



Metropolitan Career and Technical Center 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 Metropolitan Career and Technical Center (the Met). During Year 2, The Met 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.

The Met has indicated that they will implement the following projects during the 2013-2014 school year: Formative Assessment professional development, 'Data Use' professional development, Interim Assessments, and the Instructional Management System.

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
Metropolitan Career and Technical Center	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN

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.

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, the Met participated in all four quarterly CLO meetings. All quarterly progress reports were submitted on-time and the Met 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 the Met's RTT implementation activities and contributed fully in the peer-to-peer discussion. We also appreciated the Met's practice sharing during quarter 4.

In addition to the Met's participation in the CLO process, and in individual RTT projects, we would like to note that the Met attended the June 2012 training for the Virtual Learning Math Modules. In the upcoming fall, RIDE will provide additional training opportunities and support for districts implementing these modules.

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, the Met 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 the Met 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

As noted in the Met's quarterly progress reports, they met their RTT goals (i.e., 4 per building) for participation in the Study of the Standards training sessions. Additionally, they distributed the Standards guidebook to all applicable educators. For additional transition support, the Met may want to consider attending supplemental professional development offered by RIDE geared towards increasing readiness to transition through focusing on text complexity, developing text-dependent questions, and deepening understanding of the mathematics standards.

The Met has made progress against implementing a guaranteed and viable curriculum aligned to the new Common Core State Standards. To encourage teacher engagement in the transition to the Common Core State Standards (CCSS), the Met completed initial curriculum mapping in math and investigated online tools aligned to CCSS. Additionally, school leadership created reference guides to connect the new standards to competency work and added this to the strategic plan. During the 2011-2012 school year, the school changed their literacy program to better reflect the rigors of text complexity and aligned their writing instruction to the CCSS. The ELA/literacy group refined literacy targets, supports, and identified interim and formative assessments to pilot next school year. In summer 2012, the Met began building a Real World Learning curriculum aligned to the CCSS; a new rubric for assessment of internships was also developed.

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

- Balancing professional development time with other requirements
- The Study of the Standards training is not sufficient; staff need deeper training

We hope that the district will continue to share the curriculum materials it is developing with CLO colleagues during upcoming meetings, or with all districts through the Instructional Management 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, the Met is on-track against the System of Support 2 Year 1 and 2 commitments and tasks for Race to the Top.

Thus far, the Met has reported that they intend to implement the Formative Assessment online professional development modules, Interim Assessments and 'Data Use' professional development series in the 2013-2014 school year. The district has not yet indicated their timeline for implementation of the Instructional Management System (IMS).

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 EPSS and IMS). Additionally, some functionality in the Instructional Management System is dependent upon the timely submission of Teacher-Course-Student data. For questions or concerns, contact helpdesk@RIDE.ri.gov

In the upcoming CLO sessions, we look forward to hearing about the successes and challenges that the Met has encountered while implementing these systems, as well as the district's progress around building teacher engagement in the various IMS tools and resources.

	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 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	
'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, the Met 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, the Met 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 Met held extensive professional development for staff including a self-assessment process, training in rubrics, professional growth goals, and setting Student Learning Objectives (SLOs). District representatives met with the RIDE Intermediary Service Provider for implementation guidance and observation coaching. In order to ensure successful implementation of the evaluation process, the Met created a District Evaluation Committee (composed of teachers, support personnel, and principals) which has been submitted to RIDE. During the year, the District Evaluation Committee met to identify policy goals, data collections goals, and professional development procedures.

The Met attended all evaluation training modules offered by RIDE during the 2011-2012 school year. Currently, participants from the district have attended the summer training Academy. We want to remind the district that all personnel responsible for evaluating teachers and building administrators must also complete online observation practice and attend two half-days of additional professional development taking place over the 2012-2013 school year; 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, the Met noted that they have encountered the following challenges around this work:

- Delay in clarity on the evaluation protocol for other professional support staff
- Determining how to proceed, even in a pilot year with integrity, while also supporting and preparing teachers
- Understanding the specific changes thoroughly enough to support administrators and educators

RIDE has appreciated the Met’s collaboration and thought-partnership around the development and refinement of educator evaluation processes. Through their participation in advisory committees, RIDE has received valuable feedback on model refinement and the cyclical evaluation process. We hope that this additional level of participation has been as beneficial to the district as it has been to RIDE.

We would like to thank the Met for sharing the structures and processes they put in place in order to support the evaluation process during the quarter 3 CLO meeting. In particular, it was helpful to hear the approach that the school took towards setting and scoring school-wide Student Learning Objectives. We hope that the Met continues to share the strategies and resources they are using during the upcoming CLO meetings, and we look forward to hearing about the school’s refinement of their SLO process.

System of Support 4: Human Capital Development

As of July 2012, the Met 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, the Met began utilizing the SchoolSpring recruitment platform to recruit for open positions.

During the 2011-2012 school year, the Met had one beginning teacher. Although RIDE was unable to support that beginning teacher during Year 1, the teacher (along with additional beginning teachers) will be supported next year. RIDE is excited that, through conversations about the scope and purpose of the program and the integration with the existing rigorous professional development system, the Met has agreed to participate in the Induction program for the upcoming school year. In addition, the Met hopes train one of their own staff members on the Induction program so that they can further sustain the model in their school.

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

- Integrating the current rigorous professional development system and protocols with the Induction program
- The role of teachers/advisors is unique and requires a specific knowledge on the part of the Induction Coach to be effective.

In the upcoming CLO sessions, RIDE looks forward to engaging in a deeper conversation around the revisions that the Met 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 Metropolitan Career and Technical Center'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), or Crystal Martin at 222-8482 (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	\$800.00	\$0.00	\$800.00	\$4,700.00
EDUCATOR EFFECTIVENESS	\$13,175.00	\$0.00	\$13,175.00	\$13,975.00
HUMAN CAPITAL DEVELOPMENT	\$4,500.00	\$0.00	\$4,500.00	\$13,500.00
SCHOOL TRANSFORMATION AND INNOVATION	NA	NA	NA	NA
NON-COMMITTED	\$175,906.00	\$0.00	\$175,906.00	\$175,906.00
TOTAL	\$194,981.00	\$0.00	\$194,981.00	\$208,681.00