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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: July 22, 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 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 (June 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	July 2014 Rating	June 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"> • Amendment and No Cost Extension Requests Approved by USDE <ul style="list-style-type: none"> ○ 51/51 Amendments/Change Notices Approved (Last approval letter dated 6/30/14) (Previously we had 54 projects and 21 NCEs but 3 projects were consolidated into NCE Project 17/32) ○ 18/18 No Cost Extensions (NCE) Approved • Preparing the RTTT Communication Document to mark accomplishments following four years of RTTT <ul style="list-style-type: none"> ○ Gathering input from RTTT Executive Advisory 		
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> • CAIRE continues to meet with project managers from 22 projects to evaluate the projects' measurable objectives and complete the Breakthrough Center Case Study • CAIRE also completed four more of the case studies for the Breakthrough Center (2 previously completed out of 13) 		
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> • Project team has had several meetings with the vendor of online learning modules. Project FAME (Formative 	<ul style="list-style-type: none"> • As the assessment task vendor has not received a Notice to Proceed yet from 	

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				<p>Assessment for Maryland Educators) has closed registration process for the FAME Initiative. Currently there are 38 schools from 16 Local Education Agencies (LEAs) plus Juvenile Service Education that are registered to participate. Participants will engage in blended online and face-to-face professional development on effective classroom formative assessment practices. The team has collaborated with vendor to finalize the content of the Summer Leadership portion of the FAME scheduled to begin the third week of July.</p> <ul style="list-style-type: none"> •Task Development Procurement: The contract for the selected vendor was approved at the June 18th Board of Public Works meeting. The team is awaiting the Notice to Proceed from Procurement to begin working with vendor. •An online repository has been developed in Blackboard and is ready for the upload of procured items from selected vendor. •The team continues to collect names from the LEAs to develop a team of representatives to meet and work collaboratively to support district assessment systems and share resources. •The Video Game Design course, two student course pilots in Cyber-Security and Administration of Justice II , and the Foundations of Computer Science 	<p>Procurement, there are no items to upload into the system as planned. It is anticipated that the project will have some items shortly after the contract is signed (grade 3-11, Math and English Language Arts (ELA) multiple choice and open ended response). The development of performance tasks and items for grades 1 and 2 will begin this fall. The task bank will be built throughout next school year.</p>	
Standards and Assessment	4/3: Curriculum and Formative Assessment	3	3			

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	Development			<p>and Computer Science Principles courses were completed this month.</p> <ul style="list-style-type: none"> •The course design layout for the Financial Literacy STEM course was reviewed and approved. •The first module for the Foundation of Technology STEM course was completed. •Continuing to add new resources to the Learning Management System (LMS) in the areas of Student Support and Teacher Support Webinars. 		
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"> •The ITEEA Assessment Team is working with a vendor to produce the new data reports on the assessment system. Teachers had access to the new reports for the June post-assessment. The district and state level reports are under development and will be completed by 7/31/14. •To date, four summer professional development (PD) trainings are scheduled, including one each for Baltimore City and Prince George's County. •Work on the Foundations of Technology (FoT) online course is progressing (Project 04/03). The first draft of unit one is near completion and access to the course will be given the reviewers to collect their comments. 		
Standards and Assessment	6/76: Curriculum and Assessment Development	4	4	<ul style="list-style-type: none"> •Project manager met with Autodesk representatives regarding curriculum resources and the <i>Design the Future</i> initiative to increase student interest and skills in AutoCAD and Revit 		

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	CTE-SREB			<p>software.</p> <ul style="list-style-type: none"> Also met with the Maryland Center for Construction Education and Innovation (MCCEI) Board to provide an update on the Construction, Design and Management (CDM) program and implementation throughout Maryland. This group also discussed expanding the use of the ACE Mentoring program in these schools. 		
Standards and Assessment	7/5: World Languages (WL) Pipeline	4	4	<ul style="list-style-type: none"> Four world language academies have been planned and implemented on June 23, 25, 26, and 27. World Language Specialists completed site visits to support RITT participating LEAs through classroom observations, assessment of students using LinguaFolio Jr., and sustainability plans. 		
Data Systems	8/11: Develop Overall Technology Infrastructure	2	2	<ul style="list-style-type: none"> Performed four migrations to support the production go live effort for Project 9/27. Oracle provided a potential solution to the decentralized security model- Project staff are in the process of implementing and testing the Oracle proposed solution. 	<ul style="list-style-type: none"> Signed Contract Extensions for work start date of 6/01/14 have not been sent to the vendors. This contract update contains the new Purchase Order (PO) number that vendors need to invoice MSDE. To address Year 5 of the project, contracts for Project Manager, Security Specialist and Database Admin and Application Integrator will need to be extended after 9/13/2014. 	
Data Systems	9/27: Accessing and	3	3	<ul style="list-style-type: none"> 29 dashboards out of 36 are in production. 	<ul style="list-style-type: none"> The requirements for Funding Priorities and School 	

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	Using State Data-Dashboards			<ul style="list-style-type: none"> Two dashboards (Curriculum Alignments and Legal Mandates) are complete and will be included in the final production release. Testing is continuing for the remaining 5 dashboards and is expected to be completed and in production by 7/31/14. Project Team participated in the Caroline County Academy on 6/19/14. Training was provided for educators to assist the use of the dashboards, multimedia, and the portal. Feedback was positive based on functionality, use of school improvement, and student history. 	<p>Operations have not been finalized as of 6/27/14.</p> <ul style="list-style-type: none"> The remaining dashboards are delayed due to data validation/incomplete requirements. Additional changes are necessary and are being worked on. 	
Data Systems	10/28: Multi-Media Training	2	1	<ul style="list-style-type: none"> Captive Developer has been acquired and started on 6/23/14 to complete the remaining modules. Project Team participated in the Caroline County Academy on 6/19/14. 	<ul style="list-style-type: none"> Acquired the necessary approvals and resources to complete the work. 10/28 is challenged with time, but confident that team will have a good plan in place to meet the 9/23/14 deadline. Complete the scripts for the remaining 19 dashboard training modules. (There are 4 Longitudinal Data System training scripts complete but they do not yet have a module.) Current Total: 17/40 	
Data Systems	11/29: LEA System Application and Infrastructure Upgrades	NR	NR	<ul style="list-style-type: none"> The grant requirements for this project have been completed as of 9/30/2013 All 24 LEAs have successful received and processed their sub-grants. 		
Data Systems	12/60: Expansion to LDS - Data Exchange	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by R.T.T.T Leadership as part of the amendment process. 		
Data	13/61:	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining 		

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Systems	Enhancement to LDS – Develop Workforce Data Warehouse and Center			funds are being reallocated by RTTT Leadership.		
Data Systems	14/31: Develop and Implement a State Curriculum System	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 	<ul style="list-style-type: none"> Integrated the Curriculum Management System (CMS) into the LMS, which now comprises three projects: 14 31, 24 56, and 26 43. This project is closed as of June 30th-2013. 	
Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> Project Part 1 <ul style="list-style-type: none"> Best Practice Videos (3) completed taping and moved to editing. Biology course modules 8 and 9 delivered to MSDE for review Maryland Public Television (MPT) is completing accessibility review and modification to all STEM courses. Project Part 2 <ul style="list-style-type: none"> The search function and resource staging instance was developed and demonstrated to MSDE. Resource reviews have moved to a completely online process with MSDE reviewers accessing the online catalog for review and/or approval. 		
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> Evaluations of the effectiveness of the STEM Specialist in the Classroom program were completed by all participating schools (teachers, 		

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				<p>students, and visiting STEM Specialists) and are currently being analyzed by the Maryland Business Roundtable for Education.</p> <ul style="list-style-type: none"> • The STEM Connections component of STEMnet has been populated with resources and was tested with targeted teachers in June. The STEM Workplace Exposure Opportunities component was tested with students at targeted schools in June. Both resources will be launched for teacher use in September 2014. • New content was added to the STEM Career Exploration component. • Feedback on the STEM Challenge component was collected, reviewed and addressed. 		
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	3	2	<ul style="list-style-type: none"> • Amendment approved to collapse project funding in order to provide funding to LEAs as sub grants to procure or enhance existing assessment systems. • The team revised the sub grant notification and application process and sent out official notification to LEs. Grant applications will be due 8/01/14. An informational webinar is scheduled for 7/8/14 to help interested LEAs complete the applications. 	<ul style="list-style-type: none"> • With the approved amendment to move forward with LEA sub grants, this project is now on target to meet its goals. • As funding for the sub grants is in YR 5 (beginning 9/24/14), the project team is requesting approval from USDE for lead time for some LEAs that wish to begin procuring assessment systems before 9/24/14. 	
Data Systems	18/33: Implement a Computer-Adaptive Test (CATS) Delivery System	3	2			
Data Systems	19/34: Item Load and Integration Setup for Test Item Bank System	3	2			

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Data Systems	20/35: Adaptive Testing Units for High Schools	3	2			
Data Systems	21/42: Implement a Statewide System to Support Student Instructional Intervention	3	3	<ul style="list-style-type: none"> • Carroll County, Harford County, and Howard County have not spent any funds to date but plan to spend funds this summer. • Eleven of the 18 LEAs participating in this grant have spent part of their funds, amounting to over 65% of the funds being utilized to date. • Four of the 18 LEAs have spent all of their funds. 		
Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> • Part 1 - ELA and Mathematic Intervention and Enrichment Modules <ul style="list-style-type: none"> ○ Math 2A and ELA 2B ready for production. ○ ELA Waves 2C completed functional review; 3A and 3B are in the functional review process, • Part 2 -Disciplinary Literacy and Enrichment/Intervention Modules <ul style="list-style-type: none"> ○ MPT submitted two cost proposals: <ul style="list-style-type: none"> ▪ One for 121 student modules and 4 PD modules ▪ One for 81 student modules and 4 PD modules 	<ul style="list-style-type: none"> • NCE approved for Part 2 of the project that includes the remaining student modules and PD modules. With the NCE, all module development will conclude by June 2015. 	
Data Systems	23/55: Develop Framework for Teacher Toolkit Portal	NR	NR	<ul style="list-style-type: none"> • Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Data Systems	24/56: Develop and	3	3	<ul style="list-style-type: none"> • The Formative Assessment team continues to work with a vendor to test 		

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	Implement Course Registration System			<ul style="list-style-type: none"> items and resources prior to making information available to teachers. Six PD courses are being offered in June Five PD courses are being used for teacher conferences (Middle School English, Middle School Math, English 10, Algebra 1 and Elementary Math) for a total of 20 sections. 		
Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	4	<ul style="list-style-type: none"> The Program Approval Branch staff will continue to look for evidence of Common Core integration as they provide technical assistance to Institutions of Higher Education (IHEs) in developing new programs, and evaluating existing programs. This entails reviewing their assessment systems, preparing for program approval visits, and/or accreditation visit. 	<ul style="list-style-type: none"> Similar PD sessions will be continued after the grant period is over, as the three geographic sessions will be hosted for no cost at higher education sites. The higher education community is supportive of the delivery model. 	
Data Systems	26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment	3	3	<ul style="list-style-type: none"> See accomplishments for Project 24/56. 	Project is merged with 24/56: Develop and Implement Course Registration System.	
Data Systems	27/46: Equating of MSA for Use on Growth Model	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Great	28/47:	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining 		

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Teachers and Leaders	Develop and Implement a Statistical Model to Measure Student Growth			funds are being reallocated by RTTT Leadership as part of the amendment process.		
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> Conducted end of year Quality Control Session with 24 LEA Teams. Issued the final data collection manual to LEAs and conferred with LEA technical leads on expectations, timelines, and local issues for submission of data. Alerted all superintendents of their eligibility for Year 5 Sustainability Grants and provided a new assurance narrative in preparation for the issuing of Notices of Grant Awards (NOGAs). Provided planning information for Year 5 PD Spheres 6-9; including work on High-quality and Rigorous SLOs, Effective Stakeholder Communications, and Systems Thinking to Support Sustainability. Provided a timeline for the release of data analysis from Year 5 Teacher Principal Evaluation (TPE) submissions. 		
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional	4	4	<ul style="list-style-type: none"> Continued User Acceptance Testing (UAT) Continued production build out (building out the servers to be used for the EIS system) Continued Active Directory Federation Services configuration to allow users to 		

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	Data			<ul style="list-style-type: none"> access the system through single sign on Continued to build out Bedrock UAT environment-for users to test EIS Completed current production database migration- moved all data from the old system to the new system 		
Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	3	3	<ul style="list-style-type: none"> Emerging Leaders Program (ELP): New Leaders staff made final decisions for advancing ELP graduates into Aspiring Principals Program (APP); APP matriculation offers were sent to qualified candidates. Aspiring Principals Program held Cohort 13 Resident weekly meetings (9). Topics include entry planning around School Culture and Human Capital. Residents presented school-based learnings and outcomes to MSDE and New Leaders program staff. 		
Great Teachers and Leaders	32/73: Teach for Maryland	4	4	<ul style="list-style-type: none"> Continued working on the 7/16/14 - 7/17/14 Summer Institute to prepare teachers to be successful in high poverty and culturally diverse schools (more than 65 teachers and higher education representatives are registered) Initiated arrangements for training team members for Council for Accreditation of Educator Preparation (CAEP) training and Maryland State Program Approval. 		
Great Teachers and Leaders	33/50: Compensation to Teachers	3	3	<ul style="list-style-type: none"> Issued NOGAs to participating LEAs for the work they have been doing in Project Year 4. 		

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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"> Continue to work with CAIRE to help get the data they need from the participating LEAs so that they can complete their report on this project. Issued NOGAs to Baltimore City and Baltimore County for work in PY4. 	<ul style="list-style-type: none"> Working with Prince George's County Public Schools (PGCPS) on submission of invoices for incentives in PY3. 	
Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> The Professional Standards and Teacher Education Board (PSTEB) adopted COMAR 13A.12.02.29 Instructional Leader: STEM (preK-6) at their 6/5/14 meeting. The new regulation will be published in the Maryland Register on approximately 6/27/14 with an effective date of 7/7/14. Elementary STEM Certification Network Summer Institute was held on 6/19 and 6/20/14. There were approximately 50 participants with representatives from all 12 partner projects in attendance. The Summer Institute focused on assessments of students, candidates and programs. Results of survey to Project Managers about Program Development were analyzed and a summary was presented at Summer Institute. 		
Great Teachers and Leaders	36/75: LEAs, Providers, and IHEs (UTeach) Maryland)	4	3	<ul style="list-style-type: none"> UTeach Towson is in the process of hiring a third master teacher. MSDE Reading Work Group met and determined three-component framework for revised Reading in the Content Area Part I, to be renamed as a literacy course. 	<ul style="list-style-type: none"> The project is programmatically on track in all aspects, and MSDE will closely monitor immediate invoicing to assure all activities will complete by the close of the grant. 	

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Great Teachers and Leaders	37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Great Teachers and Leaders	38/53: Incentives for Teachers who Obtain ESOL Certification	4	4	<ul style="list-style-type: none"> Since last report, 19 additional teachers completed all requirements. 	<p>To date, a total of 410 teachers have completed the coursework and passed the Praxis in years 1-4.</p>	
Great Teachers and Leaders	39/25: Teacher Induction Academies	4	4	<ul style="list-style-type: none"> Site visits were conducted with Induction Coordinators in Howard (6/5/14), Calvert (6/9/14), Prince George's (6/10/14), Dorchester (6/11/14), and Queen Anne's (6/25/14) counties. The 2014 Teacher Induction Academy was held 6/24-6/26/14. The MSDE Project Manager and two presenters attended New Teacher Center's (NTC) Presenter's Academy I 6/17-6/19/14 to begin the process of becoming NTC certified presenters for regional follow-up content and sustainability. 		
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> Tim Dove, the Council of Chief State School Officers (CCSSO) representative for Maryland attended a full day planning session with the TPE team as a follow-up to the May CCSSO conference and to provide national perspective for our work. Summit 5 for Executive Officers (the final convening for the 2013-14 school 		

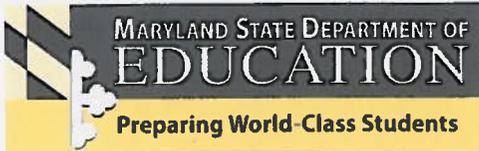
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				<p>year) was held on 6/10/14. Principal supervisors had opportunities to share best practices and debrief on common problems and solutions. Feedback was extremely positive</p> <ul style="list-style-type: none"> •TPE Action team is an integral part of the MSDE group working on the development of the Principal Pipeline. Four regional meetings were held during the week of 6/16/14 as an overview and introduction of the year-long project (Project 41-24) •A Quality Control Stock-take review meeting was held on 6/20/14 for LEA teams consisting of technical, point-of-contact, PD, and teachers to reflect on progress made, share best practices, and debrief on common problems and solutions. •An MOU supporting SLOs was signed at the 6/27/14 State Board meeting. 		
Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<ul style="list-style-type: none"> •Held first College and Career Readiness Conference at Washington College in Kent County. The attendance at Day One was 87.17% and the attendance on Day Two was 82.46%. •Six of the 8 conference sites are at or over capacity and registration has closed at those sites. 30% of registrations continue to be school principals or assistant principals. •One Master Teacher training was held during the month of June. •Held last LEA support site visit to Baltimore City in June. To date, MSDE staff has visited all 24 LEAs. 	<ul style="list-style-type: none"> •To date, over 4,300 teachers, administrators, and members of IHEs have registered to attend the conferences. •For SY 2013-14, to date, 1,693 educators have participated in the live webinars and 2,217 educators have accessed recorded versions of the webinars on Blackboard Learn. In addition, several schools and LEAs have voluntarily shared with MSDE that they are using the recorded versions of 	

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				Feedback and MSDE action on the feedback is being tracked. In addition to PD specialists, specialists from ELA, math, STEM, disciplinary literacy, special education, English Language Learners (ELL), and formative assessments are part of these visits.	the webinars for staff development meetings. Feedback from Master Teachers, site visits, and transition plans are being used to determine the content/topics of the webinars.	
Great Teachers and Leaders	42/17: Priority Schools Academy	4	4	<ul style="list-style-type: none"> No new updates for June. Current work continues. 		
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	4	3	<ul style="list-style-type: none"> Soul Tree Consulting held a template and layout review meeting with MSDE to gain input for the design of the STEM courses and delivered the first module of the first STEM-Centric Units course to MSDE. AP Ventures delivered the first module for the Algebra II and Geometry PD courses for review by MSDE. Five professional development courses are being used for face-to-face teacher conferences this month (Middle School English, Middle School Math, English 10, Algebra 1 and Elementary Math), for a total of 20 sections. 	<ul style="list-style-type: none"> The 5 PD courses are also being used as fully online courses for teachers this summer. 221 teachers are enrolled in 14 course sections. 16 of these sections are being facilitated by EEA Master Teachers who successfully completed MSDE's online facilitator preparation course and a shadowing experience. 	
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> During June 2014, leadership development specialists continued to support Aspiring Principal Fellows and designated school leadership teams. 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. 		

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Lowest-Achieving Schools	45/67: RITA Team Audits	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by RTTT Leadership. 		
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	3	3	<ul style="list-style-type: none"> Additional LEA grants totaling \$14,062.50 each have been awarded to Baltimore City Public Schools (BCPS) and to PGCPS to support end-of-summer and back-to-school trainings and workshops for Positive Behavior Interventions and Supports (PBIS) coaches and school teams. This brings the amount of LEA grants awarded to each of these two LEAs since March to \$45,687.50. A PBIS Joint New Team Training is scheduled for BCPS and PGCPS to be held 7/14-7/16/14 at the Conference Center at Turf Valley in Ellicott City, MD. The turnaround schools in these LEAs have been targeted for attendance. (To date, 136 school staff are scheduled to attend) Six Turnaround school teams from PGCPS and six Turnaround school teams from Baltimore City are registered to attend Restorative Practices Training during the week of 7/28/14. Six Turnaround school teams from PGCPS are registered to attend Olweus Bullying Prevention Training during the week of 7/28/14. Site visits occurred at Drew Freeman, Calverton, Gholson, and Oxon Hill. Attended the International Conflict Resolution Conference in Virginia 		
Lowest-Achieving	47/45: Coordinated	3	3		<ul style="list-style-type: none"> Working with the Priority School Office of Prince 	

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Schools	Student Services			<p>(sessions on Restorative Practices)</p> <ul style="list-style-type: none"> Coordinated efforts with Project 46/67 to arrange for two days of Restorative Practices training for the two LEAs with whom 47/45 work. Created and sent a NOGA intent letter to help pay for the stipends for the teams from PGCPS for the two days of Restorative Practices training. 	<p>George's County to get the last three post-assessment rubrics and signatures on the NOGA intent letter and assurances. This is not behind schedule and will be resolved by early July.</p>	
Lowest-Achieving Schools	48/69: School Health Services	NR	NR	<ul style="list-style-type: none"> No additional activities occurred over the past month. This project has been completed. 		
Lowest-Achieving Schools	49/63: Physical Activity (PA)	3	3	<ul style="list-style-type: none"> PA/Wellness Blackboard site launched and schools notified of this resource to use to develop and implement wellness programming. Continue to consult with BCPS on Wellness Plans and Fitness Data. Collected all "Annual Wellness Final Reports" from schools in PGCPS and BCPS and collected fitness-test data from all schools in PGCPS and 1/3 of schools in BCPS. Wrote grant extension for BCPS (lowered to 12k) and PGCPS (added 34k). 	<ul style="list-style-type: none"> Development and implementation of wellness activities in BCPS has stalled. Only 5 schools are approved thus far and the turn-around coordinator does not expect any more schools to comply with this requirement. All 17 schools in PGCPS are in compliance with this grant. 	
Lowest-Achieving Schools	50/58: Extended Learning	4	4	<ul style="list-style-type: none"> Conducted last of 11 Monitoring/Compliance reviews of the RTTT programs and in the process of providing feedback via monitoring report: <ul style="list-style-type: none"> Drew Freeman Middle School Provided technical assistance, directly to organizations serving RTTT priority or feeder schools. 		
Lowest-Achieving Schools	51/71: Project	4	4	<ul style="list-style-type: none"> Site visit reports were prepared and will 		

Assurance Area	Project	July 2014 Rating	June 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
Achieving Schools	Lead the Way(PLTW) – Gateway to Technology (GTT)			provide schools with an outline of best practices as well as next steps to improve the GTT program. During the visit to Cherry Hill, several 8 th grade students indicated choosing a high school based on their experience in the GTT program and their desire to pursue a related STEM program at the high school level.		
Lowest-Achieving Schools	52/77:Primary Talent Development (PTD)	4	4	<ul style="list-style-type: none"> All of the project activities have been completed as planned and on schedule. 	There are unexpended funds due to the fact that the two Baltimore City Schools dropped out of the PTD pilot in 2013.	
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> 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. Contract for MD charter school publications webinar series completed and has been signed by RMC Research. 		
Other	54/79: Implement Statewide Centralized Student Transcript System	4	4	<ul style="list-style-type: none"> MSDE has set up a project transition meeting for this project. There are no other updates for this project as all milestones have been met. 		



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. *Lillian M. Lowery*
DATE: July 22, 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

Critical Milestones & Target Ranking							
No.:	Project	July Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
4/3	Curriculum and Formative Assessment Development	3	<p>2</p> <ul style="list-style-type: none"> Foundations of Technology sole-source contract approved Financial Literacy contract approved 	<p>3</p> <ul style="list-style-type: none"> Vendors for Foundations of Technology and Financial Literacy courses begin development 	<p>4</p> <ul style="list-style-type: none"> Review drafts of courses from vendors Provide input for improvement and enhancement 	<p>4</p> <ul style="list-style-type: none"> Begin piloting STEM courses Implement STEM courses within Learning Management System 	July 2015

Updates since last board report

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.

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.

July Update: Moodle designs for Video Game, Foundation of Technology STEM, Financial Literacy Science, and Mathematics STEM were all completed in June. June Update: Computer Science courses completed and Video Game Design was reviewed. Added 45 additional resources to the LMS.

No.:	Project	July Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
9/27	Accessing and Using State Data-Dashboards	3	<p>3</p> <ul style="list-style-type: none"> Complete testing of 10 production ready dashboards (Total: 25/36) 	<p>3</p> <ul style="list-style-type: none"> Complete testing of 11 production ready dashboards. (Total: 36/36) 	<p>4</p> <ul style="list-style-type: none"> Begin training and implementation of the Production K12 Portal and 36 LDS dashboards. 	<p>4</p> <ul style="list-style-type: none"> Complete training and implementation of the Production K12 Portal and 36 LDS dashboards. Conduct end user survey from all 24 LEAs. 	Sept. 2014

Updates since last board report

March Update: 7 additional dashboards migrated to test environment as of 3/5/2014.

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.

July Update: Caroline County Training event completed. Dashboard status remains the same. Rollout of the remaining dashboards is expected to be completed by the end of July. Requirements for two dashboards are in the process of being finalized. Once completed ranking will be a 4.

June Update: Remaining dashboards are still being prepared for production. We anticipate an additional 30 days for 5 dashboards due to testing requirements. Training event with Caroline County takes place on June 19th.

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

July Update: Captivate development work resumed the last week of June. Remaining modules are being created with a target delivery date of September 23, 2014. June Update: Amendment was approved on 6/11. On June 6th procurement was approved to schedule the developer. Scheduled start date is July 7th.

No.:	Project	July 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"> Online Instructional Toolkit (OIT) content approved. OIT vendor finalizes requirements for resource aggregation. 	<p>3</p> <ul style="list-style-type: none"> OIT vendor begins resource aggregation and provide samples for approval. 	<p>4</p> <ul style="list-style-type: none"> OIT vendor delivers first wave of resources for review and approval (est. 2000 resources) 	<p>4</p> <ul style="list-style-type: none"> OIT vendor delivers second wave of resources for review and approval (est. 4000 resources) 	July 2015

Updates since last board report

March Update: The 2 resources 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.

July Update: First wave of modules has been provided to MSDE as a demonstration. They are being reviewed, edited, and finalized. June Update: Initial resources were provided to MSDE, are being reviewed, and are in the testing phase. Anticipated production release August 2014.

Critical Milestones & Target Ranking

No.:	Project	July Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
17132	Implement a Test Item Bank System (TIBS)	3	<p>1</p> <ul style="list-style-type: none"> Review current TIBS Assessment Task Development to include comprehensive assessment system Release RFP for Bid 	<p>2</p> <ul style="list-style-type: none"> Submit USDE project amendment for LEA sub grant solution, seek approved release LEA grant application to districts 	<p>3</p> <ul style="list-style-type: none"> LEA grants approved 	<p>4</p> <ul style="list-style-type: none"> LEAs submit grant monitoring documentation 	July 2015

Updates since last board report *****Updated progress rating due to approved amendment and LEA grant solution.

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.

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 final USDE amendment for LTA sub grants to enable each district to enhance or procure local integrated assessment system's. *** Note: The timeline has been updated to reflect the current proposed solution.

July Update: Grant applications have been provided to the LEAs and are due back to MSDE by 8/1/14. Information webinar is scheduled for 7/18/14 to support this effort.

June Update: Amendment was approved by USDE on June 16. The project team will begin the Notice of Grant Award process.

****Project 17132, 18133, 19134, 20135 have been consolidated into one project. All milestones will be met under Project 17132.**

No.:	Project	July Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
2216	Develop Online Instructional Intervention Modules	3	<p>2</p> <ul style="list-style-type: none"> MOU ratified with state affiliated agency 	<p>3</p> <ul style="list-style-type: none"> Course development activities begin for 125 modules 	<p>4</p> <ul style="list-style-type: none"> Review first wave of modules (est. 50 modules) Provide input for improvement and enhancement 	<p>4</p> <ul style="list-style-type: none"> Review second wave of modules (est. 75 modules) Provide input for improvement and enhancement 	July 2015

Updates since last board report

March Update: We are in discussion with MPT regarding an MOU for the development of the Disciplinary Literacy modules - Part 2.

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.

July Update: Initial Math and ELA modules continue to be reviewed and approved for production. MSDE and MPT are currently negotiating cost proposals. The approval of this contract is keeping this project at a rating of a 3.

June Update: The Mathematics modules from the first wave have begun to be reviewed and posted. Final drafts are expected mid June. MPT contract expected to be finalized by the end of June.

Critical Milestones & Target Ranking

No.:	Project	July Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
43121	Develop Online PD on Educator Instructional Improvement Content	4	<p>2</p> <ul style="list-style-type: none"> Approve multi-vendor contract for new Online Professional Development courses 	<p>3</p> <ul style="list-style-type: none"> Vendors for Online Professional Development courses begin development 	<p>4</p> <ul style="list-style-type: none"> Review first round of drafts courses from vendors Provide input for improvement and enhancement 	<p>4</p> <ul style="list-style-type: none"> Review final drafts of courses from vendors Provide input for improvement and enhancement Migrate completed courses to Learning Management System 	July 2015

Updates since last board report

March Update: The award for nine professional development courses is on the BPW agenda for April 2, 2014.

May Update: Project schedule has been submitted and development is in progress.

April Update: "Kick-off Meeting" on April 8th and 9th. Course development will begin at that time.

July Update: First set of modules have been delivered for review by MSDE.

June Update: Design sessions were conducted for STEM, ELA, and Math courses to support development team.

No.:	Project	July Ranking	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
46157	Extend Student Learning and Improve School Culture, Climate, and Support	3	<p>2</p> <ul style="list-style-type: none"> Interview and build candidate list; expected in late February Interview Behavior Specialist; listing expected in late February 	<p>3</p> <ul style="list-style-type: none"> Conduct onsite training and technical assistance for behavioral teams 	<p>4</p> <ul style="list-style-type: none"> Conduct onsite training and technical assistance for behavioral teams 	<p>4</p> <ul style="list-style-type: none"> Conduct onsite training and technical assistance for behavioral teams Complete discipline plans 	Sept. 2014

Updates since last board report

March Update: Candidates have been selected and our in the final stages of the hiring process.

May Update: Project Team is collaborating with PBIS schools to plan training events.

Successfully completed the two onsite trainings. April Update: 46157 has all personnel required to complete the tasks above. By April 30th the project is expected to conduct two onsite trainings.

June Update: MSDE continues to prepare for onsite training events in June/July. Requisitions and Notice of Grant Awards are being executed throughout the month of June to ensure the success of these events.

July Update: Procurements and contracts have been modified and submitted for the upcoming training events. Additional funds and technical assistance continues to be provided for PGCPS and Baltimore City Schools.



Teacher and Principal Evaluation: Principal Pipeline

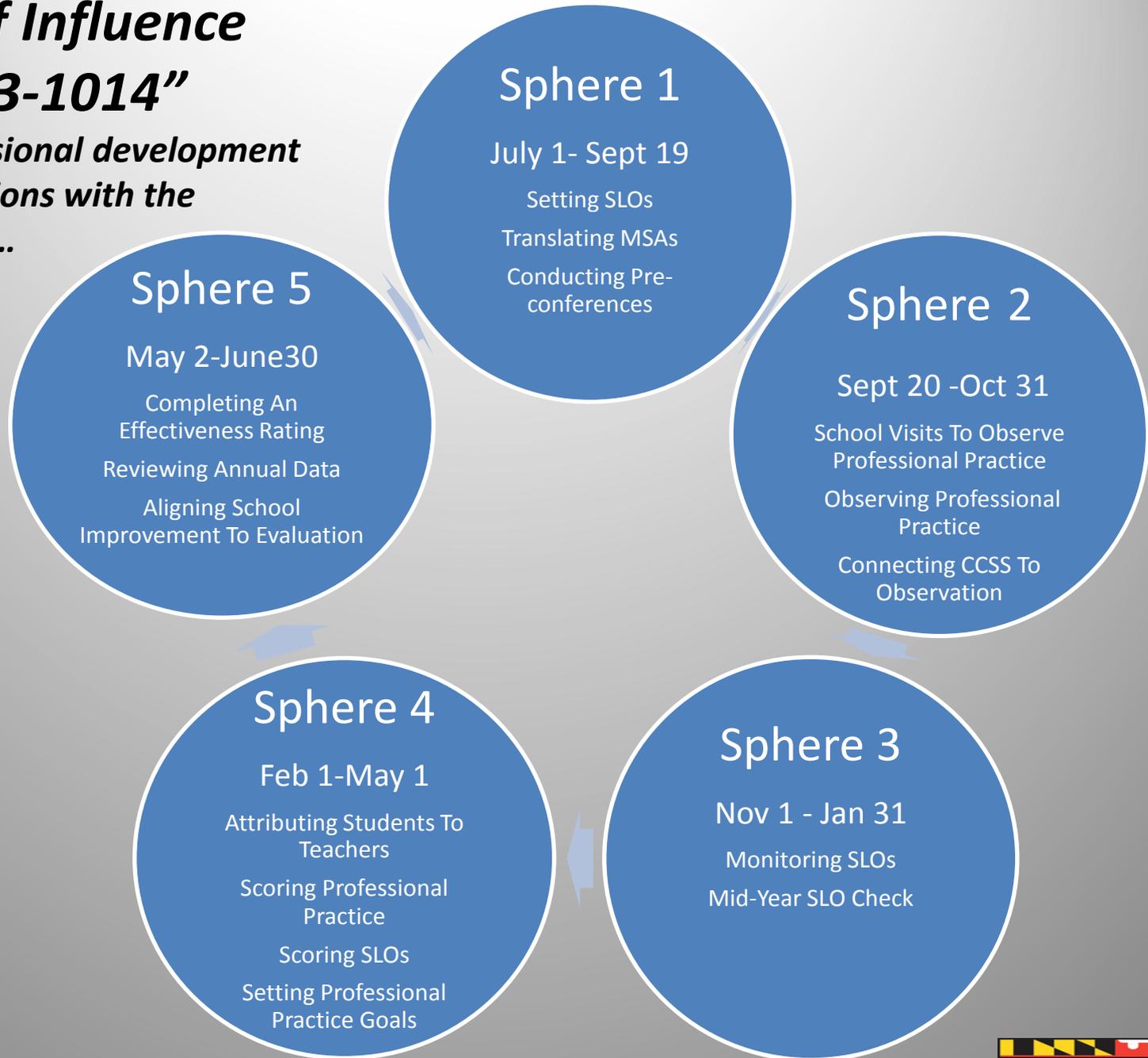
MSBE Briefing
July 22, 2014

Influencing Transformation

Maryland's Plan for Preparing Educators to Implement and Sustain Teacher and Principal Evaluation 2013-2015

“Spheres of Influence 2013-1014”

***...aligning professional development
and communications with the
evaluation cycle ...***



Spring Information Gathering

Student Learning Objectives

Communications

Sustainability

“Spheres of Influence 2014-2015”

**... Sustaining Teacher and Principal
Evaluation Using LEA Focus Teams**

Quality Control

Sphere 8
Mar.
Using systems thinking to sustain the integration of MCCRS, PARCC, and TPE

Quality Control

Sphere 6
September 15-17
Constructing Rigorous and High-quality SLOs

MOU Advisory Team

Sphere 7
Dec.
Building and executing effective communication strategies



Align

- Teacher/Principal Evaluation
- SLOs
- PARCC, MCCRS & TPE



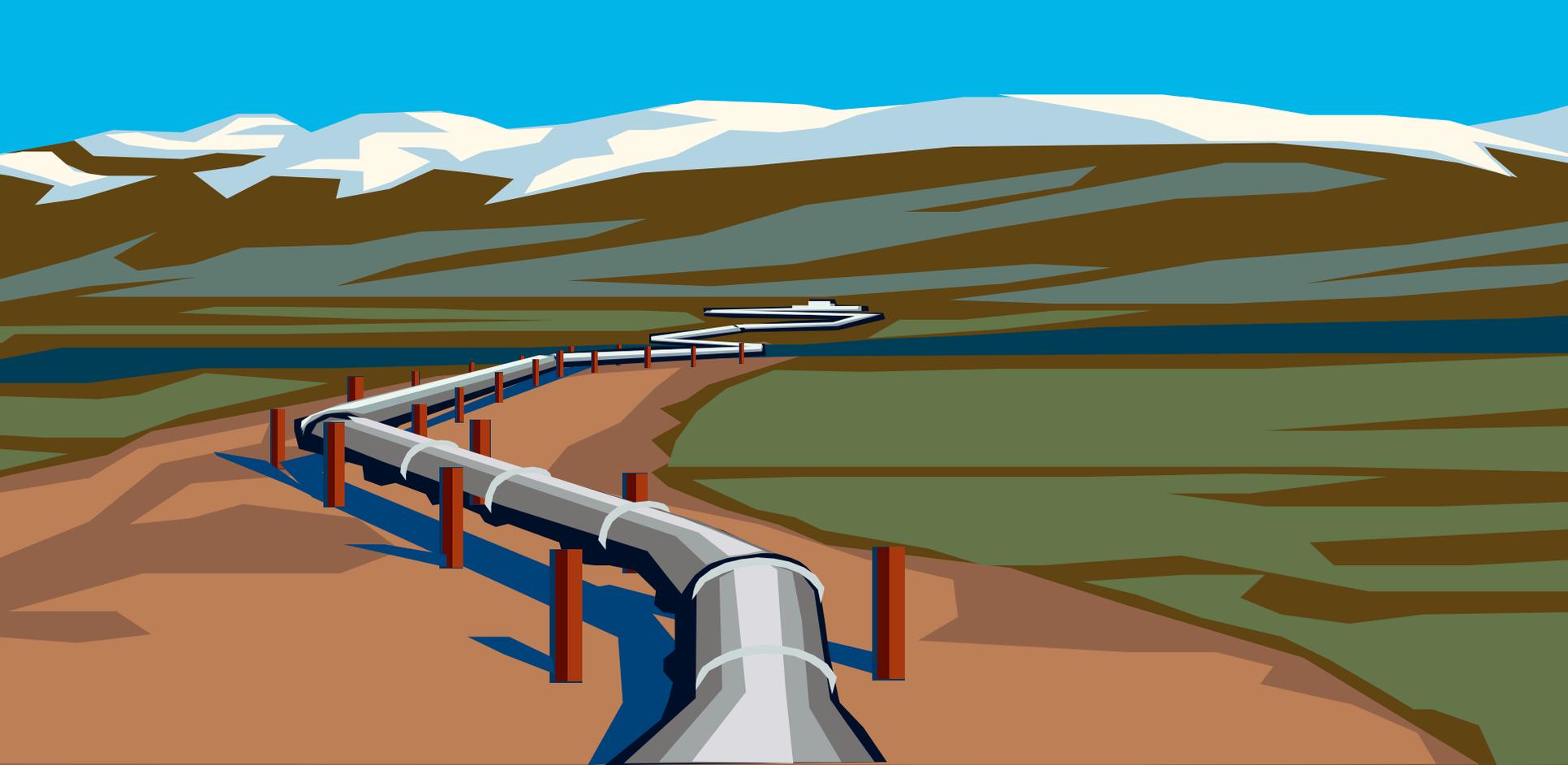
Streamline

- Workload
- Time Management
- Common PD & Messaging



Pipeline

- Governor's Academy for Promising Leaders
- PD for Promising Leaders, Principals, Executive Officers



Maryland's Principal Pipeline Project

Year 1

Current and Promising Principals

24 LEA Teams
48 Current Principals
48 Principal Supervisors
48 Teachers
48 Subject Experts

Sphere 6
Teaching & Learning
September 15-17
Constructing Rigorous and
High-quality SLOs

Sphere 8
Effective Systems
Mar.
Using systems thinking to
sustain the integration of
MCCRS, PARCC, and TPE

Sphere 7
**Collaboration with
Families and
Stakeholders**
Dec.
Building and executing
effective communication
strategies



The Governor of Maryland's

Promising Principals ACADEMY

Summer
Convening

Spring
Convening

Fall
Convening

Sphere 6
Rigorous SLOs

Sphere 8
Sustainability

Winter
Convening

Sphere 7
Communications

Summer Convening
July 28-30, 2014

As a result of this stand,
participants will be positioned
effectively function in strategic
crafted cohorts during the 201
2015 Governor's Promising
Principals Academy experience
This positioning will enable the
Academy to concurrently exec
its content and practice while
nurturing the team building ar
networking skills of the partici

As a result of
participants
significance
and Goals in
leadership ar
and align the
improvement
professional
teacher profe
development

As a result of this strand,
participants will be able
to utilize technology to
execute and maintain the
work of the Academy
throughout the 2014-
2015 year. This
utilization will enhance
the Academy's ability to
execute content and
practice while
concurrently modeling its
potential application.

As a result of this strand participants will understand the supreme importance of instructional leadership and using the SLO process, identify methodologies for elevating principal, teacher, and student performance through aligned and rigorous SLOs as evidenced in instructional planning and delivery

As a result of this strand participants will understand the importance of collaboration and the maintenance of stakeholder knowledge and operational capacities to integrate and simultaneously support the work of MCCRS, TPE, and PAR

As a result of this strand, participants will recognize the complexities of working within and across multiple systems and be able to respectfully employ existing systems to navigate varied audiences and secure desired, permissible, and sensible solutions.

Fall Focus:

Ensure the success of

Winter Focus:

As a result of this strand, participants will recognize managerial problems as identified by local superintendents and be able to craft alternative approaches to common problems in the field.

Spring Focus:

s and resources for a



The Governor of Maryland's

Promising Principals

ACADEMY