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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: December 16, 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 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 progress on targets for a three month window (a ✓ indicates that the item is completed) and the 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 (November/December 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	Nov./ Dec. 2014 Rating	Oct. 2014 Rating	Accomplishments	Comments	Targets for October 2014-December 2014
General	1/78: Office of Academic Reform and Innovation	3	3	<ul style="list-style-type: none"> • Completing PY 4 Close-out reports on all projects • Conducting Weekly RTTT Stat Meetings • Completed guidelines for Invitation to Bid (ITB) for Communication Hub • Completed training for media monitoring services • Collecting Professional Development events and posting on Comprehensive Training Plan calendar 		<ul style="list-style-type: none"> • Complete Invitation to Bid (ITB) for Communication Hub • Complete all financial close-out activities, closeout reports, and submit close-out reports to USDE • Complete plan for Comprehensive Training Plan
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> • Survey opened for all MD teachers, principals, and assistant principals on November 5th (Closes December 5th) on the transition to Maryland College and Career-Ready Standards 		<ul style="list-style-type: none"> • Complete the fall 2014 survey • Analyze results
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> • Completed Module 1 of 5 modules to provide online formative assessment professional learning opportunities paired with Communities of Practice. • Conducted sustainability discussions with LEAs to plan for Cohort 1* implementation and Cohort 2** initiation. • Developed support plan with Measured Progress to convert assessment item 	<ul style="list-style-type: none"> *Cohort 1 consists of participants going through the FAME course (modules, communities, of practice, leadership support) in SY 2014-2015. **Cohort 2 refers to schools and LEAs that have asked us how they 	<ul style="list-style-type: none"> • Develop first batch of assessment tasks; conduct review sessions; and complete and deliver final version of Batch 1 assessment tasks • Formative Assessment for Maryland Educators (FAME) participants to complete Module 2 of the FAME course on Blackboard. • Continue support and site visits for FAME Communities of Practice

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Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<p>and task upload to LEA systems.</p> <ul style="list-style-type: none"> Secured potential facilitators and students for spring piloting of Environmental Science and Video Gaming. 	<p>can participate in FAME in SY 2015-2016.</p> <p>Working with the Department of Budget and Management (DBM) to complete contracts for vendors in NCE year and awaiting upload of 26 completed fine arts lesson seeds</p>	<ul style="list-style-type: none"> Complete the pilot for Environmental Science, Cyber-Security and Video Game Design Continue development of the Financial Literacy STEM Course and the Foundation of Technology (FoT) STEM Course
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, 14,131 students have taken the pre assessments. ITEEA Assessment Team produced the new data reports on the assessment system, and local administrators are able to access the reports through the online system. 	<p>Work on the FoT online course is progressing (this course, developed in Project 5/4 is being made an online module in Project 04/03). The reviewers are completing the review documents for Units 1 and 2 and Unit 3 is almost complete.</p>	<ul style="list-style-type: none"> Continue to engage educators from up to 22 LEAs in implementing ITEEA's FoT curriculum and the pre- and post-assessments. Provide technical assistance (MSDE) to local supervisors of technology education as they implement the FoT model.

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Data Systems	8/11: Develop Overall Technology Infrastructure	2	2	<ul style="list-style-type: none"> LEA/MSDE (security file exchange took place with Carroll County, initial meetings held with Allegany County. Initial security assessment of hosts, applications and databases completed and remediation ("hardening") started – to be completed in December. 		<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"> English/language arts (ELA) modules 1 and 2 are in development with module 2 reviewed by MSDE and now in the revision stage. Outline descriptions for modules 3 – 6 have been completed and are under review by MSDE. Approximately 2,455 resources have been approved for the Online Instructional Toolkit. The total number of searchable resources on the staging site is 3,344 and the MSDE production server and site are under development. 	All work has been delivered for Part 1.	<ul style="list-style-type: none"> Online repository for resources transferred to MSDE server Approved resources uploaded to server Continued development and collection of instructional resources

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Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> 75% of phase 1 regional STEM teacher workshops complete. <ul style="list-style-type: none"> Contractors were selected to provide PD to teachers; approximately 250 teachers participated in phase 1 of regional workshops. Debrief meetings are in process. First STEM coordinators meeting occurred November 12. <ul style="list-style-type: none"> Partnered with Code.org to provide professional development to coordinators in coding, computer science. 		<ul style="list-style-type: none"> Share the STEM Strategic Plan with the State Board (PY5 of this project includes the Implementation of the STEM Strategic Plan) Conduct first phase of the regional workshops – defining STEM and building content knowledge Conduct first STEM Coordinators Meeting in collaboration with Code.org STEM Coordinators will visit Anne Arundel County for first opportunity for collaboration (Emphasis: HS Structures of STEM)
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	3	3	<ul style="list-style-type: none"> Awarded \$5,017,771.60 to 20 LEAs to either procure a new assessment system, or enhance or expand a current assessment system. 	All 24 LEAs will now have assessment systems.	<ul style="list-style-type: none"> Award two remaining grants Conduct Formative Assessment Workgroup meetings Continue to work on collaboration of process for uploading tasks into LEA assessment systems.
Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> Part 2: <ul style="list-style-type: none"> MPT has completed two social studies modules and 1 science prototype module. MPT is in the development stage for 4 modules and 8 additional storyboards. 	Storyboards are in development for two additional modules.	<ul style="list-style-type: none"> Complete drafts for 10 additional modules Complete MSDE review of modules Submit final versions of modules
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation)	4	4	<ul style="list-style-type: none"> Compiled and analyzed evaluation data for 43,805 teachers and 1,112 principals Presented complete descriptive analysis of data to the Maryland State Board of Education, to the Maryland Assessment Group, and 		<ul style="list-style-type: none"> Complete SOL and Community professional development sessions with all LEAs Complete data analysis of initial teacher effectiveness ratings Complete data analysis of initial component measures

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	Engine)			<ul style="list-style-type: none"> posted analysis files online Concluded a mutually approved MOU with MACC@WestEd for data sharing and completed data handover pursuant to the approved Scope of Work Conducted Quality Control Meeting with MOU signees Completed Teacher and Principal SLO Survey for distribution in December Finalized agenda, content, and commitments for December Communications Convening and for the three day December Governor's Promising Principals Academy. Conducted "TPE Pulse-check" Technical Assistance Webinar with LEA data managers, grant managers, and Points of Contact. 		<ul style="list-style-type: none"> Complete first phase of implementing sustainability activities: Human and Fiscal resources
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	3	4	<ul style="list-style-type: none"> Completed EIS Customer Relations Management (CRM) Development Completed User training Completed Portal Development (Certification Application) Completed Educator Search section of the Portal (Allows public to search Educator certifications) Continued full production database migration (moving data from old system to new). Continued UAT Testing 	Unresolved defects are currently being addressed and need to be resolved prior to launching the new EIS in production. A process for Secure Sockets Layer (SSL), a protocol for transmitting private documents via the Internet, and the transfer of documents (PDFs) are being addressed.	<ul style="list-style-type: none"> Complete full deployment of EIS system. Complete training of users on system
Great Teachers	34/51: Compensation	3	3	<ul style="list-style-type: none"> Received end of year reporting requirements from Baltimore City, 		<ul style="list-style-type: none"> Revise and disburse sub grant applications to eligible, participating

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and Leaders	Incentives for Teachers in Shortage Areas			<ul style="list-style-type: none"> reporting on the outcomes of their project in PY4. Reviewing end of year reports from LEAs that participated in PY4 to see if they reported any challenges that we can learn from as we update the project application for PY5. Communicated with LEA contacts to discuss plans for projects in PY5 – specifically whether or not they would be able to complete all project requirements by the shorter PY5 deadline of June 30, 3015 Revised project application and lists of eligible schools for PY5, and sent to LEA contacts 		<ul style="list-style-type: none"> LEAs Provide assistance to LEAs on development of approvable applications for PY 5, review LEA applications, give approval to LEAs on final PY5 applications Provide technical assistance to LEAs as needed with implementation of PY5 projects
Great Teachers and Leaders	39/25: Teacher Induction Academies	4	4	<ul style="list-style-type: none"> Held a planning meeting on November 10, 2014 for the second Regional Follow up sessions to support sustainability. Planned the agenda and outcomes for the December 2, 2014 Teacher Induction Coordinator Quarterly Meeting. Site visits were conducted with Induction Coordinators in Queen Anne's (10/28), Carroll (11/3), Baltimore City (11/6), and Charles (11/20) Counties. 	<ul style="list-style-type: none"> Regional Follow up Session #2 sites will be: <ul style="list-style-type: none"> February 3 – North Central (Harford) February 12 – South Central (Calvert) February 9 – West (Garrett) February 17 – East (Queen Anne's) 	<ul style="list-style-type: none"> Complete Regional Follow up Session #1 for all 4 sites Begin Site Visits Hold Teacher Induction Coordinators' December Quarterly meeting

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Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> Designed an SLO survey to be sent to all principals and teachers in December to gauge the degree of comfort and experience with the SLO process since the September Statewide convening. Finalized the planning for a second Statewide convening to be held on December 9 and 10 for LEA teams, consisting of Executive officers, principals, teachers, professional development and communications staff. Scheduled the next Executive Officer and the Principals Advisory Council professional development sessions, to be held in January and February. 		<ul style="list-style-type: none"> 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
Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<ul style="list-style-type: none"> Completed the final regional Master Teacher debriefings, which were held in Baltimore County, Charles County, Anne Arundel County and Washington County. 249 Master Teachers attended. Continued planning of a Maryland State EdCamp as a follow-up to the summer conferences. Held two regional Educator Symposiums in response to a Maryland educator professional learning needs assessment and as follow-up to the summer conferences. Continued the 2014-2015 webinar series as a follow-up to the summer conferences. 	<p>Completing remaining videos- 9 STEM (5 need final approval, 4 need additional edits) and 2 disciplinary literacy science videos (currently in editing)</p>	<ul style="list-style-type: none"> Complete and launch the Maryland CCR Professional Learning Program. Pilot with Master Teachers and select schools. Plan and hold regional professional learning summits in 5 areas of the state. Plan a Maryland State EdCamp as a follow-up to the summer conferences. Continue live/recorded webinars based upon identified needs (feature LEA school practices/ successes and Master Teachers). Continue creation of CFIP online course, and modules. Have completed a rough cut of the course version and the first round of edits

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				<ul style="list-style-type: none"> The Maryland CCR Professional Learning Program moved into testing stage with the focus group and the Master Teachers. Worked with Towson University staff to write a course description and complete the Continuing Professional Development (CPD) Application Form for the new Classroom Focused Improvement Process (CFIP) course. Posted 35 videos from the summer 2012 and 2013 academies. They are being staged to post on MDK12 and Blackboard Learn to be used as professional learning modules. Finalizing the second residential convening session of the Promising Principals Academy to be held on December 9- 10, 2014. 		<p>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 Content	3	3	<ul style="list-style-type: none"> Vendor submitted content, video scripts and interactives to MSDE specialists to review for Practical Applications of ELA Methods (Primary K-2 and Intermediate 3-5), Foundations of Reading, STEM Digital Portfolios, Geometry, and Algebra II Review of draft courses for Engineering & Technology –STEM, STEM Centric Units, and Project Based Learning-STEM showed misalignment and MSDE is working with the vendor to further develop an in-depth understanding of the requirements 	<p>MSDE is working with the vendor for the three STEM courses to make necessary improvements to meet the MSDE contract requirements. The team has and will be scheduling regular meetings with the vendor to address the quality and timeline of deliverables. MSDE is increasing the oversight during all remaining phases to ensure quality courses.</p>	<ul style="list-style-type: none"> Continue development of modules and courses Conduct quality review of modules and courses

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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: <ul style="list-style-type: none"> ○ Scheduling visits to school sites. ○ Providing guidance for fellows ○ Presenting the third all day institute for Aspiring Principals (Oct.17th). • Content specialists for math and reading provided professional development for all instructional support staff in schools as well as district personnel. • Provided Student Support : <ul style="list-style-type: none"> ○ Attended the student support teams and reviewed team processes and protocols and offered support to principals, support staff and Central office ○ Presented the results of pre and post assessment data at the Turnaround Meeting ○ Provided professional development to schools on Response to Intervention Part II and gender expansiveness 		<ul style="list-style-type: none"> ✓ Provide additional professional development for 100% of the Aspiring Principals' Institute fellows. ✓ 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. ✓ Provide monthly professional development to 100% of the instructional leaders in identified schools. ✓ Provide differentiated professional development and content based collaborative planning to instructional leaders
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	4	4	<ul style="list-style-type: none"> • Developed an action plan to address the 3-month goals of planning, procuring, and implementing additional intervention training for school teams (Tier I and Tier II schools) to provide targeted support for providing alternatives to suspension and enhancing school safety and climate. • Began the Request for Quotation 		<ul style="list-style-type: none"> ✓ Plan for additional intervention training <ul style="list-style-type: none"> • Procure additional intervention training and materials • Begin implementation of additional intervention training for school teams (Tier I and Tier II schools)

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Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<p>process for procuring additional training and materials</p> <ul style="list-style-type: none"> Four new schools in Baltimore City (2) and in Garrett County (2) now offer the GTT program. <ul style="list-style-type: none"> Teachers 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, thus, providing students an opportunity to continue their interest in STEM. Site visits have been scheduled 		<ul style="list-style-type: none"> 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"> Completed contract for MD charter school publications webinar series. RMC Research has provided draft forms of Modules 1, 2, 3 and 4 of the publications webinar series which are under review. University of Baltimore has completed the Charter School Program Study and the final report is being reviewed by MSDE personnel. Expansion and Replication of high Quality Charter School in Prince George's County Public Schools is underway. Site visits have taken place in Anne Arundel County, Baltimore County, Frederick County, Montgomery County, Prince George's County, and St. Mary's County charter schools. 		<ul style="list-style-type: none"> Provide recommendations on the University of Baltimore Study 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) Provide Technical Assistance to public charter school stakeholders, collect and disseminate information to various stakeholders, and accumulate information in Just In Time data collection Conduct Charter School Site Visits