westerly 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
Westerly																				

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

<b>Study of the Standards</b>	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.

<b>Intensive Curriculum Alignment and Model Curriculum Development</b>	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

Westerly has met the RTT goals around participation in the Study of the Standards professional development (i.e. 4 per building, or 85% of core educators in the district). As noted in Westerly's quarterly progress reports, the district sent the majority of their educators to the ELA and mathematics Study of the Standards sessions. Additionally, the district distributed the Common Core State Standards in hard copy to all educators. Additionally, to increase educator readiness to transition to the common core, Westerly educators have attended supplemental RIDE professional development focusing on text complexity and developing text-dependent questions.

Westerly 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, 21 educators and administrators from Westerly worked with several other districts and the Dana Center to create a K-12 mathematics model curriculum. Following each curriculum writing sessions, involved teachers and leaders shared their work with other educators in their building(s) in order to garner feedback and to inform the writing team and leadership decisions. In parallel, the district developed a plan to provide educators with the professional development and resources needed to then implement the new curriculum. Additionally, Westerly received grant-funding from RIDE to work with several other districts during summer 2012 to create resources and lesson plans aligned to a K-12 ELA curriculum.

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

- Loss of instruction time and teacher availability poses a challenge during the school year.
- Fidelity of implementation
- Loss of administrator time in buildings due to participation in model curriculum development with the Dana Center model.
- Sustainability of funding related to curriculum development

We want to commend Westerly 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 professional development plans and/or curriculum materials you are developing during upcoming meetings, or with all districts through the Instructional Improvement System (IMS).

We look forward to hearing about your progress working collaboratively with the other districts, and on new in-district initiatives, as well as the successes and challenges you encountered along the way, as you (and all districts) begin planning for next steps following the Common Core State Standards alignment.

## System of Support 2: Instructional Improvement Systems

As of July 2012, Westerly 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 Westerly for their participation in the 'data use' focus groups, which helped shape RIDE's content development and implementation planning for that project.

Thus far, Westerly has confirmed that they plan to engage school data leadership teams from all district schools in the 'Data Use' professional development series, which starts in August 2012, and the district has confirmed logistics with RIDE for the initial sessions. Westerly has also confirmed that they plan to implement the Interim Assessments in fall 2012, and RIDE anticipates that the district may register for training on the administration and scoring of those assessments. The middle school has chosen to pilot the Formative Assessment professional development modules, and the district will send applicable facilitators to the RIDE facilitator orientation sessions; the remaining schools in the district will participate in the professional development modules during the following school year.

Finally, Westerly has registered for/attended training on the Instructional Management System (IMS) Rtl (Exceed) platforms and plans to implement both the Rtl and Curriculum platforms.

RIDE would like to remind the district that, in order to prepare for implementation of any of the RTT data systems (including the EPSS and the IMS), some configuration steps may be required by the district points of contact/administrators of those systems (e.g. 'Single Sign-On Administrator'). 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)

<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 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

<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>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

### System of Support 3: Educator Effectiveness

As of July 2012, Westerly 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, Westerly has implemented all components of the Rhode Island Model for teacher and building administrator evaluations. During the 2011-2012 school year, all educators (including building administrators and support professionals) received evaluations and Westerly has submitted the final summative evaluation ratings to RIDE.

To support implementation of the educator evaluation process, Westerly created a District Evaluation Committee (comprised of teachers, support personnel, principals, central office staff, and union reps) and submitted those names to RIDE. Throughout the year, the District Evaluation Committee examined changes to the RI model and planned dissemination of information and training for staff; the committee also surveyed staff for feedback on the program and its implementation. The district also provided specific guidance for each content area that is aligned and connected to the standards, so that all contributing educators would understand their connection to student growth. Additionally, Westerly building administrators worked with a RIDE-trained Intermediary Service Provider (ISP) to ensure that their observations and Student Learning Objective (SLO) evidence assessments were calibrated.

Westerly attended all evaluation training modules offered by RIDE during the 2011-2012 school year. To deepen teacher engagement and understanding of the process, 32 teacher leaders also attended teacher evaluator module trainings. Currently, Westerly evaluators have registered/attended the summer 2012 evaluator training. Additionally, in preparation for the upcoming school year, administrators met over the summer to work on common SLOs, which will be focused on enhancing educational technology understanding through use of the Educator Performance and Support System (EPSS) as well as the online calibration tool (i.e. the FFTPS).

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, Westerly noted that they have encountered the following challenges around this work:

- Completion of evaluations for all educators by administrators, in addition to evaluation training, was time intensive
- Implementation of multiple initiatives has an impact on building capacity, training, funding, and fidelity of implementation
- Consistent messaging in Module trainings
- Redundancy of goals and evidence in rubric
- Clarifying changes in model with teachers and evaluators

RIDE has appreciated Westerly's collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming CLO meetings, RIDE would encourage district participants 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, Westerly 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

RIDE would like to commend Westerly for their hard work on developing a human capital management policy adherent to the Basic Education Program (BEP), and is pleased to note that the school committee approved the policy in spring 2012.

In preparation for the 2012-2013 school year, Westerly has continued to utilize the SchoolSpring recruitment platform to recruit for open positions. Because the district anticipates a high number of vacancies in the upcoming school year, Westerly has also used SchoolSpring to pro-actively review job descriptions and pursue early options.

During the 2011-2012 school year, Westerly had 3 beginning teachers which were supported by RIDE induction coaches. This was supplemented by the district's local contractual mentoring program. In order to help all principals understand the impact of the induction program, a new teacher and induction coach spoke to all principals at one of their meetings and shared their experience throughout the year. This helped prepare new principals to engage in the program during the upcoming year. Overall, the district received positive feedback from this year's participants, and district staff members have applied for RIDE-trained induction coach positions for the upcoming year.

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

- Potential financial challenge around teacher recruiting platform
- Fiscal sustainability/viability for maintaining an Induction Coach model after RTT funds are depleted

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Westerly 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.

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.

**Summary of Fiscal Spending To-Date (As of August 15, 2012)**

The table below contains an overview of Westerly’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	\$13,933.00	\$4,521.30	\$9,411.70	\$19,411.70
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$5,167.20	\$0.00	\$5,167.20	\$28,200.00
EDUCATOR EFFECTIVENESS	\$66,977.00	\$0.00	\$66,977.00	\$71,777.00
HUMAN CAPITAL DEVELOPMENT	\$4,500.00	\$0.00	\$4,500.00	\$13,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$40,849.00	\$0.00	\$40,849.00	\$40,849.00
<b>TOTAL</b>	<b>\$131,426.20</b>	<b>\$4,521.30</b>	<b>\$126,904.90</b>	<b>\$173,737.70</b>

\* RIDE has allocated an additional \$4,496.00 in funds to Westerly for the support of the Teacher-Course-Student data collection.