Race to the Top Progress Update
May 2011 Monthly Report

State: <u>**Maryland State Department of Education**</u>

<u>**Part A:**</u> *In preparation for monthly calls, States must answer the following questions.*

Describe the State's key accomplishments and challenges this month.

<u>Accomplishments:</u>

- 10-4 vote of Educator Effectiveness Council affirming 50% for student growth in evaluation system

- Two technical assistance meetings were held for project managers to review process and procedures for submitting amendments to USDE and respond to any questions/issues.

- A draft of the format for 2011-12 Master Plan that integrates RTTT SOWs into the Master Plan was shared with the BTE workgroup representing all 24 LEAs for their feedback. Ideas and suggestions that were offered will be included. A final draft of the Master Plan template and guidebook will be finalized in May. A technical assistance meeting will be provided in June for LEA RTTT grant managers and financial officers from each LEA.

- An MOU has been finalized with USM to develop and implement an evaluation process and tools for RTTT projects. It is currently awaiting signatures

- Project managers submitted responses to evaluation questions to facilitate definition of assessment metrics on a per project basis.

- Sixteen additional project amendments have been reviewed and submitted to USDE for approval.

- The Educator Effectiveness Council met on May 2 and May 16. Progress has been made regarding the recommendations that they will make to Governor O'Malley in June that will enable the seven LEAs to pilot an educator evaluation system in 2011-12.

- Participated in first site visit with USDE on May 9 sharing progress to date and issues that need to be resolved.

- RTTT Technical Approach document was reviewed by MSDE technical team. Preliminary approval is pending.

- Reviewed SOW amendments from LEAs.

- LEA monitoring plan submitted to USDE for approval.

- Developed first draft of technology project relationship and collaboration charts to illustrate project dependencies and communication process flows.

- Designed process for identifying and allocating "excess funds" from project budgets
  LEAs submitted their first monthly report for their SOWs.

Challenges:

- Timely approval of amendments

- Approval of the LEA monitoring plan

1. *Is the State on track to meet the goals and timelines associated with the activities outlined in its scope of work? If not, what strategies is the State employing in order to meet its goals?*

   Yes, pending approval of submitted amendments

2. *How can the Department help the State meet its goals?*

   Timely approval of submitted amendments and LEA monitoring plan

Part B: *In preparation for monthly calls, States must also answer the following questions for two application sub-criteria (e.g. (A)(2) and (D)(4)).*

Criteria (*e.g. A*): C and D   Sub-criterion (*e.g. A2*): C2 and D3

Relevant projects:

C2:

- 8/11   Develop the Overall Technology Infrastructure to Support RTTT Initiatives
- 9/27   Accessing and using State data Dashboards
- 10/28   Multi-Media Training
- 11/29   LEA System Application Upgrades and Infrastructure Upgrades
- 12/60   Expansion to LDS Data Exchange
- 13/61   Enhancement to LDS Develop P-20 and Workforce Data Warehouse and Center

D3:

- 31/13   Building Leadership Capacity in Low-Achieving Urban and Rural Districts
- 32/73   Teach for Maryland

- 33/50   Compensation to Teachers and Principals in the Lowest 5% Schools
- 34/51   Compensation to Teachers in Shortage Areas
- 35/26   Elementary STEM Certification
- 36/75   UTeach
- 37/54   International Partnerships to Recruit Teachers in Critical Needs Areas
- 38/53   Incentives to Teachers Who Obtain ESOL Certification

1. *What methods, tools, and processes is the State using to determine the progress toward goals and the quality of implementation of the activities described in this sub-criterion?*

    As with all sub-criteria, we are utilizing project management techniques for monitoring and controlling the program at the project/activity level and for determining progress towards milestones and goals. Microsoft Project Professional is being used to develop project level schedules. Project schedules have been detailed for 54 projects with specific activities planned for the remainder of the year. Each project manager reviews their respective project schedule with their program director to ensure that project activities, issues, risks, and concerns are discussed. The quality of implementation of the activities will be determined by our overall program evaluation that has been built into the grant.

2. *Provide a narrative that demonstrates the extent of the State's progress toward its goals and alignment to the scope of work.*

    C2: Goal: *Implement 10 Maryland Longitudinal Data System Initiatives*
    Project 8/11   Develop the Overall Technology Infrastructure to Support RTTT Initiatives
    This project is intended to build significant infrastructure through the addition of hardware, software, software licenses, and labor for installation, management and development of: (1) an enterprise portal; (2) an enterprise security system; (3) an expansion of our existing business intelligence reporting and analysis system down to the classroom for teachers and students; and (4) an end-user help desk and software application security support. The project team has completed procurements for Software Developer, and currently has requests in for additional procurement for 3 additional positions - Help desk & Trainer, DBA and Portal Developer. The team continues to test OBIEE/Portal/Security platforms and participated on data and FERPA security briefing from USDE. This resulted in a need for an Intrusion Detection System (IDS) and

security governance group to be established. The team is continuing with additional procurements for equipment and software licenses for their test system, in addition to making progress on help desk design and implementation for LDS applications. Like many projects, a project amendment has been submitted to USDE to ensure that project objectives are met on a timely basis.

A comprehensive technical approach/roadmap document has been authored and is under executive review that outlines a consolidated strategy for a phased implementation of the RTTT technology infrastructure to support all RTTT projects. This was necessary since the initial scope of this project was limited to portal access, security, and support. The future scope will entail providing a consolidated networking infrastructure to house all RTTT technology systems and applications.

Project 9/27   Accessing and using State data Dashboards

This project ensures that data from the State's statewide longitudinal data system is accessible to, and used to inform and engage, as appropriate, key stakeholders (e.g., parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers), and that the data support decision-makers in the continuous improvement of education. The project team is in the business requirements phase for the development of year 1 dashboards. Procurement for a business analyst has started; however, like many projects, a project amendment has been submitted to USDE to ensure that project objectives are met on a timely basis.

Project 10/28   Multi-Media Training

This project is intended on providing 40 tutorials to all levels of stakeholders that: (1) describes the content of the longitudinal effectiveness, accountability, and performance data reports and 36 dashboards and (2) teaches select stakeholders on how to use such data to improve student performance in the classroom. It also trains local data coaches to provide data use support at the school, teacher and classroom level. The project team recently staffed a business analyst position, and they are identifying tools that are specifically used for the training of educators utilizing longitudinal data. The team is currently identifying technical specifications for interfacing with user and backend platforms and considering the various advantages and disadvantages for respective tools. This project has also submitted a project amendment to ensure that project objectives are met on a timely basis.

Project 11/29   LEA System Application Upgrades and Infrastructure Upgrades

This project is design to provide the LEAs with the necessary infrastructures to either integrate with the Maryland State Department of Education systems or enhance/replace LEA existing systems that cannot meet the data processing requirements for Race to the Top data collection, processing, and reporting. This project is in the process of assigning a project manager to take fulltime leadership of this project; however, interim leadership is in the process of developing proof of concept for data transfer from LEA student information systems for student grades and courses. LEA discovery is in progress for teacher effectiveness assessment tools, and data management to assess LEA application upgrades for technical infrastructure needs. This project has also submitted a project amendment to ensure that project objectives are met on a timely basis.

Project 12/60   Expansion to LDS Data Exchange

This project provides a system for collecting and distributing data from the LEAs, Maryland State Department of Education, and Maryland higher education institutions for consolidation and distribution. Procurement for a technical architect position is in process since the initial procurement failed due to lack of qualified candidates. The team is progressing to conduct research of Master Data Management MDM, BEPEL, batch transfer, and SIF technologies.

Project 13/61   Enhancement to LDS Develop P-20 and Workforce Data Warehouse and Center

This project directly supports educational reform initiatives of Race for the Top by collecting and analyzing higher educational longitudinal student data, and combining it with K12 student and workforce data to help the state's 24 LEAs align their K12 curriculum and student readiness skills with post-secondary education institution expectations. The team is developing a team for requirements development which includes data modelers and project management. They are continuing implementation of MLDS Center, and engaged in the funds request process, proposal review process, funds issuing process, and funds use tracking process.

D3: Goal: *Increase distribution of teachers and principals in high poverty, high minority, and hard-to-staff schools*

Project: 31/13   Building Leadership Capacity in Low-Achieving Urban and Rural Districts

This project is designed to increase the number of effective and highly effective leaders in

Baltimore City, Prince Georges County, and rural areas on the Eastern Shore. A subgrant has been awarded to New Leaders for New Schools (NLNS) to train cohorts of leaders in Baltimore City and Prince Georges County. NLNS will also be working with the College of Notre Dame in Baltimore City to develop a special course to be added to the Notre Dame Education Administration program that will incorporate the NLNS model into their training. In addition, NLNS has agreed to work with two public Eastern Shore universities, Salisbury University (SU) and University of Maryland Eastern Shore- UMES (an historically black university), already working in the five rural shore counties' school systems. NLNS will work with SU and UMES to develop and refine systems for recruitment, selection, and training of promising teacher-leaders to develop a cadre of system-selected principal candidates. The training will incorporate data-driven, outcome-based methodology. NLNS will also provide training on its Effective Practice Incentive Community (EPIC) system, consisting of on-line training modules , teaching scenarios, and assessments which will enable sustainability beyond the life of the grant.

Project: 32/73 Teach for Maryland

This project is designed to expand the number of teachers prepared to teach in high poverty/high minority schools, and to aid in the retention of teachers in such schools using the expertise of the Breakthrough Center and Maryland's Professional Development Schools (PDS) learning community model. The project includes both traditional and alternative pathways for teacher preparation. In January 2011, the Teach for Maryland Consortium Manager began her work. Sub-grants were awarded in March 2011 to Loyola College, College of Notre dame, Goucher College, and St. Mary's College and their PDS partners to develop initial teacher preparation programs. Salisbury will be added in June. It is anticipated that 200 teachers will be prepared to teach in high needs schools during the first four years of this project. The first Teach for Maryland Consortium Network (subgrantees and PDS partners) meeting was conducted and the second meeting has been scheduled. These meetings provide an opportunity for network members to identify components for teacher preparation programs focused on high poverty/high minority schools, develop initial course/program offerings, and share strategies. A site for the Network Summer Institute has been secured and the dates for the institute have been shared with participants.

Project: 33/50   Compensation to Teachers and Principals in the Lowest 5% Schools

This project is designed to establish a new incentive program to encourage the best principals and teachers to work in the neediest schools. The original request allocated funds to Tier I, Tier II, and eligible Tier III schools in two LEAs, Baltimore City and Prince George's County. All Tier I and Tier II schools are located in these two LEAs. In the original request, $804,000 was allocated for each year of the grant. Procedures for distribution, accountability, and criteria for eligibility were approved by the State Board of Education.

As a result of the approval of the State Scope of Work in 2011, the school superintendents of Baltimore City and Prince George's County requested that funds for the incentives be allocated to each jurisdiction over a three-year period, beginning July 1, 2011 rather than over a four-year period. The superintendents voiced concerns over the difficulties in awarding incentives in mid-year and said that the funds could be better used in the recruitment and retention of highly effective teachers and principals at the beginning of the 2011-12 school year. An amendment has been submitted to USDE to disperse the Year 1 funds equally over years 2, 3, and 4 to Tier I and II schools only, resulting in yearly allocations of $1,072,000. Funds will be allocated proportionately to Baltimore City and Prince George's County based on the number and enrollment of Tier I and Tier II schools. In addition, the amendment requests approval to modify criteria for the incentives to delay until Year 4 the awarding of incentives to teachers and principals who are rated highly effective. A highly effective rating, based on definitions of effective and highly effective as determined by the State Board of Education, will be fully implemented in the teacher and principal evaluation instrument for the first time in 2012-2014. In the interim, incentives may be awarded to teachers and principals who have a proven track record demonstrating the ability to significantly improve student academic performance and to teachers with certification from the National Board of Professional Teacher Standards who have a proven track record demonstrating the ability to significantly improve student academic achievement. The amendment was submitted on April 22, 2011 and we are awaiting approval from USDE.

Project: 34/51   Compensation to Teachers in Shortage Areas

This project is designed to provide an incentive program to encourage highly effective STEM, special education, and ELL teachers to teach in low-achieving, high-minority, high-poverty schools in 22 LEAs. A total of $1,320,000 was allocated over a four-year period beginning with the 2010-2011 school year. The first two years, $240,000 would be allocated, in the final two

years of the grant, $420,000 was allocated. Procedures for distribution, accountability, and criteria for eligibility have been identified.

An amendment to the original project has been submitted to USDE. If allocated to all 22 LEAs, only one to three incentives could have been awarded in eight of the LEAs. The amendment requests that Tier III schools be awarded the grants. All Tier III schools are located in five LEAs and would have the potential to more significantly impact student achievement in 53 of the state's high-minority, high-poverty, low-achieving schools that would not be eligible for incentives through project 33/50. If approved, 128 teachers would be awarded stipends of $2500 in the lowest performing schools. Incentive grants of $2500 will be made available in years 2 through 4 to STEM, ELL, and special education teachers to teach in and remain in high-minority, high-poverty, low-achieving schools. Teachers who have a proven track record demonstrating the ability to significantly improve student academic performance or have the capacity to significantly improve student academic performance would be eligible for incentives in years 2 and 3. In Year 4, highly effective teachers as defined by the state would be eligible for the incentive. The selection of teachers will be based on the need and criteria established by the LEA. The amendment was submitted on April 22, 2011 and we are awaiting approval from USDE.

Project: 35/26   Elementary STEM Certification
This project is designed to establish elementary STEM standards and develop teacher preparation programs that leads to certified STEM teachers in elementary classrooms preparing students for college and careers. An Elementary STEM Certification Network Manager was hired and began working in January 2011. The first Elementary STEM Network meetings were held in March 2011 and May 2011 to define STEM standards and align essential training program components for teacher preparation with those standards. Participants included the MSDE STEM Coordinator and Elementary STEM Specialist, elementary STEM teachers, LEA STEM coordinators, and IHE representatives. Elementary STEM materials and resources have been vetted. Sub-grants were awarded to Salisbury University, Washington College, Johns Hopkins University, University of Maryland, College of Notre dame, Hood College, and Frostburg University in March 2011 who will begin developing STEM certification programs. The Maryland Professional Development School(PDS) Network will provide the base for piloting field experiences and training prospective and practicing teachers who wish to expand their expertise. It is anticipated that 161 in-service teachers and 70 pre-service teachers will be impacted over the four years. A site for the Summer Institute has been selected. The Elementary STEM Network is in the process of defining the content and establishing the agenda.

As a result of the approval of the State Scope of Work in March 2011, an amendment will be submitted to USDE reallocating "excess" funds to support Year 2, 3, and 4 initiatives and activities.

Project: 36/75   UTeach

This project is designed to develop secondary STEM teacher preparation program in partnership with the University System of Maryland producing 160 secondary STEM certified teachers . RFOP's were disseminated in December 201. The University System of Maryland (USM) was the only respondent. The project manager began negotiations with USM to design a program that emulates the highly-successful UTeach Texas model.

Although verbal agreements existed with the flagship university in the USM prior to writing the proposal, negotiations between MSDE and USM failed to conclude an agreement relevant to the amount of money budgeted for that activity. USM was adamant that all system partners be funded to some extent departing from the original goal of the grant submission which was to create a model with two system partners. Concurrent with these negotiations, the National Math and Science Institute (NMSI) approached MSDE with an offer to join the negotiations and to supplement the State RTTT funding by $2.5 million to fully fund a true UTeach replication for the two system universities. That three-way negotiation also failed to produce an agreement. NMSI and its funding partner, AT&T and the Dell Foundation remain committed, however, to this level of funding for Maryland. On the advice of the Attorney General's office, MSDE Has formally notified USM that their proposal submission did not meet the criteria and MSDE will now proceed to work directly with UTeach and NMSI. NMSI may elect to disseminate another RFP to Maryland institutions or it may elect to work with two which have expressed some interest in the project. There may still be issues concerning whether or not USM will object to individual universities applying and participating. Should that occur, MSDE will approach to very viable private universities who are well-positioned to undertake this project. The project manager will be meeting with Dr. John Winn of NMSI and with the staff of UTeach in Austin, Texas on May 23-26, 2011 at which point details of the p[lan, along with deliverables and a timeline will be established all of which will be overseen by both Mr. Albert Annan of MSDE Procurement and Ms. Elizabeth Kameen of the Attorney General's Office. An MOU will be developed.

An amendment to this project will be submitted to USDE for their approval.

Project: 37/54   International Partnerships to Recruit Teachers in Critical Needs Areas

Using international partnerships, this project is designed to enable LEAs to hire international teachers in critical needs areas, enabling Maryland students to excel while developing the 21st century skill of global awareness. Maryland has entered into an MOU with Spain, China, and Italy to enhance international education and world language programs. These programs are options for LEAs to hire effective international teachers in critical needs/shortage areas through comprehensive visiting teacher programs sponsored by Spain, Italy, and China. MSDE will expand international partnerships and provide funding to participating LEAs for expenses involved with the hiring of international teachers, including J-1 Visa fees.

LEA project guidelines and application was prepared and reviewed by March 18, 2011. The project application was shared with LEA superintendents, human resources, curriculum, and world language leadership on March 21, 2011. The program manager has responded to questions from several LEAs regarding the grant application. The application deadline is June 1, 2011.

Project: 38/53   Incentives to Teachers Who Obtain ESOL Certification

This project will target programs and provide incentives to increase the number of teachers of English for Speakers of Other Languages (ESOL). The number of English Language Learner (ELL) students ahs steadily increased in Maryland to approximately 44,062 ELL students in 2009-2010 school year from 29,502 in the 2004-2005 school year, an increase of 49%. Content teachers who obtain additional certification in ESOL are better prepared to work with the ELL students and meet the diversified needs to develop both language and content knowledge. RTTT funds will support LEAs to provide incentives to content teachers in low-achieving, high-minority, high-poverty schools with a significant number of ELL students who obtain certification in ESOL.

The LEA project application was prepared and reviewed by January 21, 2011. The project application was shared with LEA assistant superintendents for instruction on February 18, 2011. The project application was distributed and discussed with ESOL supervisors/coordinators at their briefing on February 24, 2011. Questions from LEAs and teachers have been answered in a timely manner by the project manager . Additional information has been provided, including updated sub-grant closing date and the deadline for submitting invoices to MSDE for year 1. Notes for the launch of year 2 applications are being compiled based on questions and responses received. Nineteen (19) applications were received on March 21, 2011. Grant award notices were

prepared and distributed to the 19 LEAs. LEAs are progressing with subgrant activities and teachers are taking courses toward ESOL certification.

3. What is the State's assessment of the quality of implementation to date?

Maryland feels that the quality of implementation to date has been excellent.

4. If the State is not on track with the goals, timelines and quality of implementation outlined in the scope of work, why not, and what strategies is the State employing in order to meet its goals?
   NA

5. What are the potential obstacles and/or risks that could impact the State's ability to achieve its goals?

Evaluation: Performance and progress to date (choose one)
        Problematic (1)   Weak (2)   Adequate (3)   Strong (4)   Advanced (5)***

          ***Pending approval of submitted amendments.