Transforming Education in Rhode Island

The Race to the Top Opportunity

Davies Career and Technical High School Year 3 Race to the Top Implementation Update: SY 2012-2013
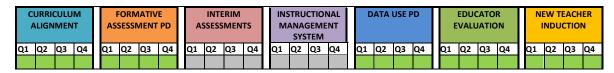
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The Annual Stocktaking provides both the state and the Local Education Agency (LEA) with an opportunity to review LEA accomplishments and challenges over the course of the Race to the Top (RTT) grant implementation period (i.e., from September 2010 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. 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.

This report also includes areas that LEAs self-identified as challenges in their ability to meet Race to the Top commitments. Additionally, Appendix A provides a summary of LEA progress against the student achievement targets set at the start of the grant.

LEA Self-Assessment of Year Three Performance

The table below shows Davies Career and Technical High School (Davies) self-reported status against the Year 3 Race to the Top projects. During Year 3, Davies has fully participated in the following projects: Model Curriculum and Intensive Curriculum Alignment, Formative Assessment professional development, Data Use professional development, Educator Evaluation, and New Teacher Induction.

In addition, Davies has begun planning for the implementation of the remaining Year 4 projects, as well as deepening engagement in the initiatives taken on during Year 3.

CURRICULUM ALIGNMENT				FORMATIVE ASSESSMENT PD				INTERIM ASSESSMENTS				INSTRUCTIONAL MANAGEMENT SYSTEM				DATA USE PD				EDUCATOR EVALUATION				NEW TEACHER INDUCTION			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

ON-TRACK	The majority of tasks from the prior quarter are complete, and tasks from the current quarter are on-track to be completed.
DELAYED	Some tasks from the prior quarter are complete, but others have yet to be completed, and/or the district may have difficulty completing the current tasks in the anticipated time frame.
OFF TRACK	The majority of tasks anticipated to date have not been completed and/or the LEA is having significant challenges with some tasks.
NOT APPLICABLE	The district elected not to participate in this project during the 2012-2013 school year.

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 quality implementation of RTT is best supported through peer-to-peer sharing and that the CLO meetings provide LEAs with an opportunity to gain insights on how to address specific challenges of capacity and practice.

During the 2012-2013 year, Davies met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and Davies sent consistent participants to the quarterly meetings, representing appropriate levels of LEA leadership.

In the upcoming year, we are looking forward to continuing our meaningful conversations around the implementation accomplishments and challenges faced by each LEA, as well as discussing how LEAs are building the necessary capacity to sustain this work beyond Race to the Top. 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 regarding areas that we would appreciate hearing about in greater detail from you and other LEA leaders.

System of Support 1: Standards and Curriculum

Based on the quarterly progress reports submitted by Davies, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district as 'on track (green),' 'delayed (yellow),' 'off track/at risk (red)', or 'not applicable (grey)' on each of the Year 3 System of Support 1 scope of work tasks for Race to the Top. This assessment is reflected in the table below. Please note that further description of these statuses can be found on page one of this report.

RIDE would like to commend Davies on its efforts to expand and deepen educator and administrator knowledge of the Common Core State Standards (CCSS). In its progress reports, Davies noted that all of their educators have attended Study of the Standards sessions, and have been trained on transitioning to the CCSS as well as Understanding by Design (UBD). During the summer 2012 professional development academy and school year professional development series, educators were able to work collaboratively around the transition. Additionally, technical area teaching staff members were trained on the connection between Career and Technical Education (CTE) and CCSS, including teaching responsibilities related to CCSS, unpacking the standards, and the inside-out of the unpacking method. Educators also attended supplemental RIDE professional development around key instructional shifts, such as text complexity and academic vocabulary.

Davies has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. In their quarterly progress update reports, Davies indicated that alignment of their core courses would be completed by August 2013, and that ancillary and technical courses would be aligned during the 2013-2014 school year. The school also indicated that they are in the process of reviewing assessment platforms, as well as new CCSS texts, to support their instructional practices.

We commend Davies on their work in this area, and look forward to hearing about additional opportunities that Davies has created for further collaboration within their district and across other districts with a CTE focus. Additionally, we hope to hear more from the district about their plans for implementing an aligned curriculum.

Intensive Curriculum Alignment and Model Curriculum Development	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
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	Modify as needed	Modify as needed	Modify as needed
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	Modify as needed	Modify as needed	Modify as needed
Create implementation plan, including the identification of aligned resources, to support roll out of new curricula	X	Modify as needed	Modify as needed	Modify as needed
Develop curriculum aligned to the Common Core State Standards, including participation in Dana Center curriculum writing and leadership sessions (if applicable)	X	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.

System of Support 2: Instructional Improvement Systems

During the 2012-2013 school year, Davies implemented two of the four Race to the Top projects in System of Support 2 (Formative Assessment professional development and Data Use professional development). Based on the quarterly progress reports submitted by Davies, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for those applicable projects.

Davies has configured the Instructional Management System (IMS) to provide educator access to both Interim Assessments and the Formative Assessment PD modules; however, they chose to delay implementation of the Interim Assessments until the 2013-2014 school year.

During the 2012-2013 school year, Davies implemented the Formative Assessment online professional development modules. In their quarterly progress update reports, Davies indicated that approximately 32% of their teaching staff committed to completing the modules as part of their professional growth goal for the 2012-2013 school year. The school's supervisor of academic instruction oversaw the implementation of the assessments in daily practice, and facilitated the community of practice for educators engaging in the modules. In the upcoming 2013-2014 school year, Davies has indicated that they intend to continue implementation of the modules, and that the participants from this past school year may serve as facilitators in the upcoming year.

During the 2012-2013 school year, Davies participated in the Data Use professional development series. In the QPU reports, the district expressed that the school data leadership team appreciated the site visit as it provided the school with an opportunity to share out how they have incorporated meaningful data conversations into decision making and instructional practices. Davies also indicated that they integrated the data use best practices into existing professional development sessions, and planned an additional summer workshop on data use during which they intended to guide educators through the turnkey materials and activities from the data use training. The school intends to continue these practices in the upcoming school year, with a focus on using the protocols from the training to improve the course placement process as well as to review student retention data.

In the upcoming CLO sessions, we look forward to hearing about the Davies's plans for implementing new initiatives, or deepening engagement in initiatives implemented during the 2012-2013 school year. Additionally, looking ahead towards the PARCC assessment, we hope to hear more from districts about how these initiatives are supporting their transition to the common core.

Instructional Management System (IMS)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
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	As needed	As needed	As needed	As needed
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	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	X	X	X
Deepen the understanding and use of the IMS among all educators	X	X	X	X

Formative Assessment Professional Development Modules (accessed via the Instructional Management System)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
Identify facilitators who will support the implementation of formative assessment practices in daily instruction				X
Coordinate participation of educators in training modules and communities of practice	X	X	X	X

Interim Assessments (accessed via the Instructional Management System)	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
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			
Send LEA-determined facilitators to RIDE provided training on both the Fixed-Form assessment tool and the test-building tool	Fixed Form	Test Builder		
Train of educators in the LEA on the administration and use of interim assessments utilizing RIDE-trained facilitators	X	X	X	X
Administration of Interim Assessments in selected grades and content area(s)	1st Fixed Form Test	2nd Fixed Form Test	3rd Fixed Form Test	

'Data Use' Professional Development	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
In coordination with RIDE, select 'Data Use' training dates for each cohort of schools, as applicable				Year 2
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 2
Following 'Data Use' professional development, identify district and school practices to sustain and deepen data use and collaboration	X	X	X	X

* 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.

System of Support 3: Educator Effectiveness

During the 2012-2013 school year, Davies fully implemented all components of System of Support 3 - the Rhode Island model for teacher and building administrator evaluations; and final effectiveness ratings for all teachers and building administrators have been submitted to RIDE using the Educator Performance and Support System. Based on the quarterly progress reports submitted by Davies, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for Educator Evaluation.

To support the educator evaluation implementation process, Davies provided educators with a professional development calendar, identifying opportunities for staff to receive support on the model. In their quarterly progress update report, Davies noted that they hosted a four-day two-hour professional development workshop on creating Student Learning Objectives (SLOs), and that feedback from the session indicated that the content was well received. The school's District Evaluation Committee also worked throughout the year to finalize language around performance improvement plans, and administrators began to discuss the variety of supports that could be made available to educators rated 'developing' or 'ineffective'.

Additionally, Davies utilized the Educator Performance and Support System (EPSS) to streamline their evaluation process. The school provided training to all staff, and assisted them in the process of uploading Professional Growth Plans and SLOs into the system.

During the 2012-2013 school year, Davies participated in all required training activities. Additionally, evaluators have registered/attended for the RIDE summer professional development. Looking ahead, RIDE would like to remind Davies of their responsibility to ensure that all personnel responsible for evaluating both teachers and building administrators participate in applicable training activities.

As we enter into the final year of the Race to the Top grant, RIDE encourages Davies to continue to engage their CLO peers in thinking about continuous support for evaluation implementation, as well as how evaluation data is being used to identify professional development needs.

Educator Evaluation	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
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
Identify individuals who will serve as primary and, if applicable, secondary/complementary evaluators				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			Mid-year half-day training	Mid-year half-day training
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
Complete required components of RI Model for educator and building administrator evaluations	SLOs and Goals	Midyear Conference	Midyear Conference	EOY Report & Summative rating
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	x	x	x
Use Evaluation Data to identify individual and school/district-wide professional development needs and act on those needs			x	x

System of Support 4: Human Capital Development

During the 2012-2013 school year, Davies participated fully in the Beginning Teacher Induction program. Based on the quarterly progress reports submitted by Davies, as well as participation in additional applicable activities through the end of the 2012-2013 school year, we have assessed the district on each of the Year 3 scope of work tasks for Beginning Teacher Induction.

During the 2012-2013 school year, all beginning teachers were supported by a RIDE induction coach. Additionally, in their quarterly progress update report Davies noted that they have made progress towards aligning their existing in-district mentorship program with the practices used in the RIDE induction program. RIDE would also like to thank Davies for their feedback on the program, and appreciates their suggestion that mentors from various districts collaborate together and support training similar to the induction program trainings.

In their quarterly progress update report, Davies indicated that they were in the process of reviewing and revising their hiring policies. Additionally, Davies has continued their utilization of SchoolSpring for recruitment of staff on an as needed basis.

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.

Beginning Teacher Induction	Year 3:SY12-13			
	Q1	Q2	Q3	Q4
If applicable, recommend potential Induction Coaches to RIDE				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	
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
Provide feedback to RIDE on the development and integration of existing mentorship programs into a sustainable, instructionally-focused state or district-wide Induction Coach model			x	x

Appendix A: Overall District Goals and Performance Measures

The table below contains each district's previously established performance measures. These measures provide the state and district with a baseline from which to monitor progress, be held accountable, and recognize success as we advance toward our goals. Please note: The RTT accountability goals set below are separate and performance against those goals does not have an impact on the state-wide accountability system. Additionally, since setting the goals, the US Department of Education has requested that the state revise its goals on college enrollment and college course completion. Therefore, at this time, we have not updated your progress towards these post-secondary goals. Each district has an opportunity to review their current data and revise the goals to better align with the state goals on these measures.

Davies Performance Measures	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015
	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual	Goal
Students entering the fourth grade will be proficient in reading on NECAP	n/a*	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the fourth grade will be proficient in mathematics on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the eighth grade will be proficient in reading on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
Students entering the eighth grade will be proficient in mathematics on NECAP	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and black students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between white and Hispanic students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between non-economically disadvantaged students and economically disadvantaged students will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
-The gap between students without IEPs and those with IEPs will be cut in half	n/a	-	n/a	-	n/a	-	n/a	-		-
85% of students who first entered 9th grade 4 years prior will graduate from high school	59%	67%	n/a	72%	75%	75%	75%	77%		80%
77% of students who graduate from high school will enroll in an institution of higher education (IHE) within 16 months of receiving a diploma	54%	-	n/a	64%	63%	68%	52%	73%		77%
70% of high school students who enroll in an institution of higher education within 16 months of graduation will at least one year's worth of credit within two years of enrollment in the IHE	68%	-	n/a	72%	77%	75%	n/a	77%		80%

n/a indicates that the data is not available, either because the n size is below 20 or because there are no students in that category.
Additionally, a hyphen (-) indicates that the LEA did not set a goal for the applicable performance measure.