



## Blackstone Valley Prep 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 about your implementation strategies.

### Stocktaking Overview

The table below shows the self-reported status against the Year 2 Race to the Top projects for Blackstone Valley Prep. During Year 2, Blackstone Valley Prep 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, BVP has begun planning for the implementation of the following Year 3 projects: Formative Assessment professional development modules 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
Blackstone Valley Prep																				

<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, Blackstone Valley Prep met the bar for participation in all four quarterly CLO meetings. All quarterly progress reports were submitted on time, and BVP sent at least one participant to all four quarterly meetings. Additionally, the participants reflected appropriate levels of LEA leadership, were knowledgeable about BVP's RTT implementation activities, and contributed fully in peer-to-peer discussions. We also appreciated BVP's practice-sharing during quarter 4.

RIDE would like to note that the quarter three report was submitted without status ratings, and, therefore, the table above does not reflect an LEA self-assessment. 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 LEA 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, Blackstone Valley Prep 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 BVP, we have assessed the LEA 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

As noted in Blackstone Valley Prep's quarterly progress reports, the LEA met their RTT goals (i.e., 4 per building) for educator participation in the Study of the Standards training sessions. In addition, BVP educators attended 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.

Blackstone Valley Prep has made significant progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. BVP has leveraged their partnership with the Achievement Network and, as a result, has developed mathematics and ELA interim assessments aligned to CCSS and PARCC for grades 2, 5, and 6. The Achievement Network has also provided data coaching for teachers, which will increase their readiness to transition to the Common Core and PARCC assessment.

During the 2011-2012 school year, educators from Blackstone Valley Prep attended a Measured Progress-sponsored NECAP item analysis in order to build a deeper understanding of the alignment between the NECAP results and anticipated PARCC and CCSS curriculum. BVP also hired a Director of Academics to oversee K-12 curriculum development, and the LEA utilized weekly professional development sessions for curriculum development work. Staff members worked on further curriculum alignment over the summer 2012 and created summative assessments to allow for backwards planning.

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

- Conflicts between RIDE-scheduled Study of the Standards sessions and school schedules/professional development days

We want to thank Blackstone Valley Prep for sharing the LEA's approach to curriculum alignment and development at the quarter four CLO meeting; we believe that the sharing of those practices will accelerate the transition to the Common Core for all districts involved in this important work. In the upcoming school year, we hope that you will take the opportunity to share the curriculum materials you are developing with your fellow CLO colleagues, and/or with all districts through the Instructional Management System (IMS).

## System of Support 2: Instructional Improvement Systems

As of August 2012, Blackstone Valley Prep is on track against the System of Supports 2 Year 1 and 2 commitments and tasks for Race to the Top. Thus far, BVP has reported that they intend to partially implement the Formative Assessment online professional development modules with a small number of new teachers and will fully implement the fixed-form Interim Assessments for all grades in both ELA and math. Additionally, BVP registered for/attended training on the Instructional Management System (IMS) Primary (Pinnacle) and RtI (Exceed) platforms.

Our records indicate that the LEA did not attend the Formative Assessment PD facilitator orientation sessions, which took place in August 2012, and has not yet registered to attend training on the administration and scoring of the interim assessments, which takes place in late September 2012. Should BVP need additional support on their implementation of the modules, we would encourage the LEA to reach out directly to the RIDE point person for that project.

RIDE would like to remind the LEA that several crucial configuration steps that must be taken before the LEA can implement the RTT data systems (including the IMS and Educator Performance and Support System (EPSS)), such as identification of LEA configuration administrators. Additionally, 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 Blackstone Valley Prep has encountered while implementing these systems, as well as the LEA's progress around building teacher engagement in the various IMS tools and resources.

	Year 1: SY10-11	Year 2: SY11-12	
<b>Formative Assessment Online Professional Development Modules</b>			
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	
<b>Instructional Management System (IMS)</b>			
Designate an LEA data steward to support decision making around data collections and systems implementation and to provide input and feedback on data initiatives through designated representatives	Identify LEA Data Steward	X	X
Maintain data quality standards of local student information systems and upload local assessment data and program information as required by RIDE in a timely manner	X	X	X
Review the RIDE <i>IMS Training Plan</i> and develop a multiyear training and implementation plan to provide all educators with access and training on the system			X
Based on <i>IMS Training Plan</i> guidance, register and attend training for Administrative Users (i.e. users who will maintain and configure both the Primary IMS and RtI Module) and LEA Trainers (i.e. staff to be trained as trainers)			X
Following RIDE training, LEA Administrative Users and LEA Trainers configure the IMS for educator use and to provide end users with access and training needed to utilize the IMS for daily activities			X

	Year 1: SY10-11	Year 2: SY11-12	
<b>Interim Assessments</b>			
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

Thus far, Blackstone Valley Prep has reported that they do not plan to implement the 'Data Use' professional development series during the 2012-2013 school year.

	Year 1: SY10-11	Year 2: SY11-12	
<b>'Data Use' Professional Development</b>			
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.

### System of Support 3: Educator Effectiveness

As of August 2012, Blackstone Valley Prep 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, Blackstone Valley Prep has implemented all components of the Rhode Island Model for teacher and building administrator evaluations and submitted final summative evaluation ratings to RIDE.

To support teacher understanding of the evaluation process, the LEA built structures for more efficient organization, including spreadsheets linked to an Aspen workflow and the utilization of school office managers to schedule observations and conferences. BVP had several teacher leaders participate in summer professional development on the evaluation model, as they will have observation and evaluation support duties in the 2012-2013 school year. Additionally, to support evaluation implementation, BVP created a District Evaluation Committee (composed of teachers, support personnel, and administrators) and submitted those names to RIDE.

Blackstone Valley Prep attended all evaluation training modules offered by RIDE during the 2011-2012 school year, and evaluators from the LEA attended the summer training Academies. We want to remind the LEA that 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 addition to the Academy training during summer 2012; 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, Blackstone Valley Prep noted that they have encountered the following challenges around this work:

- Minor challenges related to personnel changes/transitions

We hope that BVP will consider sharing 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, Blackstone Valley Prep is on track against the System of Support 4 Year 1 and 2 commitments and tasks for Race to the Top.

<b>Recruitment (SchoolSpring)</b>	Year 1: SY10-11	Year 2: SY11-12	
Provide RIDE with feedback on the desired functionality of a state-wide recruitment platform	X		
Attend orientation sessions with selected vendor and train relevant personnel as needed	X	X	
Post open positions using the state-wide Recruitment Platform (SchoolSpring)		X	X

<b>Beginning Teacher Induction</b>	Year 1: SY10-11	Year 2: SY11-12	
Provide RIDE with feedback around the proposed design of the Induction Coach program	X		
If applicable, recommend potential Induction Coaches to RIDE	X		X
Review and revise hiring policies, timelines and processes in order to support appropriate and timely projections for anticipated hires requiring induction coach services	X		X
Provide RIDE with list of beginning teachers who will receive Induction Coach support in a timely manner in order to ensure that all beginning teachers have coaching	X		X
Participate in RIDE-provided information opportunities in order to learn about induction coach program	X	X	X

In preparation for the 2012-2013 school year, Blackstone Valley Prep began utilizing the SchoolSpring recruitment platform to recruit for open positions. In addition, the LEA used other resources for talent recruitment, including hosting recruitment events and forming a partnership with Teach for America.

During the 2011-2012 school year, Blackstone Valley Prep had 11 beginning teachers who were supported by a RIDE induction coaches. In the upcoming year, BVP will continue their participation in this initiative. Additionally, in order to ensure that Induction Coaches had LEA-specific context, BVP requested that the coaches participate in staff professional development in summer 2012.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that Blackstone Valley Prep 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 Blackstone Valley Prep’s fiscal spending through August 15<sup>th</sup>, 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	\$645.90	\$0.00	\$645.90	\$600.00
INSTRUCTIONAL IMPROVEMENT SYSTEMS*	\$861.20	\$0.00	\$861.20	\$4,700.00
EDUCATOR EFFECTIVENESS	\$10,889.60	\$0.00	\$10,889.60	\$7,675.00
HUMAN CAPITAL DEVELOPMENT	\$27,000.00	\$0.00	\$27,000.00	\$81,000.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$0.00	NA	NA	NA
<b>TOTAL</b>	<b>\$39,396.70</b>	<b>\$0.00</b>	<b>\$39,396.70</b>	<b>\$93,975.00</b>

\* RIDE has allocated an additional \$387.00 in funds to Blackstone Valley Prep for the support of the Teacher-Course-Student data collection.