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State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** May 20, 2014  
**SUBJECT:** Race to the Top Project Update

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**PURPOSE:**

To provide the State Board of Education a high-level assessment of the current status of the MSDE's 54 RTTT projects.

**EXECUTIVE SUMMARY:**

MSDE wishes to provide the State Board of Education with a monthly assessment of its 54 RTTT projects. Each project has a Project Manager, an Executive Sponsor (Assistant State Superintendent), and a Program Director who work collaboratively on the projects. The status of each project differs based on a wide variety of circumstances. A project that is on schedule during one month may be behind schedule two months later due to the loss of a key staff member, delay in amendment submission and/or approval, delay in procurement, etc. The attached document provides the State Board with staff's current analysis of each project according to the following scoring guidelines:

- 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required;
- 2 = off-track and/or there are quality concerns; many aspects require significant attention;
- 3 = generally on-track and of high or good quality; only a few aspects require additional attention;
- and
- 4 = on-track with high quality.

Note: NR (No Rating) means that the project is complete

**ACTION:**

Information Only

Attachment

Monthly Project Report by Assurance Area (May 2014)

Note: The first project # is the one assigned by USDE staff after Maryland's submission. The second project # is Maryland's original budget number. The rating assigned means the following: 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required; 2 = off-track and/or there are quality concerns; many aspects require significant attention; 3 = generally on-track and of high or good quality; only a few aspects require additional attention; 4 = on-track with high quality.

Assurance Area	Project	May 2014 Rating	April 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
General	1/78: Office of Academic Reform and Innovation	3	3	<ul style="list-style-type: none"> <li>Amendment and No Cost Extension Approved</li> <li>Continuing to provide responses to all amendment questions from USED and submitting all necessary revisions and fiscal requests</li> </ul>		
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> <li>CAIRE continues to meet with project managers from 15 projects to evaluate the projects' measurable objectives and complete the Breakthrough Center Case Study</li> </ul>		
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> <li>Project FAME (Formative Assessment for Maryland Educators) has begun the registration process for the FAME Pilot. Currently there are 22 schools from 10 LEAs registered to participate.</li> <li>Task Development Procurement: The team has selected a final vendor and completed documentation for procurement. The procurement is on track for the Board of Public Works (BPW) June 18 meeting.</li> </ul>		
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	2	<ul style="list-style-type: none"> <li>Five units from the Foundations of Computer Science Course were reviewed this month. Currently the vendor is finishing up unit six, the last unit for this course.</li> </ul>		

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				<ul style="list-style-type: none"> <li>The Computer Science Concepts and Practices course was completed this month.</li> <li>Five units for Video Game Design were reviewed this month. There are five remaining units to complete this course which should be completed in May.</li> <li>The development of the Financial Literacy and the Foundation of Technology STEM Courses has begun.</li> <li>Staff continue to add new resources to the LMS (30 ELA, 25 Social Studies and 20 Gifted and Talented)</li> </ul>		
Standards and Assessment	5/4: Curriculum and Formative Assessment Development for International Technology and Engineering Educators Association (ITEEA)	4	4	<ul style="list-style-type: none"> <li>The ITEEA Assessment Team is working with a vendor to produce the new data reports on the assessment system.</li> <li>MSDE and ITEEA have finalized dates for summer professional development. Teachers are registering to attend.</li> </ul>		
Standards and Assessment	6/76: Curriculum and Assessment Development CTE-SREB	4	4	<ul style="list-style-type: none"> <li>Promoted use of Construction Design Management (CDM) and employer partnerships through SkillsUSA on April 5, 2014. Members of the Design Team and CDM teachers participated in the Drafting and Design competitive event.</li> <li>Promoted use of CDM program alignment to postsecondary</li> </ul>		

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Standards and Assessment	7/5: World Languages (WL) Pipeline	4	4	<p>Construction Management programs through MCCEI committee on program articulation in April meetings.</p> <ul style="list-style-type: none"> <li>World Language Specialist conducted site visits to support RTTT participating LEAs through classroom observations, assessment of students using LinguaFolio Jr., and assisting with sustainability plans.</li> <li>Proficiency rating of Can Do statements are completed for 80% of participating students</li> <li>The third STEM module for Grades 4-5 is finalized in English and being translated into Arabic, Chinese, and Spanish. The remaining modules are being revised</li> </ul>		
Data Systems	8/11: Develop Overall Technology Infrastructure	2	3	<ul style="list-style-type: none"> <li>Performed several migrations to support the Production go live effort for Project 9/27</li> <li>Completed Upgrade of VNX Server from VMware version 4.1 to 5.5</li> <li>POs to address hours charged to sustainability have been completed.</li> </ul>	<ul style="list-style-type: none"> <li>There is a high risk that the Decentralized Security model will not be delivered by September 2014 as planned. The project needs to add additional resource(s) to address planned and unplanned issues. The project cannot start new procurements until the amendment has been approved and funds are available in the budget.</li> <li>There is a high risk that the project will lose resources due to extensions not being approved. The loss of any resource at this point in the project will most likely</li> </ul>	<p>Once the Year 3 Closeout amendment is approved, the project will be able to address resource needs and project a timeline to get the project back on track. We expect to receive approval by the time of the board meeting.</p>

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Data Systems	9/27: Accessing and Using State Data-Dashboards	3	3	<ul style="list-style-type: none"> <li>25 dashboards out of 36 are in production (2 of the 25 are still for internal use only).</li> <li>Testing is continuing for the remaining 11 dashboards and is expected to be completed in production by June 30.</li> <li>The public portal was released to the LEAs on May 2, 2014.</li> </ul>	<p>impact the current project timeline</p> <p>The migration schedule through June 30 is:</p> <ul style="list-style-type: none"> <li>Migration from Development to Test – May 1</li> <li>Migration from Test to Production– May 15</li> <li>Migration from Development to Test - May 29</li> <li>Migration from Development to Test - June 12</li> <li>Migration from Test to Production – June 30</li> </ul>	
Data Systems	10/28: Multi-Media Training	1	1	<ul style="list-style-type: none"> <li>There is no update for April. All remaining work will resume following the approval of the YR 3 closeout amendment, which we expect by the time of the Board meeting</li> </ul>	<p>Project 10/28 is working in parallel with Project 9/27- the modules are completed following each Dashboard.</p>	<ul style="list-style-type: none"> <li>Complete the scripts for the remaining 19 dashboard training modules. (Current Total: 17/40)</li> <li>Backfill the captive developer resource</li> </ul>
Data Systems	11/29: LEA System Application and Infrastructure Upgrades	NR	NR	<ul style="list-style-type: none"> <li>The grant requirements for this project have been completed as of 9/30/2013</li> <li>Completed the collection of all required documentation for LEA grants</li> </ul>		
Data Systems	12/60: Expansion to LDS – Data Exchange	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Data Systems	13/61: Enhancement to LDS – Develop Workforce	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		

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	Data Warehouse and Center					
Data Systems	14/31: Develop and Implement a State Curriculum System	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>	<ul style="list-style-type: none"> <li>Integrated the Curriculum Management System into the Learning Management System. The LMS now comprises three projects: 14 31, 24 56, and 26 43.</li> <li>Receiving ongoing maintenance and support by Project 24/56</li> </ul>	
Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> <li>MSDE reviewed and provided feedback for the Colonial America STEM course and for module 5 of the Professional Development (PD) Biology course</li> <li>Algebra II Module 1 working draft completed and Biology PD module 4 completed</li> <li>MPT delivered 2 training webinars for the PD Government course</li> <li>Final Deliverable 2.5.2.1, Meta-Tagging Descriptors Document has been reviewed and approved by MSDE; Draft Deliverable 2.5.2.2 Meta-tagging Process Document was delivered by AP Ventures</li> <li>First batch of resources was submitted for MSDE approval from AP Ventures</li> </ul>		
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> <li>Educators in a total of 28 schools in 18 LEAs have been trained in the use and scope of the STEM Specialist in the Classroom Program.</li> </ul>	Schools continue to contact specialists to schedule STEM specialist visits to the schools. This resource is available in all 24 LEAs. To date, 21 STEM	

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				<ul style="list-style-type: none"> <li>Information about teachers' needs relative to the STEM Connections component of the STEMnet Teacher Hub has been collected and reviewed.</li> <li>The STEM Challenge component is being implemented in many of the STEM Innovation Schools.</li> </ul>	Specialists have visited 60 classrooms	
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	1	1	<ul style="list-style-type: none"> <li>Conferenced with USDE to answer follow up questions about the new approach towards storage and retrieval of assessment tasks which includes using Blackboard and providing LEA sub grants.</li> </ul>	The project team drafted a formal amendment to USDE that collapsed project funding and requested that funding be provided to LEAs as sub grants to procure or enhance existing assessment systems. The draft amendment is under internal review and will be forwarded to USDE shortly.	The project team will need an approved amendment prior to distributing sub grants to LEAs. Many LEAs are currently working to make changes to systems for the upcoming school year. Additional funding must be made available as soon as possible however this will be dependent on the amendment approval.
Data Systems	18/33: Implement a Computer-Adaptive Test (CATS) Delivery System	1	1			
Data Systems	19/34: Item Load and Integration Setup for Test Item Bank System	1	1			
Data Systems	20/35: Adaptive Testing Units for High Schools	1	1			
Data Systems	21/42: Implement a Statewide System to Support Student	3	3	<p>Information is being collected on LEA progress:</p> <ul style="list-style-type: none"> <li>Cecil County has confirmed specifications on the I-Tracker Pro product from their vendor;</li> <li>Charles County began to import test</li> </ul>		

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	Instructional Intervention			<p>drafts and items banks and began training STCs on administering tests;</p> <ul style="list-style-type: none"> <li>Dorchester County has ordered scanners to be used to facilitate scoring of student assessments;</li> <li>Harford County held meeting with vendor and all of their content supervisors to review the online testing system;</li> <li>Howard County is actively reviewing dashboards used by other districts specific to SIP, assessment data, articulation, budgets, student attendance, and suspensions;</li> <li>Will report on additional LEAs in next month's report</li> </ul>		
Data Systems	22/6: Develop Online Instructional Intervention Modules	2	2	<ul style="list-style-type: none"> <li>Amendment and No Cost Extension Approved</li> <li>MSDE completed the first functional review of the second wave ELA Elementary modules</li> <li>Third wave ELA storyboard reviews are complete</li> <li>First wave Math modules are complete and ready to be posted once Pearson completes the 508 updates</li> <li>MSDE provided the required survey links to Pearson for second wave math modules and third wave ELA modules.</li> <li>MOU with MPT submitted to the Attorney General's Office on April 18, 2014</li> </ul>	<p>To mitigate the lack of high school mathematics resource, a Nature of Work bid for high school level mathematics module reviews was sent to procurement and posted on April 4, 2014. The bid closed April 18, 2014. The submitted application packets have been evaluated and a candidate has been selected and submitted to procurement. The anticipated start date of the selected candidate is May 1, 2014. Pearson had agreed to hold the high school math modules until a resource was identified. Both parties are ready to move forward.</p>	<p>Through this project, educators will be able to personalize learning by assigning intervention/enrichment modules to students based on assessment data or performance and students will be able to demonstrate mastery of content objectives presented in an alternate format as determined by individual assessment data. Currently, LMS educator and student access data is being tracked monthly. MSDE and the vendor</p>



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						are including a survey at the end of each student module that will provide information related to the effectiveness of each module.
Data Systems	23/55: Develop Framework for Teacher Toolkit Portal	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Data Systems	24/56: Develop and Implement Course Registration System	3	3	<ul style="list-style-type: none"> <li>A survey is being administered to receive feedback about the system.</li> <li>Cyber-Security and Administration of Justice continue to be piloted on the LMS this spring.</li> <li>Additional site visits to Baltimore, Montgomery, Prince Georges and Wicomico Counties were made to continue to gather feedback from teachers and students about the resources available on the Learning Management System</li> </ul>		
Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	4	<ul style="list-style-type: none"> <li>The Program Approval Branch staff continues to look for evidence of Common Core Infusion as they provide technical assistance to IHEs in developing new programs, reviewing their assessment systems, preparing for program approval visits and/or accreditation visit.</li> </ul>		
Data Systems	26/43: Implement a System to Support E-Learning for	3	3	<ul style="list-style-type: none"> <li>See accomplishments for Project 24/56</li> </ul>	Project is merged with 24/56: Develop and Implement Course Registration System	

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	Instructional Intervention, Enhancement, and Enrichment					
Data Systems	27/46: Equating of MSA for Use on Growth Model	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Great Teachers and Leaders	28/47: Develop and Implement a Statistical Model to Measure Student Growth	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> <li>Amendment and No Cost Extension Approved</li> <li>Completed Quality Control Webinar #3</li> <li>Executed WestEd's Year 4 Survey of Teachers, Principals, Superintendents, &amp; LEAs</li> <li>Distributed Year 4 Data Collection Instrument and Handbook</li> <li>Published Communication Bulletin #26</li> </ul>		
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	4	3	<ul style="list-style-type: none"> <li>Amendment Approved</li> <li>Completed upgrade of CRM 2011 to 2013</li> <li>Completed Data Migration to CRM 2013</li> <li>Completed production deployment Design and Review of Production environment</li> <li>Completed Unit Testing of CRM 2013</li> </ul>		

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Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	4	4	<ul style="list-style-type: none"> <li>Amendment (Change Notice) Approved</li> <li>Implemented Emerging Leaders Program (ELP) Cycle 7 - Student Goal Setting; Corrective Instruction Planning; Common Core Parent Engagement; Collaborative Planning; Data Analysis/Student Efficacy Strategies</li> <li>Held the Aspiring Principals Program (APP) Cohort 13 Resident Principal Weekly Meetings (3)</li> <li>Salisbury (SU)/University of Maryland Eastern Shore (UMES)- All 25 candidates are working on efforts to complete their LEA level School Improvement projects. Doctoral students are preparing for their comprehensive exams and dissertation proposals.</li> </ul>		
Great Teachers and Leaders	32/73: Teach for Maryland	4	4	<ul style="list-style-type: none"> <li>Conducted sixth Maryland Teaching Consortium meeting, as indicated in milestones, on April 9, 2014, focused on “Working with Disenfranchised Students” and “Addressing Needs of Culturally and Linguistically Diverse Students”</li> <li>Continued work with Manual writers to develop Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals, a specified outcome</li> </ul>	With all ten partnerships on board, more than 180 interns were anticipated as successful completers of the Maryland Teaching Consortium project, a specified outcome. Partnerships currently report that 254 interns will have experienced this work by June 2014, exceeding the specified outcome.	
Great Teachers and Leaders	33/50: Compensation to Teachers	3	3	<ul style="list-style-type: none"> <li>In communication with new PGCCPS contact for the project to arrange virtual meeting.</li> </ul>		

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	and Principals in Lowest 5% Schools					
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> <li>In communication with new PGCPs contact for this project. Working to schedule virtual meeting.</li> <li>Working with CAIRE to set up communications between CAIRE and the LEA contacts for this project in order to answer some of their outstanding questions related to the evaluation of this project as well as discuss the survey that CAIRE will be releasing on the project.</li> </ul>		
Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> <li>Technical Assistance meetings: on site visit at McDaniel College; conference calls with Towson University; course observations at Notre Dame of Maryland University and University of Maryland College Park (at Shady Grove).</li> <li>Continued planning for Elementary STEM Certification Network meeting on spatial reasoning and the annual Summer Institute.</li> </ul>		
Great Teachers and Leaders	36/75: LEAs, Providers, and IHEs (UTeach) Maryland)	3	3	<ul style="list-style-type: none"> <li>Amendment Approved</li> <li>The UTeach Institute conducted its onsite review of the program on April 8. While the written report has not been issued yet, the onsite reviewers found all areas favorable except a reminder of program being over the desired number of credit hours for completion which MSDE is addressing</li> <li>On April 25, in response to the need to reduce three credit hours in the</li> </ul>		

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				<p>program, MSDE held the second of the Reading Course Revision Work Groups concentrating on the first of the required courses, and taking recommendations for five major areas of concentration to the rest of the work group for comment over the next three weeks.</p> <ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Great Teachers and Leaders	37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	NR	NR	<ul style="list-style-type: none"> <li>Since last report, 18 additional teachers completed all requirements.</li> </ul>	To date, a total of 317 teachers have completed the coursework and passed the Praxis in years 1-4.	
Great Teachers and Leaders	38/53: Incentives for Teachers who Obtain ESOL Certification	4	4	<ul style="list-style-type: none"> <li>Amendment and No Cost Extension Approved</li> <li>Site visit was conducted with Induction Coordinator in Charles (April 7), Frederick (April 10), Worcester (April 16), Wicomico (April 17) and Somerset (April 17).</li> <li>The Teacher Induction Coordinator Quarterly Meeting was held on April 29, 2014.</li> </ul>		
Great Teachers and Leaders	39/25 Teacher Induction Academies	4	4	<ul style="list-style-type: none"> <li>A special day-long convening was held on April 1 with Dr. Sandra Alberti (Student Achievement Partners), a national expert on Common Core.</li> <li>Presentation to the PD Coordinators' Network on April 22 to update them</li> </ul>	Convening with Dr. Alberti- Instructional Practice Guides were distributed. Over 60 people attended, including executive officers from 16 LEAs, MSDE staff, and	
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4			

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				and solicit feedback on TPE Executive Officers' Summits and the professional development they are providing to their principals. <ul style="list-style-type: none"> <li>• Presentation to the Principals' Advisory Council on April 25 to update them and solicit feedback on TPE Executive Officers' Summits and the professional development they are receiving from their districts.</li> </ul>	MASSP leadership.	
Great Teachers and Leaders	41/24: Educator Effectiveness Academies (BEAs)	4	4	<ul style="list-style-type: none"> <li>• Amendment and No Cost Extension Approved for this project. We have received approval for both the EEAs/College and Career Ready Conferences and the Governor's Leadership Principal's Pipeline.</li> <li>• Completed LEA candidate identification for Principal Pipeline Cohort</li> <li>• Held six (6) live webinars in April for teachers, administrators and central office staff. Topics included formative assessment; Maryland resources on Blackboard Learn; the social studies C3 Framework; special education and the CCR Standards; elementary ELA; and a Spotlight on Fountaindale Elementary in Washington County.</li> <li>• Held six (6) LEA support site visits to Baltimore County, Montgomery County, Prince George's County, Wicomico County, Worcester County, and Anne Arundel County during the month of April.</li> <li>• Registration for the summer regional College and Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• All webinars allotted time for questions and answers. Recorded versions of the April webinars are being posted on Blackboard Learn for more wide-spread viewing.</li> <li>• Feedback and MSDE action on the feedback is being tracked. In addition to PD specialists, specialists from ELA, math, STEM, disciplinary literacy, special education, ELL, and formative assessments are part of these visits.</li> </ul>	

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				<p>Conferences opened on March 10 and continued during the month of April. To date, 3,500 teachers, administrators, and members of IHEs have registered to attend.</p> <ul style="list-style-type: none"> <li>Continued editing of 48 sessions that were filmed from the 2012 and 2013 summer EEA sessions in ELA, mathematics, STEM, and disciplinary literacy.</li> </ul>		
Great Teachers and Leaders	42/17: Priority Schools Academy	4	4	<ul style="list-style-type: none"> <li>Final summary and recap of the highlights of the Academy (Cohort II) sent electronically to all participants.</li> <li>Materials and resources from the Academy are in the process of being posted to the Community of Practice portion of the Breakthrough Center website.</li> </ul>		
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	3	3	<ul style="list-style-type: none"> <li>Final webinar and facilitator documents were delivered for the first five courses by the contractor on schedule.</li> <li>Kick-off meetings were held with the two vendors awarded contracts for development of nine professional development courses. Project schedules submitted by both vendors have been approved and development work has begun.</li> </ul>		
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> <li>Leadership development specialists continued to support Aspiring Principal Fellows and designated school leadership teams. The final Aspiring Principals Institutes were held for aspiring leaders in Baltimore City and Prince George's County; the leadership</li> </ul>		

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				<p>specialist participated in learning walks to observe classroom instruction.</p> <ul style="list-style-type: none"> <li>Content specialists provided professional development for the teachers in the schools they support on components of the PARCC assessment and implications for instruction.</li> <li>End of year walkthroughs began in April and will continue through May 2014.</li> <li>CAIRE representative met with the Cross-Functional Team to review the evaluation plan for each of the Breakthrough Center projects and discuss the feasibility of the Work Plan activities.</li> </ul>		
Lowest-Achieving Schools	45/67: RJTA Team Audits	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	3	2	<ul style="list-style-type: none"> <li>Collaboration with PBIS Coordinators for Prince Georges County and Baltimore City has resulted in planning a joint PBIS New Teams training that will be funded by the grant this summer.</li> <li>Collaboration resulted in planning training for return teams that will be funded by the grant and in identifying resources and supports for schools struggling with implementation.</li> <li>Planning for identified School Culture and Climate training needs has occurred with PBIS schools in Prince George's and Baltimore City.</li> </ul>		



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Lowest-Achieving Schools	47/45: Coordinated Student Services	3	3	<ul style="list-style-type: none"> <li>Professional development was provided for the school social workers in Prince George's County Public schools on helping children who have been victims of domestic violence.</li> <li>Project staff coordinated a day-long Restorative Practices training for Drew Freeman Middle School</li> <li>Technical assistance provided to Drew Freeman Middle School student support team and to the team leader at Benjamin Stoddert Middle School.</li> </ul>		
Lowest-Achieving Schools	48/69: School Health Services	NR	4	<ul style="list-style-type: none"> <li>No additional activities occurred over the past month. This project has been completed</li> </ul>		
Lowest-Achieving Schools	49/63: Physical Activity (PA)	3	3	<ul style="list-style-type: none"> <li>Finalized Wellness Plans for 5 more schools</li> <li>Blackboard site is now fully developed and will launch first week of May (resources will continue to be added)</li> <li>Created monthly teacher log for PA in core disciplines</li> </ul>		
Lowest-Achieving Schools	50/58: Extended Learning	4	4	<ul style="list-style-type: none"> <li>Conducted 1/1 program reviews of the RTTT programs and in the process of providing feedback via a monitoring report.</li> <li>Provided technical assistance, directly to organizations serving RTTT priority or feeder schools</li> </ul>		
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<ul style="list-style-type: none"> <li>The project team used the GTT Recognition process to visit and monitor implementation in 4 Prince George's County middle schools</li> <li>Site visit reports and an overview report outlining outstanding practices as well as next steps were sent to staff</li> </ul>		

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Lowest-Achieving Schools	52/77: Primary Talent Development	4	4	<p>in central office. An individual report was sent to staff in each school.</p> <ul style="list-style-type: none"> <li>Three teachers from the targeted PTD schools have successfully completed the three credit online Early Talent Development online course</li> </ul>		
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> <li>Conducted Site Visits for Baltimore County, Frederick, Prince George's and St. Mary's County charter schools and in Baltimore City, Montgomery County, and Prince George's County</li> <li>Contract for MD charter school publications webinar series being processed</li> <li>University of Baltimore has started field work for Charter School Program Study</li> </ul>		
Other	54/79: Implement Statewide Centralized Student Transcript System	4	4	<ul style="list-style-type: none"> <li>MSDE has set up a project transition meeting for this project.</li> <li>There are no other updates for this project as all milestones have been met.</li> </ul>		



Lillian M. Lowery, Ed.D.  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D.  
**DATE:** May 20, 2014  
**SUBJECT:** Summary of Critical Race to Top Projects

**PURPOSE:**

To provide the State Board of Education additional information for Race to the Top projects with a ranking of a 1 or 2 as of December 31, 2013.

**EXECUTIVE SUMMARY:**

In addition to the overall Race to the Top Project Update, MSDE wishes to provide the State Board of Education the plan of action to address projects that have been identified as a 1 or 2 as of December 2013. Executive Sponsors and Project Managers have identified milestones in two months intervals that need to be met to increase the rating of each critical project and this report includes a progress bar showing agency progress against those milestones.

- 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required;
- 2 = off-track and/or there are quality concerns; many aspects require significant attention;
- 3 = generally on-track and of high or good quality; only a few aspects require additional attention; and
- 4 = on-track with high quality.

Changes from the initial report:

- White highlighting represents tasks that still need to be completed.
- Yellow highlighting represents milestones that are in progress.
- Green highlighting represents milestones that have been completed and indicates when a project has increased its rating as projected.
- The meter bar indicates how the project is progressing throughout the 2 month interval.
- A written update has been provided immediately below each project milestone bar to identify specific action steps that have been completed to meet and complete each milestone. Red updates indicate the most current updates.

**ACTION:**

Information Only

Attachment

Summary of Critical Race To The Top Projects

Critical Milestones & Target Ranking							
No.:	Project	May Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
413	Curriculum and Formative Assessment Development	3	<ul style="list-style-type: none"> <li>Foundations of Technology sole-source contract approved</li> <li>Financial Literacy contract approved</li> </ul>	<ul style="list-style-type: none"> <li>Vendors for Foundation of Technology and Financial Literacy courses begin development</li> </ul>	<ul style="list-style-type: none"> <li>Review drafts of courses from vendors</li> <li>Provide input for improvement and enhancement</li> </ul>	<ul style="list-style-type: none"> <li>Begin piloting STEM courses</li> <li>Implement STEM courses within Learning Management System</li> </ul>	July 2015
<p><b>Updates since last board report</b></p> <p>March Update: The Financial Literacy STEM Course and the Foundations of Technology contracts are on the Board of Public Works (BPW) agenda for April 2, 2014 to ratify the award to a vendor.</p> <p>May Update: Development for Technology and Literacy courses have begun. April Update: Foundation of Technology and Foundation of Literacy "kick-off" meetings scheduled for the month of April. Development will begin in April.</p>							

No.:	Project	May Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
9127	Accessing and Using State Data-Dashboards	3	<ul style="list-style-type: none"> <li>Complete testing of 10 production ready dashboards. (Total: 25/36)</li> </ul>	<ul style="list-style-type: none"> <li>Complete testing of 11 production ready dashboards. (Total: 36/36)</li> </ul>	<ul style="list-style-type: none"> <li>Begin training and implementation of the Production K12 Portal and 36 LDS dashboards.</li> </ul>	<ul style="list-style-type: none"> <li>Complete training and implementation of the Production K12 Portal and 36 LDS dashboards.</li> <li>Conduct end user survey from all 24 LEAs.</li> </ul>	Sept. 2014
<p><b>Updates since last board report</b></p> <p>March Update: 7 additional dashboards migrated to test environment as of 3/15/2014</p> <p>May Update: Continuing to test and place in production the remaining 11 dashboards. Released the public url to LEA stakeholder on May 2, 2014. April Update: 25/36 dashboards are in production as of 4/7/2014. Wave 4 testing is in progress.</p>							

Summary of Critical Race To The Top Projects

Critical Milestones & Target Ranking							
No.:	Project	May Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
10/28	Multi-Media Training	1	<p>2</p> <ul style="list-style-type: none"> <li>Complete the scripts for the remaining 19 dashboard training modules. (Current Total: 17/40)</li> <li>Backfill the captive developer resource</li> <li>Backfill the LDS Coach resource</li> </ul>	<p>2</p> <ul style="list-style-type: none"> <li>Complete the development and testing of 9 production ready training modules (Total: 26/40)</li> </ul>	<p>3</p> <ul style="list-style-type: none"> <li>Complete the development and testing of 10 production ready training modules (Total: 36/40)</li> </ul>	<p>4</p> <ul style="list-style-type: none"> <li>Complete the development and testing of 4 production ready LDS Coaching modules (Total: 40/40)</li> <li>Conduct end user survey from all 24 LEAs.</li> </ul>	Sept. 2014

Updates since last board report

March Update: Backfilled LDS Coach (all related activities expected to be completed by 3/15/2014)

May Update: No progress has been made since April. Project 10/28 can not proceed without the approval of the YR3 close out amendment. April Update 10/28 has experienced significant delays since November 2013. The captive developer can not be acquired until the amendment has been approved by USDE. We expect approval of the amendment prior to the State Board meeting.

Critical Milestones & Target Ranking							
No.:	Project	May Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
15/7	Expand Instructional Toolkit	3	<p>3</p> <ul style="list-style-type: none"> <li>Online Instructional Toolkit (OIT) contract approved</li> <li>OIT vendor finalizes requirements for resource aggregation</li> </ul>	<p>3</p> <ul style="list-style-type: none"> <li>OIT vendor begins resource aggregation and provide samples for approval</li> </ul>	<p>4</p> <ul style="list-style-type: none"> <li>OIT vendor delivers first wave of resources for review and approval (est. 2000 resources)</li> </ul>	<p>4</p> <ul style="list-style-type: none"> <li>OIT vendor delivers second wave of resources for review and approval (est. 4000 resources)</li> </ul>	July 2015

Updates since last board report

March Update: The 2 milestones necessary to increase the rating have been completed prior to March 1st

May Update: Samples have been acquired and being reviewed internally. April Update: OIT vendor is collaborating with MSDE to identify appropriate educators to select quality resources for this repository.

Summary of Critical Race To The Top Projects

Project		May Ranking	Critical Milestones & Target Ranking				End Date
17 32	Implement a Test Item Bank System (TIBS)	1	<p><b>Feb - Mar</b></p> <p><b>1</b></p> <ul style="list-style-type: none"> <li>Revise current RFP for Assessment Task Development to include a comprehensive assessment system</li> <li>Release RFP for Bid</li> </ul> <p>March Update: MSDE and USDE are in regular communication regarding the proposed solution, both parties are committed to finding a solution as soon as possible. The milestones indicated above will be updated to reflect said solution once approved.</p>	<p><b>Apr - May</b></p> <p><b>2</b></p> <ul style="list-style-type: none"> <li>Submit USDE project amendment for LEA sub grant solution, once approved release LEA grant application to districts</li> </ul> <p>May Update: Current amendment is in final stages of MSDE internal review process. Once internally approved it will be sent to USDE. April Update: Project team has drafted the formal USDE amendment for LEA sub grants to enable each district to enhance or procure local integrated assessment systems. *** Note- The timeline has been updated to reflect the current proposed solution.</p>	<p><b>Jun - Jul</b></p> <p><b>2</b></p> <ul style="list-style-type: none"> <li>LEA grants approved</li> </ul>	<p><b>Aug - Sep</b></p> <p><b>3</b></p> <ul style="list-style-type: none"> <li>LEAs submit grant monitoring documentation</li> </ul>	July 2015

Updates since last board report

Project		May Ranking	Critical Milestones & Target Ranking				End Date
22 6	Develop Online Instructional Intervention Modules	2	<p><b>Feb - Mar</b></p> <p><b>2</b></p> <ul style="list-style-type: none"> <li>MOU ratified with state affiliated agency</li> </ul> <p>March Update: We are in discussion with MPT regarding an MOU for the development of the Disciplinary Literacy modules - Part 2.</p>	<p><b>Apr - May</b></p> <p><b>3</b></p> <ul style="list-style-type: none"> <li>Course development activities begin for 125 modules</li> </ul> <p>May Update: USDE Amendment has been approved 5-1-14. The MOU is in the final approval stages. April Update: The MOU has been written and reviewed by both parties. It will be sent to the AG's office following the NCE approval from USDE.</p>	<p><b>Jun - Jul</b></p> <p><b>4</b></p> <ul style="list-style-type: none"> <li>Review first wave of modules (est. 50 modules)</li> <li>Provide input for improvement and enhancement</li> </ul>	<p><b>Aug - Sep</b></p> <p><b>4</b></p> <ul style="list-style-type: none"> <li>Review second wave of modules (est. 75 modules)</li> <li>Provide input for improvement and enhancement</li> </ul>	July 2015

\*\*Project 17|32, 18|33, 19|34, 20|35 have been consolidated into one project. All milestones will be met under Project 17|32.

Updates since last board report



Summary of Critical Race To The Top Projects

Critical Milestones & Target Ranking							
No.:	Project	May Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
43 21	Develop Online PD on Educator Instructional Improvement Content	3	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Approve multi-vendor contract for nine Online Professional Development courses</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Vendors for Online Professional Development courses begin development</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Review first round of drafts from vendors</li> <li>Provide input for improvement and enhancement</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Review final drafts of courses from vendors</li> <li>Provide input for improvement and enhancement</li> <li>Migrate completed courses to Learning Management System</li> </ul>	July 2015
<p><b>Updates since last board report</b></p>			<p>March Update: The award for nine professional development courses is on the BPW agenda for April 2, 2014.</p> <p>May Update: Project schedule has been submitted and development is in progress.</p> <p>April Update: "Kick-off Meeting" on April 8th and 9th. Course development will begin at that time.</p>				
46 57	Extend Student Learning and Improve School Culture, Climate, and Support	3	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Interview bid-board candidates (Hiring expected in late February)</li> <li>Interview Behavior Specialist (Hiring expected in late February)</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Conduct onsite training and technical assistance for behavioral teams</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Conduct onsite training and technical assistance for behavioral teams</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>Conduct onsite training and technical assistance for behavioral teams</li> <li>Complete discipline plans</li> </ul>	Sept. 2014
<p><b>Updates since last board report</b></p>			<p>March Update: Candidates have been selected and our in the final stages of the hiring process.</p> <p>May Update: Project Team is collaborating with PBIS schools to plan training events. Successfully completed the two onsite trainings. April Update: 46 57 has all personnel required to complete the tasks above. By April 30th the project is expecting to conduct two onsite trainings.</p>				

# LEA Technology Grants

RTTT Project 11|29

State Board of Education: RTTT Update

May 20, 2014



# Project Overview – LEA Grants

## Accomplishments:

- ▶ \$4.7 million provided to 22 participating RTTT LEAs (Approximately \$200,000–\$400,000 each)
- ▶ Sub grants to support Race to the Top education reforms.
  - Examples: PARCC, Common Core, Longitudinal Data, Teacher Principal Evaluation
- ▶ Supported LEA infrastructure projects
  - Infrastructure (Wi-Fi, bandwidth, wiring)
  - Software Applications
  - Installation and Implementation services

# Measurement of Success

Dr. Janet S. Wilson  
Superintendent  
Garrett County Public Schools

Additional slides may be added to support  
Measurement of Success from LEA representative

# Race to the Top Technology Funding Impact FY11-14

Garrett County Public Schools



# Garrett County Demographics

- Eight Elementary, Two Middle, and Two High Schools
- March Enrollment 3,846  $\Rightarrow$  5.9 students/mile<sup>2</sup>
  - Allegany: 21, Kent: 8, Montgomery: 298 students/mile<sup>2</sup>
- Garrett County Students Comprise less than one half of one percent (.005) of the Total Number of Students in the State of Maryland



# Outcomes of State/LEA Teamwork

- Teachers to use technology as a tool to inform their instruction and track student performance
- Students to take PARCC and use technology as a learning tool
- Participation in Maryland's longitudinal data collections
- Implementation of digital devices at the classroom level with 100% wireless coverage in all schools
- Professional development and professional learning communities through video conferencing



# Quotes: Staff and Students

*“It used to take me days, literally days to install Windows and download all the security updates. I can now do it in minutes.”*

**High School Media Specialist**

*“The increased speed of our internet allows us to work smarter and faster.”*

**Middle School Principal**

*“Gone are the days we have to watch our bandwidth use and tell teachers to shut down for testing, even if their lessons would be enhanced by the use of the internet.”*

**High School Assistant Principal**



# Quotes: Staff and Students

*“Now I can actually surf the web for research while others are using the computers for testing.”*

**High School Student**

*“The improvements in the internet in the past few years have made research, especially in my engineering classes, so much easier and quicker.”*

**High School Student**

*“They asked me to give a quote about the improved internet so I went online to look some up. The search took me 0.1 seconds. I'm pretty sure that says it all.”*

**High School Student**

