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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: October 28, 2014
SUBJECT: Race to the Top Project Update

PURPOSE:

To provide the State Board of Education a high-level assessment of the current status of the MSDE's 21 RTTT projects with a No Cost Extension (NCE).

EXECUTIVE SUMMARY:

MSDE wishes to provide the State Board of Education with a monthly assessment of its RTTT projects that have an NCE. 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 (October 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	Oct. 2014 Rating	Sept. 2014 Rating	Accomplishments	Comments	Target for Next Three Months
General	1/78: Office of Academic Reform and Innovation	3	3	<ul style="list-style-type: none"> •Received approval from USDE for No Cost Extension for Project 46-57 •Completing PY 4 Close-out reports on all projects •Released RTTT Communication Report •Conducting Weekly RTTT Stat Meeting •Completed guidelines for RFP for Communication Hub 		<p>Complete RFP for Communication Hub</p> <p>Complete all financial close-out activities, closeout reports, and submit close-out reports to USDE</p> <p>Complete plan for Comprehensive Training Plan</p>
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> • Completed all deliverables and summaries for Years 1-4. • Signed addendum to the MOU to extend Project to PY 5 • Met with stakeholders to garner support for the fall MCCR survey 	Received approval for a NCE to continue survey work on the transition to Maryland College and Career Ready Standards	Complete the fall 2014 survey and analyze results
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> • Formative Assessments for Maryland Educators (FAME) participants completed Introduction to Formative Assessment (Module 1) of the FAME course on Blackboard. • FAME principals participated in small group leadership webinars to enhance their formative assessment leadership skills and to collaborate with other FAME principals. 		<p>Develop first batch of assessment tasks; conduct review sessions; and complete and deliver final version of Batch 1 assessment tasks</p> <p>FAME participants to complete Module 2 of the FAME course on Blackboard.</p>

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				<ul style="list-style-type: none"> • Visited FAME schools across Maryland and provided technical assistance for module launch and Community of Practice preparation. • Measured Progress delivered formative assessment task shells for MSDE review and approval. 		Continue support and site visits for FAME Communities of Practice
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> • Third modules for both the “Financial Literacy STEM Course” and the “Foundation of Technology (FoT) STEM Course” are under development. • Environmental Science will be piloted in Cecil County starting in October. • Cyber-Security is offered as a regular course this fall in Charles County. • Video-Game Design will be piloted this fall. 		<p>Complete the pilot for Environmental Science, Cyber-Security and Video-Game Design</p> <p>Continue development of the “Financial Literacy STEM Course” and the “Foundation of Technology (FoT) STEM Course”</p>
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"> • To date, 12,168 students have taken the pre assessments. • The ITEEA Assessment Team produced new data reports on the assessment system, and local administrators will be able to access the reports through the online system. • Foundation of Technology (FoT) professional development sessions were conducted in Baltimore City and Baltimore, Carroll and Prince George’s Counties. 	One additional school system, Cecil County, will pilot the program in one of the system’s five high schools and then work to have all of the schools use the online curriculum and assessment.	<p>Continue to engage educators from up to 22 LEAs in implementing ITEEA’s FoT curriculum and the pre- and post-assessments.</p> <p>Provide technical assistance (MSDE) to local supervisors of technology education as they implement the FoT model.</p>

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Data Systems	8/11: Develop Overall Technology Infrastructure	2	3	<ul style="list-style-type: none"> •Implemented enhanced security configuration in development environment to store LEA user attributes and make available to Web Center Portal and OBIEE. •Contract extensions have been sent to the Vendors and accepted. 	<p>The design of the system requires functionality that is beyond the intended use of Oracle Federation and Business Intelligence suite of products.</p> <p>System updates need to be completed regularly and security risks must be eliminated.</p>	<p>MSDE needs to meet the following 4 critical milestones to move this project rating from a 2 to a 3 or 4:</p> <ul style="list-style-type: none"> • Resolve the Oracle Access Manager (OAM) upgrade to the Test environment • Complete Oracle's recommended security solution using Java development solution in Oracle's Internet Directory (OID) to pass the LEA security information from the OAM to the Business Intelligence Applications (Webcenter and Dashboards) • Complete roll-out by providing technical assistance to all LEAs to implement security solution • Update all infrastructure as needed to Oracle's recommended and supported versions (apply all patches)
Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> • Project Part 2: <ul style="list-style-type: none"> ○ Approximately 1,461 resources have been approved for the Online Instructional Toolkit. ○ The total number of searchable resources on the staging site is 2,798 and the MSDE production server and site is under 	<ul style="list-style-type: none"> • All work has been delivered for Project Part 1 • Resources in the Online Instructional Toolkit are for teachers and students in all subject areas to provide 	<p>Online repository for resources transferred to MSDE server</p> <p>Approved resources uploaded to server</p> <p>Continued development and collection of instructional</p>

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				<p>development.</p> <ul style="list-style-type: none"> ○ Expectation is that 4,000 to 5,000 resources will be approved by the end of the project 	<p>instructional support and create a more blended learning environment.</p>	<p>resources</p>
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> ● Planned 12 regional workshops for Elementary, Middle and High School STEM Teachers and Coordinators (more than 354 participants) ● Partnering NASA Goddard Space Flight Center for three of the workshops 	<p>Work with the Maryland Business Round Table was part of the PY1-4 activities</p> <p>Activities in PY 5 are planned to build sustainability and collaboration for STEM across the State.</p>	<p>Share the STEM Strategic Plan with the State Board (PY5 of this project includes the Implementation of the STEM Strategic Plan)</p> <p>Conduct first phase of the regional workshops – defining STEM and building content knowledge</p> <p>Conduct first STEM Coordinators Meeting in collaboration with Code.org</p> <p>STEM Coordinators will visit Anne Arundel County for first opportunity for collaboration (Emphasis: HS Structures of STEM)</p>
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	3	3	<ul style="list-style-type: none"> ● 20 LEAs submitted sub-grant applications. <ul style="list-style-type: none"> ○ 18 grants have been awarded, totaling \$4,420,508.60. ○ The team is awaiting grant revisions from two remaining LEAs. 		<p>Award two remaining grants</p> <p>Conduct Formative Assessment Workgroup meetings</p> <p>Continue to work on collaboration of process for uploading tasks into LEA assessment systems.</p>

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Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> • Part 1: All Modules (250) have been completed and are in the process of being uploaded to Blackboard. <ul style="list-style-type: none"> ○ 116 ELA and Math modules are in production. ○ 126 modules in test waiting to be uploaded by MSDE to production. ○ 8 PD modules are in production. ○ Teacher survey has been developed. • Part 2: Disciplinary Literacy and Enrichment/Intervention Modules (70) - MPT has submitted project schedule; first four prototypes in development. <ul style="list-style-type: none"> ○ MSDE reviewers have been identified for content areas. 		<p>Complete drafts for 10 additional modules</p> <p>Complete MSDE review of modules</p> <p>Submit final versions of modules</p>
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> •Published and distributed annual TPE report from WestEd/CTAC: “Real Progress in Maryland.” •Executed “Three Day September SLO Pipeline Convening” for 300 educators. •Executed “Two Day September Promising Principal Academy Convening,” including the securing of tablet technologies for participants and initiating construction of a virtual communication network. •Interviewed, hired, and trained three additional principal coaches. •Reorganized personnel and formalized the Office of Teacher and Principal Evaluation. 		<p>Complete SOL and Community professional development sessions with all LEAs</p> <p>Complete data analysis of initial teacher effectiveness ratings</p> <p>Complete data analysis of initial component measures</p> <p>Complete first phase of implementing sustainability activities: Human and Fiscal resources</p>

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Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	4	4	<ul style="list-style-type: none"> •Completed - Portal Development (Certification Application); Educator Search section of the Portal (Allows public to search Educator certifications); Production build out (building out the servers to be used for the EIS system); and Soft Deployment (Internal Deployment for testing). •Continued - the UAT Testing; Full production database migration (moving data from old system to new); and Production deployment (installation, migration, configuration and implementation in the production environment). 		<p>Complete full deployment of EIS system.</p> <p>Complete training of users on system</p>
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> • Collecting and reviewing end-of-year reporting requirements submissions from participating LEAs. • Received and processed invoices for incentive payments for PY4 from Kent County and Baltimore County. 		<p>Revise and disburse sub grant applications to eligible, participating LEAs</p> <p>Provide assistance to LEAs on development of approvable applications for PY 5, review LEA applications, give approval to LEAs on final PY5 applications</p> <p>Provide technical assistance to LEAs as needed with implementation of PY5 projects</p>
Great Teachers and Leaders	39/25: Teacher Induction Academies	4	4	<ul style="list-style-type: none"> • On September 12, 2014, provided individualized support to Cecil County's Induction Coordinator by presenting "Mentor Training" adapted from the content of the 2014 Academy to those who were unable to attend. 		<p>Complete Regional Follow up Session #1 for all 4 sites</p> <p>Begin Site Visits</p> <p>Hold Teacher Induction</p>

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				<ul style="list-style-type: none"> Collaborated with Andrew Sioberg from NTC on TELL Data presentation to Professional Learning Coordinators. 		Coordinators' December Quarterly meeting
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> Statewide SLO convening was held on September 16 and 17 (12 LEAs each day) Teams of seven, including executive officers and principals attended. Dr. Bill Slotnik, a national expert from CTAC, delivered the content sessions. A similar SLO presentation was conducted on September 15 for MSDE staff working with schools and school systems. 	TPE Action team is an integral part of the MSDE group working on the development of the Principal Pipeline (Project 41-24) - succession planning- project outcome.	Professional Development on SLOs (Oct. 9 Convening) provided to executive officers. Technical Assistance will continue to be provided to LEAs December Statewide SLO Convening II and Promising Principals Winter sessions will be conducted

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Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<ul style="list-style-type: none"> Held two of four scheduled regional Master Teacher debriefings in Baltimore County on September 18 and in Charles County on September 30. 249 of 252 Master Teachers registered to attend one of the four. Held the first webinar of the 2014-2015 webinar series on September 24. The webinar featured the principal and staff of Snow Hill Elementary in Worcester County for their strategic implementation of parent involvement and communication initiatives. Began creation and organization of a Master Teacher Network to include face-to-face and online facilitators for sustainability. Continued editing for the remainder of the videos from the summer 2012 and summer 2013 academy sessions to be posted as stand-alone modules on the professional learning portion of Blackboard Learn. 11 of 49 session videos remain that need editing. 	Remaining videos- 9 STEM (5 need final approval, 4 need additional edits) and 2 disciplinary literacy science videos (currently in editing)	<p>Complete and launch the Maryland CCR Professional Learning Program. Pilot with Master Teachers and select schools.</p> <p>Plan and hold regional professional learning summits in 5 areas of the state.</p> <p>Plan a Maryland State EdCamp as a follow-up to the summer conferences.</p> <p>Continue live/recorded webinars based upon identified needs (feature LEA school practices/ successes and Master Teachers).</p> <p>Continue creation of CFIP online course, and modules. Have completed a rough cut of the course version and the first round of edits for elementary, middle, and high school videos. All modules are developed and in draft form.</p>
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement	3	3	<ul style="list-style-type: none"> AP Ventures delivered modules three, four and five for three different professional development courses (Instruction in Reading, Elementary English Primary ELA, and Elementary English Intermediate ELA) the 		<p>Continue development of modules and course</p> <p>Conduct quality review of modules and courses</p>

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	Content			<p>materials will be reviewed by MSDE.</p> <ul style="list-style-type: none"> • Soul Tree Consulting has completed: <ul style="list-style-type: none"> ○95% of the STEM –Centric Units Course (this course has been reviewed by MSDE) ○~50% of the Project Based Learning course. ○~50% of the Engineering STEM Education course. 		
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> • Leadership development specialists continued their support for the Aspiring Principal Fellows by scheduling site visits and providing guidance for fellows in getting started with the projects assigned by the principal. • Content specialists for math and reading have provided professional development for all instructional support staff in schools as well as district personnel • Student Support Staff visited Oxon Hill to help the new student service chair organize for their team, create forms, and determine processes; held restorative practices training for Oxon Hill and Thurgood Marshall as a follow up for July training; and met with Baltimore City to gather documentation to end the grant they receive for a student support liaison. 	Additional funds have been provided to allow the Breakthrough Center to service low performing schools.	<p>Provide additional professional development for 100% of the Aspiring Principals’ Institute fellows.</p> <p>Mentor and coach 100% of the fellows in the development of a project structured around the Maryland Instructional Leadership Framework and their school improvement plan.</p> <p>Provide monthly professional development to 100% of the instructional leaders in identified schools.</p> <p>Provide differentiated professional development and content based collaborative planning to instructional leaders</p>

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Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	4	4	<ul style="list-style-type: none"> • Communication continued with Prince Georges County's and Baltimore City's Finance Offices in order to ensure spend down of NOGAs. 		Plan, procure, and begin implementation of additional intervention training for school teams (Tier I and Tier II schools)
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<ul style="list-style-type: none"> • Four new schools (Two in Baltimore City and two in Garrett County) now offer the GTT program this school-year: Teachers from the four schools attended GTT training, and the materials of instruction were ordered. • Dorchester County purchased needed computers, and will be offering the PLTW Engineering program in the feeder high schools providing students an opportunity to continue their interest in STEM. 		MSDE staff will work with LEA staff to schedule school visits and continue to provide technical assistance.
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> • Site visits were conducted in Anne Arundel, Baltimore, Frederick, Montgomery, Prince George's, and St. Mary's Counties charter schools. • Contract for MD charter school publications webinar series completed and signed by RMC Research. • University of Baltimore has started field work for Charter School Program Study: <ul style="list-style-type: none"> ○ Stage #1: collection of background information completed. ○ Stage #2: Initial update of prior analysis and development of the interview guide development for 	<ul style="list-style-type: none"> ○ RMC has provided draft forms of Modules 1, 2, 3 and 4 of the publications webinar series which are under review. 	<p>Provide recommendations on the University of Baltimore Study</p> <p>Create Notice of Grant Award, collaborate, and provide technical assistance for Prince George's County Expansion and Replication of high performing public charter school (two grants)</p> <p>Provide Technical Assistance to public charter school stakeholders, collect and</p>

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				stakeholders completed. <ul style="list-style-type: none"> ○ Stage #3: Interviews with leaders from Maryland's 47 charter Schools has concluded. 		disseminate information to various stakeholders, and accumulate information in Just In Time data collection Conduct Charter School Site Visits