



## Davies Career and Technical School 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 Davies Career and Technical School (Davies). During Year 2, Davies 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, Davies has begun planning for the implementation of the following Year 3 projects: Formative Assessment Professional Development and 'Data Use' Professional Development.

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
Davies Career and Technical School	GREEN	GREEN	GREEN	?	GREEN	GREEN	GREEN	?	GREEN	GREEN	GREEN	?	GREEN	GREEN	GREEN	?	GREEN	GREEN	GREEN	?

<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.
<b>?</b>	No Quarterly Progress Update (QPU) 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, Davies met the bar for participation in all four quarterly CLO meetings. Three of the four quarterly progress reports were submitted and Davies 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 Davies' RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated Davies's practice sharing during quarter 3.

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 want to encourage Davies to submit their reports in advance of the meeting so that the data from the update can be used in the meetings. 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 August 2012, Davies 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 Davies, 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

Davies distributed copies of the Common Core State Standards (CCSS) to all academic teachers at the beginning of the 2011-2012 school year. As noted in Davies's quarterly progress reports, the district sent 13 educators to the Study of the Standards training sessions which met their RTT goals (i.e. 4 per building). RIDE is pleased to note that Davies was able to adjust their contractual language in order to incorporate professional stipends language in order to support the professional development embedded in the RTT initiatives.

Davies has made some progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. During the 2011-2012 school year, Davies created a committee, composed of educators and administrators. This committee reviewed existing curriculum aligned to the GSEs and to determine the gaps that would need to be addressed in order to align the curriculum to the CCSS. The committee findings were to inform the district as to whether it made sense to revise (as opposed to rewriting) the existing curriculum in order to ensure alignment to the CCSS. In parallel, Davies researched model templates that included core curriculum elements needed to create frameworks for a school-wide curriculum design, and determined what the targeted standards would be in ELA and mathematics based on research and gap analysis findings.

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

- Initial difficulty in scheduling the Study of the Standards training sessions
- Collective bargaining agreement restrictions on professional development opportunities for teachers
- Providing after-school professional development to teachers requires Davies to provide monetary compensation

In order to deepen educator understanding of the new Common Core State Standards, RIDE would encourage the Davies to consider attending supplemental RIDE professional development geared towards increasing readiness to transition through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards. In the upcoming year, we look forward to hearing about 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 August 2012, Davies is on-track against the System of Support 2 Year 1 and 2 commitments and tasks for Race to the Top.

Thus far, Davies has reported that they intend to partially implement the Formative Assessment online professional development modules, and has registered for/attended the formative assessment facilitator orientation sessions. Davies has also confirmed that they plan to engage a school data leadership team in the 'Data Use' professional development, which started in August 2012 and will continue through the school year.

Davies has not yet attended training on the Instructional Management System (IMS) Primary (Pinnacle) and Rtl (Exceed) platforms. Prior to considering implementation, RIDE would encourage the district to examine the deployment guide for the IMS and to review the resources posted online. Additionally, 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 IMS and Educator Performance and Support System (EPSS)); for example, some functionality in the IMS is dependent upon the timely submission of Teacher-Course-Student data. For questions or concerns, contact [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 Davies has encountered while implementing these systems. Additionally, for those participating in the 'Data Use' professional development, we would be interested in hearing some of the strategies that Davies 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.*

Based on information provided to RIDE, we anticipate that Davies will implement the Interim Assessments and Instructional Management System during school year 2013-2014.

<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>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

### System of Support 3: Educator Effectiveness

As of August 2012, Davies 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 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, Davies has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted final summative ratings for teachers to RIDE. As of September 2012, Davies has not submitted final summative ratings for their building administrators.

To support teacher understanding of the evaluation process, Davies provided staff with a general overview of the evaluation system at the beginning of the 2011-2012 school year. The administration also provided a schedule for the evaluations as of February 2012. Additionally, Davies held two workshop/ training sessions for teaching staff to review Student Learning Objectives (SLOs) and other components of the evaluation system. Davies developed model goals for staff based on the School Improvement Plan, one school-wide goal and the other individualized department goals. Davies created a District Evaluation Committee (composed of teachers, support personnel, principals, central office staff, and union reps) which has been submitted to RIDE.

Davies attended all evaluation training modules offered by RIDE during the 2011-2012 school year, as well as the Academy training during summer 2012. RIDE would like to remind the district that both teacher and administrator evaluators are required to attend two half-days of additional professional development taking place over the 2012-2013 school year, as well as complete online observation practice.

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

- The existing contract language require a memorandum of understanding in order to implement the evaluation process,
- The learning curve challenges of the evaluation system on the part of the teachers and evaluators
- Consistent implementation of the evaluation process

RIDE appreciates that, during the quarter 3 CLO meeting, Davies shared the structures and processes they put in place to support the evaluation process. We hope that Davies continues to share the strategies and resources they are using to support their evaluation process during the upcoming CLO meetings.

## System of Support 4: Human Capital Development

As of August 2012, Davies 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

Davies has continued to utilize the SchoolSpring recruitment platform to recruit for open positions. To supplement the use of SchoolSpring, the LEA uses a second recruitment process for non-teaching staff members. The human resources director has further developed the district's recruitment process and plans on providing in-depth training to the management team.

During the 2011-2012 school year, Davies had 2 beginning teachers which were supported by RIDE induction coaches. This support was provided in parallel to the district's existing mentorship program, which provides support to teachers who have limited teaching experience *as well as* beginning teachers. Throughout the 2011-2012 school year, school administrators met with induction coaches on a quarterly basis to discuss teacher progress and challenges. As reported in Davies's quarterly progress report, new teachers felt that the program was successful.

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

- Required to use multiple platforms in order to recruit for non-teaching staff
- Additional support required beyond the induction program for non-beginning teachers who have limited teaching experience

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Davies 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 Davies' 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 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-than-anticipated costs for contracts, 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 budget table below or 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	\$600.00	\$0.00	\$600.00	\$600.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS	\$861.20	\$0.00	\$861.20	\$4,700.00
EDUCATOR EFFECTIVENESS	\$3,444.80	\$0.00	\$3,444.80	\$4,000.00
HUMAN CAPITAL DEVELOPMENT	\$4,500.00	\$0.00	\$4,500.00	\$13,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$142,713.00	\$0.00	\$142,713.00	\$142,713.00
<b>TOTAL</b>	<b>\$152,119.00</b>	<b>\$0.00</b>	<b>\$152,119.00</b>	<b>\$165,513.00</b>