



Transforming Education in Rhode Island

The Race to the Top Opportunity

Woonsocket 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 Woonsocket. During year 2, Woonsocket 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, Woonsocket has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development and 'Data Use' Professional Development, 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 |
| Woonsocket | ? | | ? | | ? | | ? | | ? | | ? | | ? | | ? | | ? | | ? | |

| | |
|---------------|---|
| 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. |
| ? | No Quarterly Progress Update report was submitted. |

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, Woonsocket did not meet the bar for participation in the performance monitoring components of RTT. While the district sent participants to all four quarterly meetings, at times the district representatives were not knowledgeable about Woonsocket's RTT implementation activities and, therefore, were unable to contribute fully in the peer-to-peer discussion. Additionally, Woonsocket only submitted two of the four quarterly progress update reports.

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 submit the quarterly progress update reports and to include comprehensive narrative reflective of your implementation progress against the scope of work tasks. We would also encourage the district to send representatives who can share the tools and strategies you are using in your district, as this will aid both the district and its CLO peers,

System of Support 1: Standards and Curriculum

As of July 2012, Woonsocket 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 Woonsocket, 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 |

Woonsocket distributed the Common Core State Standards (CCSS) in hard copy to all relevant educators. As noted in Woonsocket's quarterly progress reports, the district sent 85% of its educators to the Study of the Standards training sessions which met/exceeded their RTT goals.

To encourage teacher engagement in the transition to the Common Core State Standards, Woonsocket utilized common planning time to discuss and incorporate the application of mathematical practices of CCSS. At Citizen's Memorial Elementary school, a team of teachers and a teacher leader developed common rubrics for expository texts aligned to CCSS. 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.

Woonsocket has significant progress against implementing a guaranteed and viable curriculum aligned to the new common core state standards. While Woonsocket continued their participation in the model curriculum science and mathematics work during the 2011-2012 school year, the district also noted in their quarterly progress update that they were delayed in their ELA curriculum work at the start of the school year. During the 2011-2012 school year, ELA teachers wrote units of study in grade level teams, and worked to align individual units to CCSS during common planning time. By the end of the school year, Woonsocket reported that they had aligned grades 6-8 ELA units of study to CCSS, and that the grade 7 ELA teachers had conducted a gap analysis of their units to ensure all standards in CCSS were addressed. RIDE is also pleased to note that Woonsocket received grant-funding to deepen their mathematics curriculum cohort work with by creating resources and lesson plans aligned to a K-12 mathematics model curriculum.

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

- Limited time, lack of substitute teachers and funding have made planning for professional development a challenge
- ELA and social studies are in need of intensive work to create curriculum aligned to CCSS
- Science, Social studies, and elective teachers need PD on their role in addressing ELA content literacy standards

We want to commend Woonsocket 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, Woonsocket is on-track against the System of Support 2 year 1 and 2 commitments and tasks for Race to the Top. Thus far, Woonsocket has reported that they intend to partially implement the Formative Assessment online professional development modules and 'Data Use' professional development series in fall 2012. Additionally, Woonsocket has also registered for training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms, as well as for Administrator training.

In preparation for implementation of the Formative Assessment professional development modules, the district registered/attended the facilitator orientation sessions which took place in August 2012. 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.

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

| | Year 1: SY10-11 | Year 2: SY11-12 | |
|---|--------------------|--------------------|---|
| Formative Assessment Online Professional Development Modules | | | |
| 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 |

| | Year 1: SY10-11 | Year 2: SY11-12 | |
|--|---------------------------|--------------------|---|
| Instructional Management System (IMS) | | | |
| 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 |

Based on information provided to RIDE, we anticipate that Woonsocket will implement the following initiatives during the 2013-2014 school year.

| | Year 1: SY10-11 | Year 2: SY11-12 | |
|---|--------------------|--------------------|--------|
| 'Data Use' Professional Development | | | |
| 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.

| | Year 1: SY10-11 | Year 2: SY11-12 | |
|--|--------------------|--------------------|---|
| Interim Assessments | | | |
| 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, Woonsocket 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 | X |
| Identify District Evaluation Committee members, responsible for monitoring the implementation of the system and providing recommendations to LEA leadership teams. | X | 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 | 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 | X |
| Create a plan for the appropriate use of funds to support implementation of educator evaluation system. | X | | | X |
| Complete required RIDE approved 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, Woonsocket has implemented all components of the Rhode Island Innovation Consortium model for teacher evaluations, and the Rhode Island Model for building administrator evaluations. As of October, 2012 RIDE has not yet received summative teacher and building administrator ratings. RIDE would like to remind the district that this is a required submission, and that the district should send this to the appropriate contact at RIDE as soon as possible.

To support implementation of the evaluation process, Woonsocket created a District Educator Evaluation Board (composed of teachers, support personnel, principals, central office staff, and union reps) and submitted the membership list to RIDE. The DEC met monthly during the evaluation process, and this group developed evaluation processes and protocols with labor management and in collaboration with the RI Innovation Consortium. Additionally, to support teacher understanding of the process, Woonsocket held training sessions on the new RIIC educator evaluation model.

Evaluators from Woonsocket attended all RIIC and RIDE training modules during the 2011-2012 school year, and evaluators from the LEA also attended the summer 2012 RIDE Student Learning Objective and building administrator evaluation training sessions. We want to remind the LEA that, in addition the Academy training and RIIC trainings for teacher evaluators, 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.

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

- Time management of the process, including institutionalizing the training for new principals

RIDE has appreciated Woonsocket’s collaboration and thought partnership around the development and refinement of educator evaluation processes. In the upcoming school year, we hope that Woonsocket continues to share 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, Woonsocket 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, Woonsocket continued to utilize the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, Woonsocket had 3 beginning teachers which were supported by RIDE induction coaches. Two educators were released from the district in order to serve as RIDE induction coaches.

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

- Need for additional guidance on the implementation of the induction process (e.g., how often met with induction coach and how to deal with concerns that arise)
- Sustainability of the induction program once RTT funding ends

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

The table below contains an overview of Woonsocket's fiscal spending through September 24, 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 | \$72,848.00 | \$13,797.24 | \$59,050.76 | \$83,848.00 |
| INSTRUCTIONAL IMPROVEMENT SYSTEMS* | \$56,460.00 | \$3,632.65 | \$52,827.35 | \$100,664.35 |
| EDUCATOR EFFECTIVENESS | \$236,225.00 | \$0.00 | \$236,225.00 | \$239,263.00 |
| HUMAN CAPITAL DEVELOPMENT | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| SCHOOL TRANSFORMATION AND INNOVATION | NA | NA | NA | NA |
| NON-COMMITTED | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL | \$365,533.00 | \$17,429.89 | \$348,108.11 | \$423,775.35 |

* RIDE has allocated an additional \$8,837.00 in funds to Woonsocket for the support of the Teacher-Course-Student data collection.