

Race to the Top

Progress Update – January 2013 Monthly Call

Directions: In preparation for monthly calls, a State must provide responses to the questions in Part A for their overall plan, and responses to the questions in Part B for *two* application sub-criterion.

Part A: *In preparation for monthly calls, States must provide information that addresses the three questions below on the implementation of all aspects of its approved scope of work. This may include a written response. If your State already has a state-specific system to report on its progress, please work with your program officer to determine the best method of providing this information for your State.*

1. What were the State's key accomplishments and challenges this past month?

Accomplishments:

- Project 40/15 (PD for Executive Officers) – On January 17, 2013, a 3-hour technical assistance session was conducted for LEA executive officers on the following: SLO's for principals; implementing the Common Core and teacher/principal evaluation and support system; and, an update on the 2013 Educator Effectiveness Academies.
- Project 41/24 (Educator Effectiveness Academies) - Finalized and released two versions of Master Teacher applications to all 24 LEAs; one version for content Master Teachers (to deliver to teachers) and one version for Leadership Master teachers (to deliver to principals)
- Project 35/26 (Elementary STEM Certification) - Technical assistance meeting held January 17 for potential new partners. Meeting review the Request for Proposals (RFP) proposal requirements for one year awards (July, 2013 – June 2014) for Elementary STEM Certification programs. Representatives from Loyola University, McDaniel College, and UMBC attended. That would be in addition to the 7 IHEs who have already received sub-grants and are in the process of developing courses for certification.
- Project 32/73 (Teach for Maryland) - Conducted Maryland Teaching Consortium meeting on January 14, 2013 addressing *Mindset: Overcoming Struggle and Uncover Success* based on the work of Dr. Carol Dweck and also included four presentations from IHE partnerships: Mt. Saint Mary's University, Towson University, Notre Dame of Maryland University, Salisbury University and focusing on *Examining Teacher Candidate Dispositions: Our Tools, Our Processes, Our Learnings, Our Problem Solving*
- Project 16/20 (STEM Instructional and Career Support): Improvements to promoting the STEM Career tools were made by connecting the initiative to other online student programs (e.g. College-readiness in middle school), training volunteers, and promoting the resource directly to teachers seeking current career for their students information in Maryland. A total of 23 additional careers were prepared and published (in-print and online) in a wide variety of STEM professions in Maryland.

- Project 22/06 (Develop OnLine Instructional Intervention Modules): MSDE and Pearson will meet on January 24 and 25 to review the initial modules designs and layouts. A demonstration of the LMS where the Pearson modules will reside will be conducted on either January 24 or January 25.
- Project 26/43 (Implement a System to Support ELearning for Intervention, Enhancement, and Enrichment): Blackboard Learning Management System staging and production environments have been set-up and MSDE has begun to utilize the environment. A student course pilot is being set up to start on January 30, 2013.
- Project 08/11 (Develop the Overall Technology Infrastructure to Support Race to the Top Initiatives): P20 production system deployed on schedule in late-January, which supports the delivery of capabilities under Project 13/61.
- Project 12/60 (Expansion to LDS- Data Exchange): Production servers for Master file transfer system received and being installed, currently on-schedule for June 2013 rollout.
- Project 13/61 (Enhancement to LDS -Develop P-20 and Workforce Data Warehouse and Center): Rollout of the public facing MLDS portal (<https://wcp.p20.memsc.org>) answering 4 policy questions was conducted on schedule on January 14th. The rollout of the analyst portal is on schedule for January 28th.
- Project 09/27 (Accessing and Using State Data-Dashboards): Obtained user signoff on designs of 4 of 12 Year 3 dashboards. All of the Year 3 dashboards are in either design or development and are on schedule to be completed by June 30, 2013.
- Project 10/28 (Multi-Media Training): A vendor has been recommended for LEA LDS data coaching academy. Best and Final costing in negotiation.
- Project 11/29 (LEA System Application Upgrades and Infrastructure Upgrades): No activity in this Project of January. We are waiting for the amendments to resume processing the final grants.
- Projects 17/32 & 18/33 (Implement a Test Item Bank System & Computer Adaptive Test Delivery System, respectively): The project team is currently working through the vendor award process.
- Project 19/34 (Complete an Item Load and Set Up for the Item Bank and CAT System): The team has prepared and is currently vetting a draft request for proposal to purchase Item Content.
- Project 54/79 (Implement Statewide Centralized Student Transcript System): Thirteen (13) LEAs are "LIVE", and all others on track to deploy by June 2013 or earlier.

Challenges:

- At this time, our most significant challenge is keeping those projects for which amendments have been submitted and have not yet been approved on track to meet milestone timelines.

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

Yes, except that meeting the goals and timelines associated with those projects for amendments have been submitted but not yet approved is becoming a significant challenge

3. How can the Department help the State meet its goals?

The assistance that would be of greatest benefit to us at this time would be the opportunity to respond to outstanding questions from USDE that would enable us to move forward with those projects.

Race to the Top Progress Update – Monthly Call

Part B: *In preparation for monthly calls, States must submit written responses to the following questions for two application sub-criteria (e.g. (A)(2) and (D)(4)).¹ All responses in this section should be tailored to the goals and projects associated with this sub-criterion.*

Application sub-criterion:² (A)(2)

STATE's goals for this sub-criterion:

Goal 1: Provide effective oversight of the Race to the Top grant

Goal 2: Ensure an effective program evaluation

Relevant projects:

1/78 Office of Academic Reform and Innovation

2/1 Program Evaluation

1. What is the extent of the State's progress toward meeting the goals and performance measures and implementing the activities that are included in its approved scope of work for this sub-criterion?

Project 1/78 Office of Academic Reform and Innovation

This office has primary responsibility for managing and monitoring the development and implementation of the RTTT grant at State and LEA levels as it relates to program and finances. The individuals responsible for managing and monitoring include: Assistant Superintendent for the Division of Academic Reform and Innovation (DARI), the Core Team, Executive Sponsors, Program Directors, LEA Liaisons, Project Managers, and the MSDE Office of Finance.

RTTT Project Monitoring/Management

Previous USDE Monthly Call Reports have described the processes and procedures used to monitor and manage RTTT projects. Project oversight often entails a number of governance procedures that include:

Project Review Meetings:

Project review meetings are held frequently between program directors and project managers to review the project's schedule and upcoming milestones. Depending on the complexity of the project, project managers formally meet with program directors at least once a month, or more frequently for technology projects that involve application development. In addition to the review of project schedules, project review meetings also include a discussion of planned activities for the next month, a review of the project's budget, and a discussion of current or emerging concerns that may threaten the project's success. Recently, some project review meetings have been conducted as joint meetings for project that share common technologies or implementation

¹ On each monthly call, program officers and states should work together to select two sub-criteria for the following month.

² All highlighted fields will be pre-populated by the Department Program Officer prior to State completion.

teams. Examples of collaboration meetings include the implementation of the Learning Management System and the Breakthrough Center Cross-Functional Team.

Week Leadership Meetings:

Each week program directors and the accounting staff meet with the RTTT Executive Program Director (Jim Foran) to review major project issues and to identify mitigation strategies for the same. Discussions also include a status of LEA engagement activities, discussion of major project expenses awaiting approval, and any other issue that warrants collective reasoning and decision-making.

Core Team / Steering Committee Updates:

The Core Team meets each week to review a number of agency related matters, one of which is the implementation of RTTT. Each month, the Core Team also functions as the Steering Committee for technology projects to discuss RTTT specific issues requiring executive escalation and resolution, some of which may include major project issues & concerns, policy decisions relative to project execution, project amendment requests, and other ancillary discussions relative to the implementation of RTTT projects.

Department of Information Technology (DoIT) Oversight:

The state requires coordination with the DoIT for all major IT projects. This process entails the review each major IT project on a quarterly basis to monitor overall project health, planned activities and expenditures for the upcoming quarter; a review of cost, scope and schedule risks related to the project's execution; and a formal update to DoIT PMO on project progress as required per oversight guidelines.

As the RTTT grant process has evolved, linking related projects that share common outcomes and engaging these project managers in collaborative decision-making have increased efficiency and effectiveness. The amendment process and change notification process has been used multiple times to make needed adjustments in scope of work, timelines, and budgets. At various times, replacing project managers, hiring additional personnel, or dealing with procurement processes have presented challenges but none that are insurmountable.

The product/process evaluations conducted in 2011-12 and summarized by CAIRE in September 2012, revealed the following regarding our management and monitoring processes:

With few exceptions, projects reviewed appeared to be well managed and on schedulePMs generally had a good understanding of the relationships among projects.....PMs were also aware of the various stakeholders and had made an effort from the beginning of their project to solicit ideas and feedback from them.... all of the PMs indicated that the procedures put in place to resolve issues were effective.

In regard to other risks identified through reviews, delays in the State's procurement process was mentioned a number of times.....The lesson learned, as expressed by several MSDE representatives, is that PMs needed to allow additional time in their project schedules for procure-related activities and manage them with a "sense of urgency".

MSDE appeared to be well equipped to mitigate or resolve any issues that may arise during the remainder of the grant period. Staffing, which was of concern early on, has stabilized and MSDE is providing the oversight and managerial tools necessary to facilitate success of the RTTT projects.

Financial Monitoring/Management

Ramona Brown and Patrick Kellinger work with projects managers and program directors to address all fiscal related issues across all Race to Top projects to include state-wide and LEA projects. In collaboration with the MSDE Finance Office, Ramona Brown provides monthly expenditure and encumbrance control data to project managers and program directors for the state-wide projects in an effort to assist with budget management. In the same communication, a report is also provided listing all sub-grants to LEA's from the state-wide projects. Patrick Kellinger provides monthly expenditure data to all LEA liaisons in an effort to monitor how the LEA's are spending their funds. On a monthly basis, LEA claims are reviewed and approved via a comparison of the Financial Status Report (FSR) and Annual Financial Reports (AFR). Ramona and Patrick meet with project managers weekly to discuss any fiscal related issues, provide technical assistance with amendments or grant awards, provide guidance on allowable expenses, analyze budget to actual figures, and provide overall fiscal support.

Management activities include processing and approving amendment requests from the LEAs. Other activities entail handling LEA inquiries and questions regarding RTTT reporting, procedures, forms and processing. Activities also include, on a monthly basis, the collection, recording, and distribution of the LEA RTTT Monthly Reports. Additionally, an annual Desk Top Audit Report is prepared to verify LEA reporting with the Liaison. Patrick also participated in on-site visits to LEAs and is responsible for the collection and filing of the Monitoring Report for each LEA. LEA Master Plan activities involve processing Notice of Grant Awards and follow up for fully executed C125s (internal financial forms).

The product/process evaluations conducted in 2011-12 and summarized by CAIRE in September 2012, revealed the following regarding our financial management and monitoring processes:

The finance controlsThe only risk identified at that time was that PMs were having difficulty simultaneously tracking project expenditures on both a Federal and State fiscal year basis. In response, MSDE hired additional fiscal staff who assumed major responsibility for tracking project expenditures. Training of PMs was also provided along with the development of reports.....

LEA Monitoring/Management

There are 7 LEA Liaisons within the Division for Academic Reform and Innovation, each one of which is assigned 2 to 3 LEAs to monitor. LEAs submit a monthly report to their respective liaisons in which they describe their activities and accomplishments within each of the four

assurance areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around low-achieving schools. The report also provides an opportunity for LEAs to identify challenges, how they have addressed those challenges, and additional support they need from MSDE. Finally, LEAs indicate in their monthly report whether or not each of their projects is on track for completion. This process enables LEA Liaisons to respond immediately to requests for support and to address any identified needs.

Issues often arise regarding financial processes and procedures. If the Liaison is unable to address the issue, the concern is referred to either Ramona Brown or Patrick Kellinger for resolution. It is the LEA Liaison, working with an MSDE team, who also serves as the primary evaluator of the respective LEAs scope of work (SOW) when it is submitted with the annual Master Plan. Rubrics were developed to assess the scope of work regarding the alignment of annual goals, activities, budget, and performance measures within each assurance area. The Master Plan/SOW is submitted in October, reviewed, modified, and approved by early December. An amendment process has been in place since the outset of the grant enabling LEAs to adjust their project budgets. They do so in consultation with their respective liaison, Ramona, and Patrick.

As a part of the program evaluation of RTTT, CAIRE reviews LEA monthly reports quarterly identifying common themes, issues, needs, and successes. Rather than repeat them in this report, please refer to the second page of the Project 2/1 narrative, entitled "LEA Quarterly Report" where common themes issues, needs, and successes are cited.

In addition, a site visit was conducted out of the RTTT office in May or June 2102 to each LEA to enable them to share their accomplishments and their challenges. Prior to the site visit, each LEA was required to submit responses to an onsite monitoring questionnaire that included the following questions:

- What are the major successes and challenges faced by the LEA in implementing its LEA Scope of Work?
- What kind of progress is the LEA making in student achievement?;
- Describe why you think such progress is being made or not being made?
- How is the LEA assisting the State in making progress in the four assurance areas?
- Does the LEA have appropriate policies, procedures, and records for ensuring fiscal oversight of RTTT funds?
- How can the State help the LEA to maximize your successes and/or overcome your challenges in implementing the grant?

The teams ranged from 2 to 4 persons depending on the size of the LEA. The LEA responses to a questionnaire provided the framework for the discussion during the site visit. The LEA also shared during the visit artifacts/evidence/documentation to support their claims regarding their RTTT endeavors. A summary report was submitted by each LEA Liaison that addressed overall progress/student achievement in each assurance area citing the evidence/documentation that was

provided by the LEA and the progress made in each project again citing evidence/documentation to support the claim. In addition, the liaison was asked to rate from 1 (substantially off track) to 4 (on-track with high quality) each LEA project.

A primary issue that was expressed during the site visits was increasing/improving communication between MSDE and the LEAs so that there is understanding of the common purposes and intended outcomes of Race to the Top. That communication has to reach all levels of professionals within the LEAs and other stakeholders in communities. It is understood that responsibility for effective communication is the responsibility of everyone at MSDE and within LEAs. To improve communication the following actions were taken: a former LEA superintendent was hired to serve as the liaison between MSDE and the LEAs; meeting agendas for LEA superintendents, Executive Offers, and principals include RTTT discussions; professional development/technical assistance is being provided to Executive Officers and principals; and various communication documents are being circulated to LEAs. It should also be noted, that frequent and consistent communication within LEAs to all constituents must remain an ongoing concern of LEA and MSDE leadership.

A representative from CAIRE accompanied the MSDE on-site visit team to four LEAs on-site visits: Baltimore City, Baltimore County, Prince Georges County, and Anne Arundel County. In addition to an observational report for each visit, a summary of observations and recommendations derived from the observations to these 4 LEAs was submitted by CAIRE. Their findings are described on page 3 of the narrative for project 2/1, "LEA Site Visit Report."

In summary, processes and procedures are in place and adhered to, enabling the effective and efficient management of the RTTT grant at both State and local levels. We continuously review processes and make needed modifications to improve efficiency. Accomplishments are recognized, issues/obstacles are identified, actions are taken to mitigate obstacles, and needed changes are made to enable projects to be implemented with fidelity and in a timely manner, with the best interest of students as the primary concern.

Project 2/1 Program Evaluation

The Center for Application and Innovation Research in Education (CAIRE), the research arm of Towson University, was contracted during the first year of the RTTT grant to conduct an evaluation of the development, implementation, and effectiveness of the 15 RTTT goals as reflected in the development and implementation of the 54 MSDE RTTT projects and 22 LEA Scopes of Work. During the first year, CAIRE in collaboration with MSDE developed a four-year evaluation plan to examine each RTTT project and/or group of projects through three lenses – process or product, utilization, and impact.

After discussion with several colleges and universities, Loyola University Maryland recently agreed to conduct and evaluation of Project 2/1 and CAIRE so that they would be externally evaluated. Faculty in the School of Education at Loyola University Maryland (LUM) will

conduct the external evaluation of the Center for Application and Innovation Research (CAIRE). The external evaluation will first and foremost focus on CAIRE's development, implementation, and deliverables of evaluation strategies associated with RTTT. As part of that work, Loyola will examine relationships and collaboration within and among relevant stakeholders including IHEs, MSDE, and LEAs.

The project manager meets the second Friday of each month with the CAIRE leadership team to review progress and to identify and resolve any evaluation issues or needs. Others are invited to attend depending on the topic/issues being discussed that month. In addition to the regularly scheduled monthly meeting, the RTTT leadership team and CAIRE leadership team have met periodically to design the utilization/impact phase of the evaluation process which was piloted in fall 2012 and fully implemented in December 2012. The CAIRE leadership team also met with Robert Glascock and Lyle Patzkowsky to design the Breakthrough Center evaluation process. That process was implemented in November 2012. A monthly deliverables schedule has been developed and was most recently updated in December 2012. CAIRE submits a monthly deliverables report to the RTTT leadership team that includes the following: status of deliverables with attached reports; a summary of other completed tasks; and a list of work to be completed during the next month. The monthly report is shared with RTTT leadership and other audiences as appropriate. Any concerns/issues that arise from the report are addressed immediately.

Since our last report to USDE regarding project 2/1 in April 2012, CAIRE has been deeply engaged in several RTTT endeavors designing and implementing evaluation processes and tools, and completing evaluation analyses. These include: a milestone review report, LEA reports, LEA site visit report, transition plan analysis, Educator Effectiveness Academy survey analysis, product/process evaluation, utilization/impact evaluation, and Breakthrough Center evaluation and thematic analysis. These reports often validate what we know or perceive and provide us with an understanding of the issues and needs of our constituents that must be addressed.

Milestone Review Report

The report was completed in August 2012. CAIRE reviewed the master schedule for the 54 projects. A sampling of projects in the master schedule was then compared to individual project schedules. They were found to be current against individual schedules. It was concluded that the implementation of Race to the Top in Maryland is progressing as planned as observed on the master schedule and compared against individual project schedules.

LEA Reports

These reports were completed in May 2012 (analysis of LEA monthly reports from November 2012 to March 2012), October 2012 (analysis of LEA monthly reports from July 2012 to September 2012), and January 2013 (analysis of LEA monthly reports from October 2012 to December 2012). CAIRE reviews monthly reports from all 22 LEAs identifying themes and risks

that cross over projects and/or LEAs, and making recommendations if appropriate. These themes have emerged: requests for guidance from MSDE; outreach to other LEAs, community/parent groups, and to IHEs; contracting with individuals to handle technology projects especially in smaller LEAs; disseminating information/training to various internal and external stakeholders; timetable delays; creating accurate budgets to reflect real costs; development of new curriculum; designing assessments aligned with new curriculum; setting up procedures, instruments, and technologies for teacher/principal evaluation systems.

Analysis revealed these strengths and needs among LEAs. LEAs recognize the receptiveness of MSDE to their requests and appreciate the help they have received. There was a request for faster turnaround on budget amendment requests. There is an interesting division among smaller and larger LEAs. Larger LEAs press forward with different phases of RTTT (curriculum development, data management) while smaller LEAs look to MSDE to provide models of curriculum or specifications for data systems/evaluative instruments. The smaller LEAs seem to be more dependent on Educator Effectiveness Academies for direction and contractors for data systems that sometimes results in changes in timelines to accommodate the contractor. The availability of human resources within smaller and larger LEAs is significantly different. The need for increased human resources within smaller LEAs often manifests itself in the development and implementation of professional development to support initiatives and technology expertise. In smaller LEAs, a single individual will often have multiple RTTT responsibilities. An Eastern Shore Consortium comprised of several LEAs has developed over the years as a way to pool resources and collaborate to address needs. LEAs continue to develop assessment materials but there is some anxiety regarding PARCC assessments (i.e. timeline to implementation, technical requirements for online assessment; bridging early assessments between MSA/HSA and PARCC). Many LEAs have used RTTT to deepen their ties to communities through a variety of outreach activities holding information sessions regarding new standards and partnering with other institutions. In general, RTTT has resulted in increased collaboration within LEAs to develop new curriculum and assessment tools for both students and professionals.

The CAIRE analysis of October-December 2012 LEA reports received on January 15, 2013 suggest encouraging progress towards CCSC, with many of the LEA's reporting on the nuts and bolts of transition: PD, system development, and contracting. There are many notable entries in this quarter's reports, but the most interesting are those that suggest the different ways LEA's have addressed curriculum management, assessment and teacher evaluation. Using a variety of organizational forms and contractors, LEA's have begun to put these systems in place. This is positive, in that 2014 is a looming deadline, but some of the LEA's may be developing these in relative isolation from one another and from MSDE. There are other noteworthy developments in these reports, all associated with the transition to the CCSC:

- **Professional Development/ Integration.** As Maryland moves through transitioning to the CCSC, LEA's have worked to provide PD opportunities for faculty and staff. This has taken a variety of forms. Moreover, PD has been unevenly inclusive—the larger LEAs seem to have had more opportunities to include more of their specialized staffs in PD. Many LEAs mentioned delays in rolling out the CMS and PARCC assessments as

obstacles to their completion of RTTT initiatives. LEAs have developed many tools and resources for assessment and evaluation. However, in the absence of PARCC standards at the State level, assessment shows a great deal of variability from LEA to LEA. Many LEAs have also expressed concern over scheduling adequate time for PD, particularly during the academic year. There seems to be considerable variance both in terms of frequency and in terms of inclusiveness (e.g. PD for special education). As LEAs move to the final phases of their RTTT programs, integration becomes more and more important. Teachers and staff who have otherwise not been involved with RTTT need to be brought up to date in curricular and assessment changes.

- Partnerships. Several LEAs have partnered with faculty and/or universities from area universities for training in the CCSS, including Salisbury, Howard University and University of Maryland College Park. LEAs continue to cooperate with each other, especially on the Eastern Shore. Those LEAs seem to be pooling their resources in their review and selection of outside vendors. LEAs are working with a variety of vendors to develop online tools and databases for CCSS.
- Technology and Data Systems. LEA's are developing and implementing a wide variety of technologies and data systems in their RTTT projects in curriculum and assessments. Significant technological gaps are still evident, however, with some LEAs being dubious about their capacity to provide wireless platforms for testing, while others are only now installing broadband access in schools. Some LEAs are experiencing problems in finding/retaining people on contract. Other LEA's have already rolled out all of these systems and are moving towards the completion of their projects.

This report has just been shared with appropriate MSDE/RTTT personnel (i.e. Assistant Superintendent of DARI, RTTT Program Managers, LEA Liaisons, Project Manager for Project 41/24 (EEAs), so they can address with their respective staff identified issues, needs, and concerns of the LEAs.

The LEA monthly reports and subsequent analysis have resulted in: improved communication between MSDE and the LEAs regarding activities, events, and accomplishments; increased professional development and technical assistance from MSDE to various constituencies; and, increased opportunities for LEAs to collaborate and problem-solve. During events facilitated by MSDE opportunities for collaboration among LEAs is provided.

LEA Site Visit Report

A representative from CAIRE accompanied the MSDE on-site visit team to four LEAs on-site visits in May and June of 2012: Baltimore City, Baltimore County, Prince Georges County, and Anne Arundel County. In addition to an observational report for each visit, a summary of observations and resulting recommendations derived from the observations was submitted by CAIRE.

There were a few general observations. Three of the four districts were well-prepared for the visit. The tenor of the meetings “clearly reflected MSDE’s commitment to change LEA perceptions of MSDE’s role as on of compliance monitoring to one of capacity building.” The tone communicated a “desire to learn” about LEA experiences in order to identify successes and potential areas in which MSDE’s support and assistance could contribute to success.

These issues were identified during the site visits. There is a “sense of tension” between MSDE’s ongoing efforts to develop a state-wide curriculum linked directly to the assessments developed by PARCC and each LEA’s individualized efforts to developed curricula linked directly to their instructional materials. LEAs are individualizing their approaches to professional development for school leaders and teachers. It was apparent that MSDE had to address the degree to which LEA-specific paths will arrive at a comparable destination in 2014. The EEAs are a primary vehicle through which updated information regarding curriculum, instruction, and assessments is shared, which is then incorporated into transition plans developed at both the LEA and school level. Baltimore City and Prince Georges County face similar challenges related to teacher and principal turnover, limited depth of expertise in critical skill areas, and substantial student mobility undermining the effectiveness of professional development. Mobility limits the retention, transfer, and sustainability of critical knowledge and skills necessary to the MCCSC and readiness for college and careers.

Following these visits, CAIRE made the following two major recommendations: LEAs should be required to submit documentation in advance for review and summarize findings and present to all LEAs innovative and promising approaches to addressing common challenges.

2011 Educator Effectiveness Academy (EEA) Transition Plan Analysis

After the summer 2011 Educator Effectiveness Academies, the local educational agencies (LEAs) and schools were asked to create a transition plan that would be used to implement the new Common Core State Standards (CCSS). The transition plans were to include key elements such as a timeline for implementation, activities, teacher development, and faculty involvement. Over the 2011-2012 school year, the transition plans created by this group were to be a key element in preparing schools for transition from previous Maryland State Curriculum to the new Maryland Common Core State Curriculum

CAIRE created a stratified random sample of nearly 1500 schools that attended the 2011 EEAs. The project team decided to sample 385 schools of the 1500 schools. The selections of the schools were classified using MSDE’s classification of: Elementary, Middle, High School, Elementary/Middle, and Middle/High. CAIRE reviewed previous MSA scores to establish high, middle, and low performance rankings for each school and structured a percentage of schools for each ranking by LEA. The selection of schools determined for each LEA was based on the share of total schools in that LEA for each MSDE classification, and then taken against the sample size.

CAIRE sent out a survey in February 2012 to assess the availability and format of the transition plans developed by schools in each LEA. After the initial assessment was completed, a follow-up

was sent to the 385 schools requesting them to submit their transition plans for analysis. All plans were not received until April 2012. Transition plans were analyzed by CAIRE based on a rubric that included: planned activities and follow-up; faculty involved in development of plan; allocation of resources; persons responsible for delivering activities; and timeframe for completion. After all transition plans were evaluated, successes were identified and recommendations were offered.

These successes were noted in the analysis. Elementary schools in more rural LEAs were able to secure higher transition plan scores than those with more urbanized locales. The rural LEAs in Maryland have fewer schools, and with less student population can work closely together more often than those in more urbanized regions. LEAs with more dense populations such as Baltimore County and Prince George's, overall did fairly well in transition plan scores. Those with the most time from the date of the EEA to the collection and scoring of the transition plans fared better than those whose academies were closer to the beginning of the 2011-2012 school year. Overall, many of the LEAs were able to draw some of the new Common Core Curriculum into their transition plans. Despite the challenge of a wide-ranging and in-depth change in curriculum under RTTT, many LEAs successfully completed their transition plans and met the first academies objective; introduce the new Common Core Curriculum.

Essentially, the interpretation that best fits the findings from these analyses is that teams from the larger systems placed less emphasis on the transition plan developed at the EEA because they were following a system-wide approach to this dissemination. Larger systems appear much more likely to have developed such plans thereby reducing the likelihood that school-based teams would continue to refine and expand the plan they developed at the EEA. By contrast, school teams from smaller systems invested considerable time and effort in refining their transition plans. The intimacy across smaller regions may be useful in creating a base model to help larger regions begin bridging a communication gap to achieve a continued growth and transition. Larger regions such as Prince George's and Baltimore County transition plans may serve as a model of what successful transition plans should include in more urbanized regions. These areas can also serve as base models for transitioning and test regions for implementing new tools of communication that were identified in smaller LEAs.

CAIRE is in the process of reviewing 2012 transition plans. An EEA survey (see below) that was sent to in November 2012 to EEA participants will provide additional insights into the development and implementation of transition plans. Transition plans were requested from the same schools as in 2011. As experienced in 2011-12, securing those transition plans has been a challenge. The transition plan analysis report will be submitted by CAIRE with the February 2013 deliverables, which will allow time for modifications to the transition plan process for 2013-14.

2012 Educator Effectiveness Academy (EEA) Analysis

In November 2012, a survey created in collaboration with CAIRE was sent to all participants of the 2012 EEAs. Recipients included principals, teachers, central office, MSDE, and higher

education. The questions to which an individual responded depended on that individual's role and responsibilities (e.g. principal, teacher, IHE representatives). Participants were asked to identify their LEA. Based on our experiences during 2011, questions 1-7 were included to assess the development and quality of school transition plans. Their responses will provide additional insights when completing the transition plan analysis and enable us to provide needed support to LEAs. In addition, responses to questions 8-12 will enable us to identify strengths and modifications required for the 2103 EEAs. The questions asked were:

1. Who developed your transition plan?
2. Did your district hold a transition plan meeting on the last day of the 2012 academy?
3. Did you attend the academy site designated for your county, where transition planning sessions may have been scheduled?
4. Did your district's transition planning meeting contain expectations for transition plan completion deadlines?
5. Did your district's transition planning meeting contain accountability for transition plan implementation?
6. Did your transition plan enable your school to make progress toward transition to the Maryland Common Core State Curriculum?
7. What, if any challenges have you encountered with your transition to the Common Core State Curriculum?
8. Overall, how would you rate the quality of instruction in your content sessions?
9. Overall, how would you rate the knowledge level of the presenter(s) in your content sessions?
10. To what extent was the content relevant and helpful in increasing my professional effectiveness?
11. To what extent did the project help you develop a deeper understanding of the content presented?
12. What suggestions do you have for future academies?

Responses to the questionnaire were expected no later than January 2013. An analysis report will be submitted by CAIRE with the February 2013 deliverables allowing time for modifications to the 2013 EEA in response to LEA needs.

Process/Product Evaluations as of 9/30/12

From March through September 2012, representatives of the CAIRE Team met each week with different MSDE Race to the Top (RTTT) project managers (PMs) to discuss the process/product of the projects sponsored by MSDE. The purpose of these meetings was to review and document the status of each project from a management perspective, identify any risks associated with its

completion, and if warranted, make recommendations to MSDE leaders to improve the project's management. In order to facilitate the PMs' preparation for these meetings, the CAIRE Team developed a RTTT Project Evaluation Process that included "starter" questions. The facets of project management discussed as part of the CAIRE Team's process/product evaluations were: Project Schedule (is there a schedule, and is the project on schedule?); Project Dependencies (is the project's success dependent on other projects, or are other projects dependent on it?); Stakeholder Involvement (are stakeholders actively involved in the project?); Project Documentation (is there documentation of the project's status and progress?); Governance (what is the process for resolving issues, and is it working?). In all, 51 RTTT projects were reviewed. Because of their interdependency, projects 17/32, 18/33, 19/34 and 20/35 were reviewed together, and only one report was submitted covering all of these projects.

Projects not reviewed included:

- Project 02/01- Program Evaluation - The evaluation of this project will be handled by a third party since it entailed the evaluation of CAIRE's efforts to evaluate the other RTTT projects.
- Project 11/29 – LEA System Application Upgrades and Infrastructure Upgrades – This project involved sub-grants to LEAs, and was not included by MSDE on the original list of projects to be evaluated.
- Project 37/54 - International Partnerships to Recruit Teacher in Critical Areas – This project was closed by MSDE

With a few exceptions, the projects reviewed appeared to be well managed and on schedule. In regard to the interdependencies among projects, PMs generally had a good understanding of the relationships among projects, and were cognizant of hard dependencies that might pose a risk to the completion of their project. PMs were also aware of the various stakeholders and had made an effort from the beginning of their project to solicit ideas and feedback from them. PMs were quite willing to share documents, including the most up-to-date project schedule which was often the focus of discussions. In regard to MSDE's governance processes, all of the PMs indicated that the procedures put in place to resolve issues were effective.

The financial controls established by MSDE for projects were also reviewed in March 2012. The only risk identified at that time was that PMs were having difficulty simultaneously tracking project expenditures on both a Federal and State fiscal year basis. In response, MSDE hired additional fiscal staff who assumed major responsibility for tracking project expenditures. Training of PMs was also provided along with the development of reports that showed budget allocations and expenditures for both fiscal year periods. Subsequent to the report's issuance, MSDE learned that USDE may accept reports on a State fiscal basis, pending an amendment request by MSDE.

In regard to other risks identified through reviews, delays in the State's procurement process was mentioned a number of times. Most projects started late because of delays in receiving federal funding in Year 1, but were delayed again by longer-than-expected approvals to issue Requests

for Proposals and/or procure products and services needed by projects. The lesson learned, as expressed by several MSDE representatives, is that PMs needed to allow additional time in their project schedules for procurement-related activities and manage them with a “sense of urgency”.

CAIRE stated that MSDE appeared to be well equipped to mitigate or resolve any issues that may arise during the remainder of the grant period. Staffing, which was of concern early on, has stabilized and MSDE is providing the oversight and managerial tools necessary to facilitate success of the RTTT projects.

Utilization/Impact Evaluation Process

As originally conceived, projects would be evaluated in three phases: product/process, utilization, and impact. To that end, in July 2012 the RTTT leadership team met with the CAIRE leadership team to design a utilization phase evaluation process as it relates to the products and/or services provided through the RTTT projects to various constituencies. The utilization evaluation process was piloted in September 2012 with Project 7/5 (World Languages Pipeline) and Project 39/25 (Teacher Induction Academies).

It became apparent from the outset as the utilization evaluation process unfolded that it was nearly impossible to distinguish between utilization and impact of a product or service at the “customer level.” As a result, a joint decision was made by MSDE and CAIRE to create a single process that is aimed at analyzing the extent to which the project’s products and/or services (i.e., outcomes) have been utilized and their impact(s). Each evaluation will focus, to the extent possible, on both the utilization and impact of a project’s products/services. It is also important to note that some products/services may only need to be evaluated once while others may need to be evaluated two or more times during the life of the grant since the projects designed to deliver products and/or services are still in process. Therefore, we will refer to an evaluation by number (e.g. 1st evaluation, 2nd evaluation, 3rd evaluation). Each evaluation reflects a “point in time” assessment of the project’s utilization and impact as of the date of the evaluation.

On December 18, 2012, a technical assistance session was conducted for all project managers and program directors to share the utilization/impact evaluation process and to explain the roles and responsibilities of MSDE and CAIRE personnel. The utilization/impact evaluation of project 39/25 was shared as an example. Program Directors shared a list of related projects with CAIRE. An evaluation schedule for completion of the first evaluation was developed by CAIRE based on a priority list provided by MSDE. The schedule has been shared with all project managers.

To begin to develop an evaluation plan for each project, project managers were asked to complete a questionnaire from CAIRE by January 11, 2013. The questionnaire asked project managers to identify: linkages with other projects; key products and services resulting from the project; the “users” of the products/services; what should be measured to determine if the product was utilized; short- term impacts and measurements; long-term impacts and measurements. In addition, project managers were asked to upload to the CAIRE portal by January 31, 2013, any documents that would enable CAIRE to develop a complete understanding of the project’s products and/or services. CAIRE will use the questionnaire and documents to develop a *draft* evaluation plan. The evaluation plan will include: a description of products/services; key

benefits and capabilities; a succinct project history; identification of “users” of products/services; when the products/services are available; and evaluation activities to be undertaken. A date has been established for two meetings between CAIRE team members and each project manager to review the draft and finalize an individualized evaluation plan. Once the evaluation plan is completed, it will be implemented and analyzed. The first meeting for Project 6/76 (Curriculum and Formative Assessment Development CTE/SREB), Project 13/61A (Enhancement to LDS to Develop P20 Workforce Data Warehouse and Center), Project 13/61B (Enhancement to LDS to Develop MHEC and Workforce Data Warehouse Center), and Project 27/46 (Equating of MSA for Use on Growth Model) will be conducted during January 2013. The first evaluation for all projects will be completed by September 30, 2013. A second and possibly third evaluation of appropriate projects will commence after September 30, 2013. The deliverable resulting from each evaluation will be a report to MSDE that begins with an historical overview of project activities followed by the MSDE project team’s perspectives on the utilization and impact of the products and services.

Breakthrough Center Evaluation Process

Beginning in spring 2012 and continuing through July 2012, the Breakthrough Center Project Manager and Program Director collaborated with CAIRE to design an evaluation process that would assess the collective impact of all projects associated with the Breakthrough Center. Those projects include: 44/41, Breakthrough Center; 47/45, Coordinated Student Services; 46/57, Extend Student Learning and Improve School Culture; 50/58, Extended Learning; 49/63, Physical Activity; 45/67, RITA Team Audits; 48/69, School Health Services; 51/71, STEM-Project Lead the Way; 52/77, Primary Talent Development. Each of these projects will be evaluated individually through the utilization/impact evaluation process and collectively through the Breakthrough Center evaluation process.

The Breakthrough Center model was established in 2008 to deliver effective and successful support to low-achieving schools. The focus of the Breakthrough Center’s RTTT-supported efforts is the integration of individualized assessment to identify and then remediate factors contributing to the chronic academic under-performance in Maryland’s 21 lowest performing schools. Of the 21 schools, 15 are located in Baltimore City (BCPS) and 6 are located in Prince George’s County (PGCPS). Dorchester County Public Schools (DCPS) will also be included in this evaluation study since their schools were included in the originally identified underperforming schools in 2008. The district is comprised of only 12 schools. Three of their low-aching schools will be included in the evaluation.

To accomplish project 44/41’s goals, an MSDE Cross-Functional Team was established to personalize and customize relationships with district and school leaders and instructional staff and to work with them as they develop the knowledge and skills to assess need and the capacity for change within an underperforming school. Through the coordination provided by the Breakthrough Center’s Cross-Functional Team, the capacity of schools and districts to turnaround underperforming schools will be enhanced as they learn to navigate the turnaround process and

gain access to supports and services that can make a difference both in schools and districts needing basic support.

Evidence of the utilization of the Breakthrough Center's efforts will be assessed by documenting BCPS, PGCPs, and DCPS capacity to navigate the turnaround process and gain access to supports and services that can make a difference in their chronically under-performing schools and to apply that capacity to other schools at risk of moving deeper into improvement status. It will also include documentation of the involvement of each of the projects in the participating LEAs and their respective lowest performing schools.

Evidence of the Breakthrough Center's impact will be reflected in targeted schools showing significant and sustained increases on school outcome measures including gains in standardized measures of academic performance; increased attendance; reduced levels of conduct disorders; lowered levels of in- and out-of-schools suspensions and expulsions; and increased family and community support for the schools, its teachers and leaders.

This evaluation will be both formative and summative focusing on: the organization, operation and effectiveness of MSDE's Cross-Functional Team; the impact of the Center's involvement with the BCPS, PGCPs, and DCPS; the delivery of specific support services on turning around the 21 lowest achieving schools in BCPS and PGCPs as well as schools in DCPS; the extent to which MSDE is building an internal structure to coordinate the identification and delivery of resources and support services to the lowest achieving schools and LEAs; and the extent to which MSDE's Breakthrough Center transfer to BCPSS, PGCPs, DCPS sustains the capacity to transfer its models and methods for school improvement to Maryland's LEAs in need of such support.

Discussions between CAIRE evaluators and Breakthrough Center leadership resulted in the identification of these overarching evaluation questions:

- 1. How do various stakeholders (MSDE leadership and staff; district leaders and staff; and other relevant parties) describe and understand the role, purpose and activities of the Breakthrough Center? How have these perspectives changed over time?*
- 2. What specific activities and events have affected and/or contributed to the development and implementation of the Breakthrough Center to date?*
- 3. How has the Breakthrough Center influenced MSDE organization and planning regarding its assistance to districts and schools?*
- 4. How has the Breakthrough Center influenced the delivery of MSDE and external services and supports to targeted districts and schools?*
- 5. What assistance and supports has the Breakthrough Center provided to targeted districts?*
 - a. To what extent has this assistance and support been of value to these targeted districts?*

b. To what extent has this assistance and support continued to increase district capacity?

c. To what extent are school leaders aware of changes in the district's climate and capacity?

d. If the districts demonstrate growth, in what ways has it affected schools?

CAIRE will complete thirteen (13) case studies, including the evaluation of MSDE processes and procedures to determine the effectiveness of the Breakthrough Center support. The 13 case studies will include: the Cross Functional Team; BCPS district level; PGCPS district level; DCPS district level; 4 schools in BCPS; 4 schools in PGPS; and all low-achieving schools in DCPS.

Information gathering will include, but not be limited to the following:

1. Review of monthly reports from Project 44/41 and each of its partner projects included in the above figure
2. Review of the yearly Title I monitoring reports for the 16 Priority Schools (School Improvement Grant) and the quarterly reports of each of the Priority Schools. Review similar data from identified Dorchester County Public schools.
3. Review of BCPSS, PGCPS and DCPS monthly reports focusing on information relevant to Breakthrough Center activities
4. Interviews with members of MSDE Cross-Functional Team
5. Key informant interviews with MSDE and LEA administrators
6. Review of preliminary findings from steps 1 - 4 with interviewees from #4
7. Focus group discussions with administrators and staff from selected BCPSS and PGCPS schools
8. Observations of Cross-Functional Team meetings at MSDE and of meetings between MSDE staff and BCPSS, PGCPS and DCPS staff
9. Repeat of step #5
10. Other interviews and data collection as determined by #8
11. Design of prospective data collection methods

Each case study will be comprised of the following sections: context and linkage; introduction and purpose; study; results; executive summary. A list of monthly deliverables has been received from CAIRE related to the status/completion of each section of the case study to include observations, transcriptions, interviews, and analysis.

The case study process was initiated in November 2012. Representatives from CAIRE began attending Cross Functional Team (CFT) meetings, LEA district level meetings, and the MSDE Aspiring Leaders' program in Baltimore City. They will observe all subsequent meetings/events. CFT members completed a questionnaire focusing on their primary roles and responsibilities for specific RTTT projects and their contributions to the Breakthrough Center generally. They were asked to identify important issues related to their project and project-related materials that should be reviewed. All CFT participants were then interviewed during December 2012.

CAIRE's team is currently spread out through MSDE and 3 LEA's, collecting qualitative data through interviews and observations at meetings. The next stage involves CAIRE moving into the schools themselves, collect data from school administration and, finally, from individual teachers. The schools that will be the focus of the case studies will be identified based on the following criteria: organization level; Federal Intervention Model; experience of principal; use of Breakthrough Center services; intensity of Breakthrough Center services; and pace of change. On February 1, 2013, 4 schools in Baltimore City and 4 schools in Prince George's County will be selected for case studies. Since DCPS only includes a total of 12 schools, their school case study will encompass their 3 low-achieving schools – Cambridge -South Dorchester High School, Macy's Lane Middle School, and Maple Elementary.

Breakthrough Center Thematic Analysis

So far, there have been several themes that have recurred in CAIRE interviews and observations. The next steps will include adding to the following themes in the creation of a code book, as well as testing the applicability of these themes at the school level. (i.e., Coding is labeling and organizing data and a process which sorts that data into categories/themes). Coding allows researchers to answer questions. For example, if the question is, what obstacles does the Breakthrough Center face in terms of building capacity? A code might be "obstacles." As researchers sift through data they might find a variety of examples relating to "obstacles" such as "turnover of personnel" or "inability to access." The research team is guided by codes as they analyze data but also, as new themes emerge the researchers will need to refine, sub-categorize or merge codes, hence the title, "workbook". The code book is simply a compilation of codes (categories/themes) that researchers will need to update on a continuing basis as they conduct interviews and perform observations. In December 2012, CAIRE submitted a draft report highlighting those codes (i.e. themes) with specific examples. That report was reviewed and edited. Eight themes emerged.

Sustainability -

One challenge for Breakthrough Center activities is to sustain effective changes over time, both over the course of the RTTT grant and afterwards. This is frequently contrasted in conversations and interviews with earlier, "one-shot" efforts at school turnaround with limited interventions that were never meant to last longer than their grant funding.

Increased Capacity -

Increasing capacity is one of the major goals for the Breakthrough Center, although the meaning

of “capacity” shifts depending on the context. It can mean professional development so that people at the LEA can enact their own Breakthrough Center or facilitating changes to school curricula or interventions in school climate. “Capacity” can also refer to the “buy-in” of various target populations in the LEA and the school. For example, are principals actively involved in Breakthrough initiatives? And if they aren’t, to what extent can the Breakthrough Center deliver on its goals for capacity building?

Linkages -

Another major goal for Breakthrough is, literally, to “break through” walls and silos surrounding three different levels of education in Maryland—MSDE, LEAs and schools. This means effective, reciprocal communication, not only through meetings, but through LEA- and school-based workshops, walkthroughs and other forums that enable people to interact and form relationships among each other aimed at the common goal of improving priority schools.

Trust-Building -

Most people interviewed referenced the trust issues that have been obstacles to the implementation of Breakthrough Center programs. People at the LEA and school level have (until recently) looked to MSDE as a compliance-oriented agency. The Breakthrough Center suggests a different relationship—one founded on collaboration and empowerment (through capacity building). But these are only possible through a process of gradual trust-building, with Breakthrough Center staff at MSDE forging partnerships with their counterparts in LEA’s and schools one person at a time.

Obstacles -

There are many obstacles that Breakthrough Center initiatives must face—miscommunications, general intransigence, lack of parent engagement, turnover of staff at all levels, uncertainties over school closures, and accessibility of data. Each obstacle suggests some of the older structures that the Breakthrough Center is attempting to change. In this sense, working through obstacles can be construed as central to the Breakthrough Center mission.

Uncertainty -

Between the many changes initiated by the Breakthrough Center and the continuously shifting terrains of priority schools, there is an uncertainty inherent in Breakthrough Center efforts. Will people be in place long enough to effect change? With the structural changes mandated in school turnaround, this level of uncertainty is a real concern at all levels from administration to the individual teacher.

Negotiation –

Since Breakthrough Center programs are not premised on compliance, achieving success means—at some level—aligning different perspectives on the problems of priority schools. MSDE staff has identified this back-and-forth negotiation as one of the foremost characteristics of the Breakthrough Center: its capacity to customize services and approaches to different schools and different LEA’s, depending upon their perceived needs.

Involvement -

Since capacity building depends on the adoption of Breakthrough Center programs and

procedures, especially data collection and utilization, the involvement of people at every level is required. MSDE and LEA staff have stressed the importance of involving school staff and leadership, parents, community leaders and other stakeholders, and have likewise indicated that the success of Breakthrough Center programs is impossible without this involvement. As school leadership changes, and as that administration responds to immediate concerns in their schools the level and quality of involvement will vary.

The identification of these themes informs us of the issues and needs that we must address while validating the actions and behaviors that are required for success.

Field Test Evaluation

To ensure that this evaluation is independent and objective, a separate vendor is being contracted to conduct an evaluation of the Teacher/Principal Evaluation field test. Although this evaluation will be part of this project, it will not be done by CAIRE. The field-testing is occurring throughout the 2012-13 school year. Three LEAs are field testing the State model while the other 19 LEAs are field testing their new teacher/principal evaluation systems that are aligned with Maryland Teacher/Principal Evaluation framework/model. It is critical that MSDE conduct a formal evaluation of the field test to identify lessons learned that can then be applied to refining the teacher/principal evaluation system in each LEA as they fully implement their teacher/principal evaluation systems in the 2013-14 school year. The first draft of the design phase of the field test has been completed. Data collection in LEAs is about to begin. A vendor will conduct the analysis of data and write a report for MSDE and all stakeholders.

2. What methods, tools, and processes is the State using to determine the progress toward the goals and performance measures and the quality of implementation of the activities described for this application sub-criterion?

As described in detail in the summary of activities for project 1/78, we continuously monitor and manage RTTT projects and LEA RTTT initiatives. The RTTT leadership team (program and finance) meets at least weekly to share accomplishments, identify issues, and resolve problems. Issues that cannot be resolved at the leadership team level are elevated to the Core Team. Program directors and project managers are in constant communication reviewing progress, identifying obstacles, and modifying actions and behaviors so that project goals and outcomes are achieved. LEA liaisons not only monitor the progress but also provide needed support and guidance to their respective LEAs. The RTTT financial managers work closely with the MSDE Office of Finance, the Assistant Superintendent of DARI, RTTT program directors and project managers, and LEA liaisons and LEA grant managers to address all financial needs and issues.

The various evaluation reports from CAIRE (e.g. site visit, LEA quarterly summaries, transition plan analysis) as well as LEA monthly reports serve as formative assessments of our work enabling us to identify strengths, and areas of need, subsequently causing us to modify actions to address the needs of our various constituencies. In addition, at every technical assistance session provided for LEA representatives, we seek their feedback regarding the effectiveness of the assistance provided and suggestions for improvement. The upcoming utilization/impact evaluation process will provide us with direct feedback from our “customers” regarding the degree to which the Office of Academic Reform and Innovation has provided effective oversight of the RTTT grant process.

The development and implementation of the evaluation process has been a collaborative endeavor between MSDE and CAIRE beginning in the spring of 2011 to the present day. Initially, the RTTT leadership team met with the leadership of CAIRE to develop the overarching framework for the evaluation process – product/process phase, utilization phase, and impact phase. Since January 2012, the project manager has met monthly with the CAIRE Leadership Team to discuss progress and address any risks/obstacles that may endanger progress. On an as needed basis, the CAIRE Leadership Team and the RTTT Leadership Team meet to develop future plans and address any issues. We receive a monthly deliverables report from CAIRE that delineates the status of deliverables, other completed tasks, and work to be completed the next month. We have a list of proposed project deliverables through October 2014. If the need arises, issues are elevated to the Core Team for resolution.

As stated in the summary report for project 2/1, the School of Education at Loyola University Maryland (LUM) will conduct the external evaluation of the Center for Application and Innovation Research (CAIRE). The external evaluation will first and foremost focus on CAIRE’s development, implementation, and deliverables of evaluation strategies associated with RTTT. As part of that work, Loyola will examine relationships and collaboration within and among relevant stakeholders including IHEs, MSDE, and LEAs.

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

The quality of implementation to date is excellent.

4. If the State is not on track to meet the goals, performance measures, timelines and quality of implementation related to this sub-criterion as outlined in its approved scope of work, why not, and what strategies is the State employing in order to meet goals and performance measures?

The State is on track to meet its goals and timeline as it relates to this sub-criterion.

5. What are the obstacles and/or risks that could impact the State's ability to meet its goals and performance measures related to this sub-criterion?

At this time, there are no obstacles or risks that would prohibit us from our meeting our goals and performance measures.

Evaluation: Based on the responses to the previous question, evaluate the State's performance and progress to date for this sub-criterion (choose one)

Red (1) Orange (2) Yellow (3) **Green (4)**³

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours (annually) per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (34 CFR 75.720, 75.730-732; 34 CFR 80.40 and 80.41). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0011.

³ Red – substantially off-track and/or has significant quality concerns; urgent and decisive action is required; Orange –off-track and/or there are quality concerns; many aspects require significant attention; Yellow –generally on-track and of high or good quality; only a few aspects require additional attention; Green – on-track with high quality.

LEA Summary Reports – July 1, 2012 to December 31, 2012

We requested a report from each LEA summarizing the progress they have made since July 1, 2012 to December 31, 2012 toward meeting the goals and performance measures in their Scope of Work and implementing activities related to their RTTT projects. They were to reference any evidence of success. Finally, we requested that they address any obstacles and risks that they have and/or will impact their ability to meet their goals and how they have and/or plan to mitigate those obstacles and risks.

The LEA reports follow.

Maryland, January 2013

Allegany County
RTTT Summary Report – July 1, 2012 to December 31, 2102
January 2013

ACPS is an appreciative recipient of the monies allocated for the five RT3 Projects.

The on-site visit in July provided our LEA with the assistance and an opportunity to share the progress of each project. The following is an overview of the progress made since the July meeting.

Standards and Assessments

ACPS developed Project 5 to assist in the funding for teacher and administrator participation in the Educator Effectiveness Academy. Monies were used this year to send staff to Hagerstown. This project has not spent the allotted funds either of the past two years. ACPS plans to decide where and how these funds should be spent in the near future. Appropriate amendments will be submitted at that time.

Project 3 will provide the opportunity for STEM teachers to participate in local or state-wide externships. This project will help teachers prepare for the new back-mapped state curriculum. The externships will take place only this summer.

Data Systems to Support Instruction

With the scope of work defined in Project 1, ACPS continues to strive toward the goal of stable infrastructures and state of the art hardware tools for the delivery of the Pre-K-12 Common Core Curriculum.

Since July, ACPS has purchased an additional 20 iPads to enable Assistant Principals to perform observations and evaluations using the county adopted Look 2 Learn Program. This purchase is an addition to the iPads purchased earlier for the Supervisors and Principals. In house training has been provided by the IT Staff.

ACPS has used RTTT monies to expand the wireless capabilities in each classroom at Beall Elementary. The project which was completed during the summer includes equipment upgrades and the addition of Data Ports. The staff now enjoys seamless access throughout the building and the ability to use their own computer devices if they wish. This is part of the ACPS policy of BYOD (Bring your own device).

As year 3 approaches, the goal before the conclusion of funding is to provide access points in every classroom in every school.

Great Teachers and Leaders

The Scope of work defined in Project 4 has developed an increased capability of the ASPEN system.

Phase 1, which has been completed since our summer review, is the integration of the Teacher Observation and Evaluation system. A template has been developed to assist with tracking the Qualitative teacher section. Phase 2 will begin soon and include the Student Growth measure or Quantitative measure. Phase 3 will follow with the infusion of the Principals Evaluation System. The Food Service

Maryland, January 2013

Integration has been completed. ASPEN is now being used by staff to collect and report FARM's data. Staff comments that the integration has streamlined the monthly reporting to the Federal Government.

The upcoming year will begin with the continued ASPEN upgrades including the integration of Pre-K-K data.

Turning Around the Lowest-Achieving Schools

Project 2 was developed to provide students with accessibility to on-site early college programs. Allegany College and Frostburg State University have worked closely with ACPS to make this a very popular program with students and parents. The current school year shows an increase in interest and enrollment, and plans are to continue this program past the RT3 funding years with the system assuming responsibility.

ACPS appreciates the collaboration and timely assistance from MSDE staff. As we have reached the halfway point of the program, it is exciting to look back at all the achievements and we look forward to the continued success.

Anne Arundel County
RTTT Summary Report – July 1, 2012 to December 31, 2012
January 2013

Overall Progress

Standards and Assessments

To manage this portion of the grant, Anne Arundel County Public Schools (AACPS) created six transition teams: Early Literacy, Common Core and Technology Standards, Quality Assessments, Online Instructional Toolkit, Online and Face-to-Face PD, and STEM Initiatives. There is a project and a process manager for each team. The project manager is responsible for assisting in developing the project charter and project plans, executing project reviews, and ensuring that issues and challenges are addressed. The process manager develops and maintains the project charter and plans, executes reviews, tracks issues and change requests, researches fiscal concerns, and is responsible for the technical quality of solutions. Each team meets at least seven times over the course of a ten-month school year to implement their plan and monitor their progress. The team submits a completed monitoring tool to the Curriculum Management Oversight Committee three times each school year. There is collaboration among and between the teams as required by their work to achieve the outcomes they have established.

Transition Team I - Early Literacy Team

This team facilitates professional development for early childhood teachers and is developing partnerships with a variety of community agencies, public and private, to enable children and families to receive the resources, support, and services needed to achieve success in school. Information and resources are shared between the schools and agencies.

Curriculum Standards, Development, and Implementation

- Developed UDL webpage and Start-up Grant on behalf of the ECAC

Individual School Support and Monitoring

- Customized literacy activities integrated in School Improvement Plans (SIP) that are supported by an Elementary Integrated Network Team
- Provision of Math Screening Tools for all elementary grades (Pilot Study)
- System Release of a Progress Monitoring Tool that incorporates DIBELS/Benchmark data, qualitative measures, and intervention decisions based on functioning/performance
- Home/School Research Project Pilot designed (implementation second semester)
- Partnership with Department of Health and mental Hygiene for youngest learners/students experiencing challenging behaviors

Professional Development and Instructional Delivery

- Early Childhood Coalition Summit planned for May 2013
- Strategies to Achieve reading Success (STARS) training - Literacy PD for special education teachers
- Center on the Social and Emotional Foundations of Early Learning training for Pre-K, Early Childhood Intervention (ECI), and K planned/ implemented initiation January 2013

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- Principal Reading Expo – Literacy Schools

Instructional and Program Design, Delivery, and Support

- Goucher Reading Endorsement Cohort
- Establishment of an ESOL Cohort with UMBC
- Release of Information Anne Arundel (INFOAA)
- Implementation of a Pre-K “At Risk” Summer Project
- LRE hour incorporation in all ECI programs w/co-located preschools
- Creation of a co-location service design model in community-based preschools
- Development of sensory areas in all K classes
- Initiation of a Mobility Study on Student Achievement

Transition Team II - Common Core and Technology Standards

This team coordinates the development of the Online Curriculum Management Delivery System which will provide an electronic format and forum to store curriculum and materials of instruction. All e-curriculum will provide exemplary lessons, a forum for teachers to communicate with each other, and a section for parents. An e-curriculum rubric has been developed and training on the rubric and gap analysis tool has occurred. The work is centered on in-depth content, essential knowledge and alignment with materials of instruction. UDL, differentiated instruction, and globalization are being incorporated into the curriculum.

Following the Educator Effectiveness Academy during the summer 2012, each school team completed and submitted a transition plan that outlined how teachers would transition to implementing Common Core Standards. Professional development has been provided to school-based and central office personnel, as well as parent and community groups to build their understanding of the CCSS during the 2012-13 school year. AACPS will hold its second annual Common Core Conference on April 20, 2013, for approximately 3,000 teachers and administrators. It will focus on RELA, mathematics, and STEM.

Transition Team III - Quality Assessments

This team focuses on an analysis of AACPS assessments. There has been continued discussion about the availability of new and current devices for test administration (i.e. laptops, iPads, and hand-held devices). There is concern that current access to computers will present challenges in completing PARCC assessments during the testing window.

- Common Core Information Nights for parents are being conducted on January 22, 2013, at Annapolis High School and February 7, 2013, at Old Mill High School. Information includes reviewing the Common Core State Standards and sharing current PARCC assessment information.
- Teacher/Principal Evaluation presentations are being conducted with principals and teachers regarding SLO development.
- Teacher SLOs have been drafted with a focus on target-setting for teacher and principal resources in 16 content areas.

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- Planned and currently delivering professional development for teachers and principals on setting SLO student growth targets including face-to-face and online formats
- Currently in the process of determining exactly which state, district, school-wide and teacher-made assessments are appropriate measures for SLOs.
- Reviewed current assessments practices with the following areas: Curriculum development, grading, professional development, teacher evaluation, improving teacher quality, curriculum mapping, closing the achievement gap, program evaluation, student placement, remediation and intervention, instruction and instructional materials.
- Currently drafting rubrics to assist teachers in developing baseline data and post data to set student growth targets for SLOs. An AACPS writing rubric has been developed for all teachers.
- An AACPS SLO website has been created for teachers and principals. One of the components of the site specifically directs teachers to where they can locate student data. Another component to be added to this site is a comprehensive list of rubrics teachers may use for student assessment.
- A system-wide PowerPoint presentation for use with school-based professional development was developed for principals and teachers providing an overview of SLOs and access to draft SLOs.

Transition Team IV - Online Instructional Toolkit

Because of the nature of its work (compiling resources for the AACPS online toolkit), this team merged with Team II and Team V. Members joining Team V will work on PD open education resources for the new C&I internet-based website, Ci=21. Members joining Team II will work on Common Core, SLO, and other PD.

- Compiled multiple resources for the Toolkit, *are being uploaded* into SharePoint to be ready for the transfer to the eCurriculum platform, which is to be selected. (January 2013 over 20 of the 40+ eResources categories have been uploaded.)

Transition Team V - Online and Face-to-Face PD

This team has investigated various rubrics and models in an effort to design a system rubric for professional development.

D1: Create a Facilitator's Guide for Online and Face-to-Face Professional Development, provide feedback, and make changes based on feedback

- Three supporting documents have been revised and are ready to publish:
 - *Facilitator's Guide for Online and Face-to-Face Professional Development* (credit and non-credit)
 - *Overview for Credit and Non-Credit PD*
 - *Overview of Types and Format of PD*

D2: All PD is currently aligned to the six AACPS priorities: Teaching and Learning Cycle, Core Reading Program, CCSS and TS, Cultural Proficiency, Differentiation, and Thinking Maps.

D3: Based on feedback from D1, a PD module will be created explaining how to implement the supporting documents:

- Ongoing: Will create an approval form for facilitator to conduct PD
- Terms and definitions of PD need to be shared with other transition teams to ensure common vocabulary and understanding
- Concerns that have been raised and are being addressed include:
 - For the Curriculum Writing Academy, how will teachers/central office monitor teacher participation in the webinars/podcasts?
 - Where will our three documents be housed? Will each transition team reference?
 - What will the accountability system look like? Blackboard? Certificate? Evaluation? Survey Monkey?
 - When can the resources be posted?

Transition Team VI - STEM Initiatives

A critical focus for this team is to embed STEM and STEM strategies into all content areas. The emphasis is on problem-based, project-based, co-teaching, interdisciplinary models. Existing programs have been evaluated for effectiveness to determine the need for expansion and career infusion by developing career partnerships. Learning modules are being written for the CCSS curriculum that incorporates STEM practices and themes.

- 1. Incorporate rigorous, additional STEM curricular and co-curricular opportunities for all students with aligned and enhanced CCSS that includes stronger foundations for our standards-based curriculum (STEM Art, STEM Health, CLOUD Computing, STEM Scientific and Mathematical Modeling and STEM Policy, etc.)**
 - Approximately 888 students have received STEM-related instruction through both curricular and co-curricular options in the Meade cluster - three elementary schools and one early childhood school.
 - Approximately 52 teachers have provided STEM instruction to students in the Meade Cluster.
 - Over 20 community stakeholder volunteers have supported the schools' ability to provide STEM opportunities (speakers, co-curricular club supporters, STEM family night volunteers, field trip chaperones) for students in the Meade cluster.
STEM Magnet Courses for North County and South River High Schools:
 - Approximately 890 students currently participate in problem-/project-based learning or Medical Rounds courses in the STEM and BioMedical Allied Health magnet programs.
 - At our STEM high school programs, we have 198 students participating in a STEM policy course.
 - The following courses are offered to juniors in our STEM Magnet programs at North County and South River High Schools. (see attachment)

- Just about 1,108 students participate in *Project Lead the Way* at Glen Burnie, Meade, Severna Park and South River High Schools.

2. Implement deepened mobilization of businesses, higher education, and Maryland's high tech business and industry sector, especially in the Baltimore-Washington Base Realignment and Closure (BRAC) corridor.

- Nearly 53 community business partners have interacted with approximately 590 students at seven of the signature high schools.
- We have built a relationship with the Maryland Business Initiative Partnerships (MBIP) to generate additional STEM internships.
- We have partnered with the Anne Arundel Economic Development Corporation (AAEDC) to host two STEM internship briefings for businesses throughout Anne Arundel County with a focus on generating more internship placements and mentors.
- We have been given a seat on the Fort Meade Alliance Board of Directors where we continually discuss STEM efforts for the greater Anne Arundel County region; the FMA has been a critical supporter of STEM networking between AACPS and the BRAC government contractors surrounding Fort Meade.

3. Support, especially those in low-achieving schools, with STEM programs in our Magnet and Signature high schools, including PLTW.

Student Recruitment and Enrollment in STEM and BioMedical Allied Health Magnet Programs:

- Current enrollment includes a total of 898 students at North County (STEM), South River (STEM), and Glen Burnie (BMAH) magnet high schools; minority participation is approximately 40% at North County, 13% at South River, and 44% at Glen Burnie High Schools
- Around 550 rising 9th graders have applied for the incoming class of magnet students in these three high schools, of which, 41% are minorities at North County, 23% are minorities at South River, and 60% are minorities at Glen Burnie.

Middle School Magnet Programs:

- We have a \$900,000 grant with the National Commission on Teaching for America's Future (NCTAF) from the Deerbrooke Foundation to produce interdisciplinary project-based learning modules with teams of teachers at our future middle school magnets (OMM South, Central, and Lindale Middle Schools). Teacher professional development with community and STEM business stakeholders is included in this grant. *NOTE: USNA, NASA, and Boeing are partner stakeholders in this effort.*
- We have recruited and will open our first middle school STEM magnet at Old Mill Middle South this coming fall semester (2013-14 school year). We are currently building the program of study for this magnet program.

Elementary Specialized Programs:

- We have identified, planned, and developed two elementary STEM specialized programs in five of our elementary schools: Woodside, Seven Oaks, Manor View, Pershing Hill, and Meade Heights. A MSDE STEM grant supports the development of the first two elementary schools noted above and a \$1.5M DODEA grant supports the latter three schools. We have supported teacher professional development and curriculum enhancement, offered family STEM events, included STEM professionals in the lives of students, and begun to work with Three-Ring – a software company – to provide these schools with technology-based instructional assessment and portfolio services.
- 4. Increase the number of computer science courses offered, beginning with our low achieving schools before expanding these offerings countywide.**
- We continue to collaborate with business partners and higher education to identify skill sets needed for future employment opportunities. We have joined the NSF-sponsored UMBC work reviewing computer-science-focused activities in Maryland.
 - We are examining how computer science is applied in the business world.
 - We are retraining and recruiting teachers with the willingness/ability to provide computer science instruction at the secondary levels.
 - We are encouraging schools to involve students in clubs and competitions; we have over 50 computer science/robotics clubs currently in operation in AACPS at the elementary through high school levels.
- 5. Enhance STEM middle school and high school curricula with relevant and meaningful career infusion using our partnership with the Fort Meade Alliance (FMA).**
- In partnership with the FMA, we hosted a STEM Family Night at Arundel Mills in Hanover, MD. Approximately 1,300 families across the county participated in this elementary-/middle-school-focused event over the past two years.
 - The annual Tech Mania event sponsored by FMA offers the opportunity to 60 ninth grade students to participate in activities with tech companies throughout Maryland.
 - Approximately 15% of our STEM internships are sponsored by FMA members.
 - FMA is also assisting us with garnering internships from Fort Meade; we have been allowed to present our internship opportunities to all area commanders at the Fort.
- 6. Implement World and Classical Languages (WCL) in a two-pronged approach starting with the K-5 co-curricular WCL clubs and increase options for WCL choice in middle and high schools (Chinese, Arabic, Hindi, etc.)**
World and Classical Language Co-Curricular Clubs and Course Infusion
- Ten French and Spanish World and Classical Language Clubs are being implemented in AACPS elementary and middle schools through the Co-Curricular Office of Advanced Studies and Programs.

- *Rosetta Stone* continues to be used as a tool to enhance the cultural learning experience for club participants.
- *Rosetta Stone* software is in place in 30% of our secondary schools for use in the World Language courses. The Meade cluster is the target cluster for World Language increases; we have put a priority on placing software and clubs in this cluster.

7. Design and implement a professional development plan delivering online and face-to-face professional development on expanding teacher and administrator knowledge of STEM standards, programs, and initiatives.

Teacher Professional Development:

- 145 teachers have received STEM-related training to support elementary, middle, and high schools through the Co-Curricular Office. Training has expanded to include ALPs and PYP instructors in these STEM offerings.
- STEM professional development has been provided for approximately 183 teachers (some touched more than once) of the Meade cluster through the STEM@Meade DoDEA Grant.
- STEM Learning Studios in conjunction with NCTAF continues to train three STEM cohort teacher groups in preparation for the opening of our 3 STEM middle schools. Entering our second year of training, 15 additional teachers are being instructed on incorporating interdisciplinary problem-based-learning scenarios.
- Three-ring portfolio training expanded, adding an additional 30 teachers across elementary, middle, and high schools trained and implementing the software.
- STEM Technology Integration Workshops, in conjunction with Dr. Kimberly Brenneman, Rutgers University, trained 25 ALPs, PYP, and STEM elementary AACPS teachers. Her focus was early childhood and elementary STEM learning.
- We are offering online teacher professional development on our Earth & Space science hybrid curriculum during the spring 2013 semester.

Data Systems to Support Instruction

SCGT Student/Course/Grade Teacher File has been sent and is final. Security changes have been completed to allow teachers to be seen by all supervisors at all of their assignments as well as setting temporary "visitor" logins for visiting observers with an expiration date for use with the Teaching and Learning Model.

The Office of IT has completed the initial SharePoint 10 training and developed a draft infrastructure/framework. This is a major upgrade from Sharepoint 07. Edge equipment has been installed at the CATN location to improve Internet access. Firewalls have been installed to support the Internet. AACPS is in the process of creating a fail-safe procedure to protect the system in case of emergencies. Two generators have been purchased. New storage areas have been installed allowing for more data and easier access to data. They are building out the e-curriculum sites through Sharepoint 10.

Great Teachers and Leaders

Mentor Training

39 Right Start Advisors attended a half-day forum in December.

Professional Development for New Teachers

Observations

- Two second-year teachers have observed master teachers since Dec. 3, 2012.

Leadership Development

- Twenty second-year assistant principals participated in a leadership seminar focused on budget and finance procedures and policies, the process for interviewing for a principal position, the revised expectations for professional goals using SLO's, the method of sharing progress within the PDT meetings, and how to facilitate effective meetings.
- Mentor principals received an update on the revised expectations for assistant principals' professional goals and the manner in which they report on their progress during their PDT meetings.

Section D – Scope-of-Work Progress

D1 – Participate in EEAs

- School administrators and their school teams attended the July 2012 EEA.
- Schools are implementing professional development to facilitate continuous learning regarding Common Core implementation.
- School administrators have been notified of the dates for the 2013 EEA.

D2 – Opportunities for mentor teachers (RSAs) to practice coaching and receive feedback to improve the mentoring component of the New Teacher Induction Program

- All Right Start Advisors (RSA) are participating in PD to increase coaching capacity.
- The New Teacher Induction program manager and teacher specialist conduct regular observations of mentors working with new teachers and provide feedback.
- RSAs are provided with regular opportunities for self-assessment based on feedback from new teachers.
- Data regarding coaching support will be collected from new teachers during spring program reviews and focus groups.

D3 - Field test of the state model for teacher evaluations

- Eight schools were selected to participate in the “field test” for the State Teacher/Principal Evaluation Model
- AACPS staff and teams from each of the “field test” schools participated in MSDE-directed and AACPS-directed professional development on the State Model and SLO development.
- AACPS has engaged in regular meetings with the other “field test” LEAs and MSDE to discuss challenges and receive information regarding the State Model.

D4 and D5 - Collaborate with bargaining unit representatives to develop a method for using student performance data for 20% of evaluation and to develop the format, formula and methods for 50% of evaluation

- AACPS staff continues to meet with Association for Educational leaders (AEL) and Teachers Association of Anne Arundel County (TAAAC) leadership to discuss proposed evaluation models.
- AACPS collaborated with and came to an agreement with AEL and TAAAC regarding teacher and principal evaluations to meet the December 26, 2012, deadline for submission.

D7 - Develop a process for using evaluations to develop district-wide professional development and individual professional development plans

- AACPS Professional Development Coordinating Council meets monthly and consists of representatives from all areas of AACPS, as well as school-based staff. They meet monthly in order to ensure all professional development opportunities are aligned with system priorities.
- Professional development needs of staff are assessed and prioritized based on student achievement data and job performance expectations. Professional development experiences are examined for efficacy based on evaluation data.

D8 - Expand and revise the use of professional development support teams for administrators who have less than satisfactory ratings

- A professional development support team is being utilized for one assistant principal beginning in the fall of 2012.
- The process and support have been designed to be differentiated based on the specific needs of the administrator.

D9 - Provide coaching, data-driven professional development, and training to support new teachers

- All new first-, second-, and third-year teachers, as well as experienced new hires, receive differentiated coaching from a mentor teacher.
- New teachers in low performing schools receive additional professional development and support from Elementary Network Teams.
- Participation/attendance of new teachers at Orientation, seminars, workshops, and institutes is monitored through ERO.
- An internal system is used to monitor mentoring hours and topics provided to new and non-tenured teachers.

D10 - Provide differentiated tiers of professional development, monitoring, and resource assistance to schools based on student achievement data

- Teachers in low performing schools receive additional professional development and support from Elementary Network Teams.
- School Improvement Teams in low performing schools are provided assistance, support, and professional development from directors of school performance.

D11 - Continue use of Growing Leadership Committee

- The Growing Leadership Committee, led by the Deputy Superintendent, continues to meet quarterly to examine the leadership development needs of current and aspiring school leaders.

Turning Around Low Achieving Schools

- The Offices of School Performance and Instructional Data met with all principals to review the School Progress Index, calculations, strands, and implications for school improvement.
- Elementary Network Teams from the Division of Curriculum & Instruction and the Office of Continuous School Improvement continue to work with targeted schools to assist them with building capacity surrounding implementation of Common Core Standards, writing Student Learning Objectives for teachers, and structural changes for increased focus and communication.
- The Office of Continuous School Improvement is developing modules for the various stages in developing, implementing and monitoring a School Improvement Plan for use in strategic planning for the 2013/14 school year.

Section E – Scope-of-Work Progress – July 2012 through December 2012

E1 – Implement School Support Monitoring Plan

- The Office of School Performance revised the plan in July. Regional Assistant Superintendents and Directors of School Improvement Teams provide ongoing, differentiated supervision and support based on schools' needs.

E2, E3, and E5 – Using state and local frameworks, monitor the progress of targeted schools

- Implement, monitor, and evaluate effectiveness of Achievement Steering Committees and Leadership Team meetings at targeted schools
- Provide support for schools in developing, implementing, and monitoring an effective School Improvement Plan
- AMO, SPI and benchmark data has been reviewed by Achievement Steering Committees, Regional Assistant Superintendents, and Curriculum and Instruction personnel to ensure that interventions and resources are appropriately targeted.
- Regional Assistant Superintendents, Directors of School Improvement, and Curriculum and Instruction personnel attend and participate in Achievement Steering Committee and Leadership Team meetings to ensure that decisions are data-driven.

E4 – Continued implementation of Advanced Studies and Programs to ensure that all students in all schools have equal access to and success in rigorous courses

- IB and AP test results have been analyzed and support to schools has been allocated based on results.
- Numbers of diverse students in the Magnet applications have increased.

E6 – Implement, monitor, and adjust (as appropriate) Eliminating the Achievement Gap (ETAG) work

- Action Management Plans have been written and implemented in schools that have the largest documented gaps in: Early Literacy, Middle School Math and Reading, enrollment in World and

Classical Languages (middle school), AP/IB participation and scores, SAT/ACT/MD Industry Certification participation, and discipline.

- The ETAG Monitoring Team meets monthly to oversee the plans, assess their results, and provide appropriate technical assistance and supporting resources.
- In December, Drs. Ronald Ferguson and George Sugai spent a day with the ETAG Team examining our processes and procedures and making recommendations.

Summary of Project Progress

➤ Project #1- Educator *Instructional Improvement Academies*

This project provided funding for all principals and teams from each school to attend the EEA. Following the EEA in the summer 2012, all schools submitted transition plans describing their strategy to transition to Common Core State Standards. In addition, on-going professional development has been provided to school-based and central office personnel, parents, and the community to build their understanding of the CCSS. The second annual Common Core Conference will be held on April 20, 2013, for 3,000 teachers and administrators focused on RELA, mathematics, and STEM.

Challenges

Most challenges revolve around staffing needed to complete the projects, fiscal needs that are not covered by RTTT, and competing priorities. The slow nature in which the district receives information regarding PARCC and the constant changes to information surrounding the State Teacher/Principal Evaluation Model, also present challenges for the district. MSDE has offered opportunities for resolving some of the staffing and fiscal challenges during two meetings, one in December 2012 and the other in January 2013, but we await further information regarding those opportunities.

➤ Project #2 – *Professional Development Relating to Understanding Elements of RTTT*

This project provides funding for professional development in order to increase understanding of RTTT and to improve implementation of instruction through CCSS, Online Toolkit, high-quality assessments, teacher evaluations, and district initiatives as they relate to the teaching and learning cycle. As delineated in previous sections of this report, AACPS has offered professional development to a variety of audiences – executive officers, principals, assistant principals, teachers, mentors, resource teachers, content supervisors, department chairs - regarding effective instruction and assessment as they relate to the CCSS and the Teacher/Principal Evaluation Model.

Challenges

None noted.

➤ Project #3 – *Technology Infrastructure Supporting RTTT Goals*

- Teacher observation upgrade to include professional behaviors going in to production
- Waiting for requirements for the teacher principal evaluation

Maryland, January 2013

- Rewriting Student Course Grade teacher file to add teacher data
- Started the data mapping for electronic transcripts
- Completed moving all production data to SAN

Challenges

None noted.

Quality of Implementation

All of the deliverables are being implemented with fidelity and careful monitoring. The work of the Transition Teams is led by Project and Process Managers. The Assistant Superintendent for Curriculum & Instruction is the sponsor of the work of the Transition Teams, as well as the work of the Data System, Great Teachers and Leaders, and Turning Around Low-Performing Schools teams. All of the work is monitored by a Curriculum Management Oversight Committee consisting of senior- and executive-level administrators from multiple divisions within the district. Finally, monitoring at the state level has revealed compliance in all areas.

Fiscal Oversight

Anne Arundel County Public Schools has complied with all Maryland State Department of Education requested reports. On-site reviews have verified that AACPS is in compliance with all grant requirements concerning accountability and the use of funds.

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Standards and Assessments

Project #1 – Formative Assessments

Baltimore City Schools has continued to implement STEP, WIRELESS, and RISE literacy assessments for the SY12-13 in grades preK-HS. This year, the WIRELESS 3-D diagnostic was extended to 4th grade students scoring basic on their 3rd grade MSA. Additionally, the RISE assessment was administered to 5th grade and middle grades students. The results of these assessments are continuing to form the foundation for school-based data cycles. City Schools has also continued its work with school-based Literacy Representatives, conducting 4 professional development sessions focused on the implementation of City Schools Instructional Model for Literacy, with supporting resources for Literacy Representatives to share with their school's teachers and Instructional Leadership Team.

To begin the school year, all students in grades K-12 completed a writing diagnostic that will be used as a baseline for assessing progress on students' writing skills. City Schools also developed and implemented 1 text exemplar module in ELA for grades 1-5 that incorporated multiple text sets and lessons centered on text dependent questioning and evidence based responses. ELA, science and social studies teachers in grades 6-12 implemented 1 Literacy Design Collaborative (LDC) module in partnership with the Aspen Institute's Urban Literacy Leaders Network (ULLN). In mathematics, teachers in grades PreK-2 implemented 4 Common Core aligned units focusing on Number Operations and Base Ten skills as a part of the district's full implementation for these grades. In grades 3-4, teachers implemented 1 Common Core aligned unit focusing on Number Operations and Algebraic Thinking. Additional units for these grade levels will be implemented later in the year after the Maryland State Assessment. City Schools work with the Agile Mind curriculum resources continued in partnership with the Charles A Dana Center for teachers in grades 6-8 and Algebra. Students experienced 4 Agile Mind units aligned to the Common Core State Standards.

While there have been numerous successes in the Common Core supports provided to schools so far this year, there have also been a number of challenges that continue to require our attention. The most significant barrier to implementing the district's Common Core supports this year has been insufficient communication and accountability structures for school implementation. Despite the attempt to lay out expectations for our schools at the beginning of the year, many school leaders and teachers continue to have questions regarding the district's curriculum, assessment, and professional development supports. Implementing clear communication structures and benchmarks for measuring success is a prominent goal of City Schools Common Core Implementation Committee. To assist in this process, we have relied heavily on the *Implementing Common Core State Standards and Assessments* workbook released by Achieve and the US Education Delivery Institute to assist with the development of delivery chains and communications planning.

Data Systems to Support Instruction

Project #2 – Hardware and Systems Infrastructure

City Schools completed the final purchases of mobile computer carts. In all, the Race to the Top grant has funded mobile cart purchases for 157 of the 190 schools eligible. For the upcoming year, each of the remaining 33 schools received a notification that they could purchase the mobile cart for their school and 15 schools are currently being processed. We will provide training in the use of the mobile carts during the district Professional Development dates. The carts have been well received and used in the majority of our schools and several recipient schools have requested to purchase another cart under the terms of the grant. City Schools will allow this contingent upon the availability grant funds before the end of the grant period.

The main challenge in purchasing carts is the timing of the grant funding versus the school's budget cycle. Most schools have set plans for their funds and need to move their purchase into the next fiscal year. City Schools expects to see a final surge of purchasing after July 2013 when the schools receive their FY14 funds. We will continue to support the schools that have purchased the mobile computer carts.

Project #3 – Data Analysis Training for School leaders, Teachers, and Parents

Since July 1, 2012, we have trained Cohort 2 (38 school teams), and now have a total of 76 schools trained in Data Driven Instructional Teams (DDIT), the district's data inquiry process. Additionally, we certified 13 central office staff to sustain the model after year 4. DDIT was adapted from the Leadership and Learning Center's Decision Making for Results and Data Teams processes. Since October 2012, we have been conducting onsite coaching visits with Cohort 1 and 2 schools to identify how they are progressing in implementing DDIT, and to support their implementation. To further support DDIT, our team has developed Instructional Leadership Team (ILT) Inquiry Tools that provide formative assessment data and other academic and student data for inquiry and data analysis. We developed training and support materials to help schools access meaningful reports in Data Link, City Schools Instructional Management System. To deepen and refine school and district leader and teacher application of this model, we also designed additional workshops focused on discrete components of the model.

To assess progress towards our goals, we are using a standard rubric for DDIT implementation. These rubrics are used to evaluate and document school implementation of DDIT. We are tracking school's progress through the remainder of our Race to the Top project. We designed two new positions to support this work: School Achievement Trainer and School Achievement Specialist. We hired 4 Trainers and 3 Specialists who have been trained on the adopted inquiry process (DDIT), all of Baltimore's assessments, and the use of Data Link. The training sessions we developed in partnership with the Leadership and Learning Center have been positively received. The feedback from training surveys showed that over 90% of participant responses were positive around quality and effectiveness. We had one group of participants in November provide more constructive feedback on the training. These areas were addressed and resolved through communication and a resetting of expectations with trainers. Over 95% of survey responses regarding onsite coaching visits were strongly agree or agree to each question asked. We are carefully and consistently documenting progress of schools via onsite coaching feedback notes. Those

notes are all shared with principals and his or her Executive Director. Executive Directors are using these notes to support the schools where they are not proficient. We meet quarterly with district chiefs to align work and expectations. These quarterly meetings support alignment, consistency of messages, and overall quality of implementation across offices.

In terms of our first goal for this project, *City Schools' teachers and school leaders will become highly effective at analyzing and using student data to become effective decision-makers who tailor instruction to meet the academic needs of all students*, we are confident that this work is on track to being met by the end of year 4. As for our second goal, *City Schools' teachers and school leaders will become proficient communicators of data to parents so that parents are equipped with ways to support achievement at home and are engaged in their school's future*, we are behind schedule primarily because the first goal was an essential foundation for schools to understand before being able to communicate data to parents. Through informal assessments in the field, school leaders struggled in this area before our DDIT training was established. The obstacle we face in meeting this goal is related to working with the Parent and Community Engagement Office and ensuring our work is aligned with their existing initiatives and priorities. We plan to mitigate this by dedicating the existing School Achievement Specialist team to developing and implementing a solution now that they have established relationships with schools and Executive Directors and have developed the skills to create needed reports to share with parents and the community. We also plan to fold in the Engagement Office into more quarterly meetings on the broader work around DDIT.

Project #6 – Technology Supports for Evaluation System

We have added critical enhancements to the learning management system and the appraisal systems, automated most of the reward system for teachers, and modernized the system to the latest release. The system now has the capability to identify high performers and reward staff quickly. This should result in better performance indicators such as lower attrition. Our systems and implementations have stabilized since the RTTT project started. No new types of issues have occurred. Users have also shown strong loyalty to the systems. Our main challenge was loss of trained key personnel, especially key users due to personnel transitions. We will mitigate these issues by using processes such as good documentation, internal and external backup, and better structuring of project teams.

Great Teachers and Leaders

Project #4 – Educator Evaluation and Tool Design

Project #5 – Training and Communication for Evaluation System

City Schools has made significant progress in Projects 4 and 5 since our last update in July 2012. Key developments include: launching a district-wide field test in SY 12-13 to collect data on measures of educator effectiveness in a no stakes setting for teachers and school leaders; using student learning objectives (SLOs) to measure student growth in non-tested grades and subjects; developing a school index as a measure of teacher and school leader effectiveness; refining measures of teacher effectiveness based on data from last year's pilot and feedback from key stakeholders; establishing separate advisory groups for both teachers and school leader evaluation systems to provide input on certain design and

implementation questions related to educator evaluations; and collaborating with local bargaining units to communicate and train our teachers, school leaders, and district staff on new evaluation measures. City Schools is implementing several new measures exclusively for the school leader evaluation field test in SY12-13. These new measures include a 360 feedback survey completed by teachers on a school leader's instructional practice and a professional responsibilities component that parallels the component of the teacher evaluation system.

City Schools is on track to implement new educator evaluations for SY13-14. Over the summer, we analyzed data from the Teacher Evaluation Pilot and found that: (i) the measures of effectiveness we piloted (e.g. the Instructional Framework, the Value-Added Model, and Student Surveys) differentiate teachers based on their performance; and (ii) the measures of effectiveness are correlated with each other (e.g. teachers with high value-added scores generally perform well on the Framework), suggesting that the tools are valid measures of teacher effectiveness. Based on these results, which were limited to a group of 8 schools and 309 teachers, City Schools is refining those measures and implementing them district-wide during this year's teacher evaluation field test. Related to the school leader evaluation development, City Schools completed work on the Leadership Framework and trained Executive Directors and principals to use this tool. The Leadership Framework outlines what effective leadership should look like in our schools and is aligned with national leadership standards such as ISLLC.

City Schools escalated its communications and engagement efforts this year. District leadership has met with school leaders to launch the field test and communicate expectations for evaluating teachers and school leaders this year. City Schools also established the Educator Support and Evaluation Committee (ESEC), and the School Leader Evaluation Committee (SLEC), comprised of teachers and school leaders, to advise district leadership on certain evaluation policy decisions. City Schools is also developing a communications strategy consisting of information sessions, focus groups, webinars, and professional development to ensure that all teachers and school leaders understand the new evaluation systems. City Schools created a public website to highlight the district's effectiveness and evaluation work. (<http://www.baltimorecityschools.org/site/Default.aspx?PageID=18823>).

While City Schools has encountered obstacles in this work, none will significantly impact our implementation timeline. In particular, we have experienced challenges in developing a Student Learning Objective (SLO) model, which require a significant amount of resources in order to implement with rigor and quality. To address this risk, our leadership team has elected to scale back the scope of SLO implementation this year and provide our teachers and principals with recurring professional development on SLOs throughout the field test. We are also diffusing SLO implementation responsibilities during the field test across school leaders, district office staff, and teachers so that the work does not fall disproportionately on principals.

Additionally, City Schools is concerned about the sustainability of its new educator evaluation systems following the expiration of our Race to the Top grant. City Schools has invested considerable resources to develop new effectiveness frameworks and rubrics for teachers, school leaders and schools, as well as a locally-developed value-added model. Other effectiveness measures, such as SLOs and student surveys, are in development. All of these measures will require ongoing costs. To ensure the long term sustainability of our evaluation systems, City Schools is working with our consultants, Education First, to prepare budgets for implementing the field test this year and in subsequent years.

Project #7- Evaluation System Implementation

Since July 1, 2012, the Baltimore Teachers Union (BTU) contract implementation team has conducted an evaluation of the peer review process for model teachers and worked with AIR to make significant revisions to both the rubric and process that will be implemented in Cohort IV. Minor revisions made to the rubric and process from Cohort I has resulted in an increased success rate for teachers participating in the process from 29% to 40%. Teacher attitudes towards the process have improved as well. In addition, the implementation team has ramped up communication with teachers around the contract and has developed a multi-modal communication plan for the remainder of implementation. Teachers have multiple opportunities to earn Achievement Units (AUs) and the menu continues to grow.

The team has reached agreement on and launched Leadership Unit (LU) criteria and processes for LU activities and is continuing to expand the scope of those opportunities. The Public School Administrators and Supervisors Association (PSASA) contract implementation team has conducted interviews for full-time Joint Governing Panel (JGP) staff and will hire them by the end of January 2013. The full-time JGP members will develop the process for pathway movement.

Although meeting timelines has been challenging for the BTU contracts, implementation is on par with district and union expectations. Evidence of success includes growing teacher satisfaction and knowledge of the contract; adjustments to peer review processes yielding greater success for candidates; and increased AU opportunities and interest in these types of opportunities. With the PSASA contracts, there have been many challenges and delays in implementation because we have not had a dedicated implementation team. We have now identified 1 of 2 full-time JGP members to work on the PSASA contracts and we will begin to meet planned deliverables.

Project #8 – Educator and School Leader Supports

The district has developed over 100 new courses that are being offered to educators in Baltimore City Schools. All courses were designed following the MSDE professional development standards guide as well as the City Schools standards guide and have all been approved for Achievement Units under the current teacher contract. The impact of the courses on teacher growth is monitored through teacher perception surveys, review of projects completed by participants, and, ultimately, looking for changes in teachers' evaluations. It is too early to identify changes in teacher evaluation for those attending, but perception data shows a high degree of teacher satisfaction and connection to the shifts of the Common Core. A nine hour facilitator course has been designed and we are requiring all facilitators to complete and pass this course prior to facilitation. Over two thirds of all teachers in the district have successfully completed at least one 15 hour course since we started developing them in July 2011. Executive Directors of Principal Support have been hired and have been working to develop school leaders through monthly principal meetings, additional Instructional Leadership Team meetings, and site visits to provide direct support.

The district also provided new teachers with an additional optional week of professional development in addition to a weeklong New Teacher Institute prior to the start of the school year. They were also supported by monthly follow-up sessions for beginning teachers. Site-based mentors who support teachers in year 1-3 took part in an extensive one week mentor academy prior the start of school and have

been provided additional support through district mentor visits and bi-weekly mentor forums. A tracking system which logs all interactions between new teachers and mentors has been developed and redesigned based on feedback from users and identified improvements. The system has tracked over 4,000 interactions between teachers and mentors and the data has been used to adjust supports at the school and district level.

Project #10 – Data System Enhancements – PD Planner

City Schools has continued to modify and update the City Schools' Professional Growth System, which allows for posting of professional development opportunities, registration, course management, marking of completions, and awarding of Achievement Units. All courses are loaded into the Professional Development System. Over 45,000 individual registrations have been logged in the system since it was launched. Phase 2 of the upgrade to the Professional Growth System, which includes salary automation, external learning, and the streamlining of existing processes is complete as well as Phase 3, which includes updates to email communications and enhancements that allow for ease of use. The link between professional development and teacher evaluation is still to be made and will be solidified after the field test of the evaluation system this year.

Project "CYCLE", Capturing Your Classroom, a Learning Experience, is being implemented in eight schools across the district this year. Teachers are videotaping their classrooms every two weeks and receive coaching from a mentor to improve practice. The LEA is refining the process for coaching teachers through the use of video technology. We are contracting with an external partner to evaluate the implementation and effectiveness of this project. Information learned from this work will be used to improve the process as we include more schools in the future.

Turning Around the Lowest-Achieving Schools

Project #11 – School Turnaround Activities

City Schools, in collaboration with the MSDE Breakthrough Center, has made significant progress towards supporting the district's lowest performing schools since July 1, 2012. At the start of the school year, City Schools and the Breakthrough Center mobilized to identify school supports for SY2012-2013. This was particularly important with the identification of new Priority and Focus schools as part of the Elementary and Secondary Education Act Flexibility Waiver. The Breakthrough Center continues to support identified schools in the areas of literacy, math, and student support services. City Schools' Academic Content Liaisons collaborate closely with the Breakthrough Center leads to coordinate these services in each school. During the fall, City Schools and the Breakthrough Center developed a rapid improvement plan for school culture and climate in four of the Turnaround middle schools because climate at these schools has been an ongoing challenge. Training was held in the fall for these schools and City Schools continues to monitor their progress through regular climate walks. The Central Support Team has already noticed improvements in school climate in many of the schools. Recruiting highly qualified staff for Breakthrough Center schools continues to be a challenge. To combat this challenge, identified staff from each school participated in a leadership development series offered through the Breakthrough Center to build the capacity of the current staff. Evaluations of these professional

development sessions have largely been positive. City Schools is also working closely with the Breakthrough Center and the Center for Application and Innovation Research in Education (CAIRE) to provide information for a formative and summative evaluation of the Breakthrough Center conducted by CAIRE. This study will help both MSDE and City Schools recognize the impact the Breakthrough Center has had on the Turnaround Schools. City Schools will work closely with the Breakthrough Center as the district plans to close two School Improvement Grant schools over the summer to ensure a smooth transition.

Other Projects

Project #12 – Implementation Support

There was a transition in the grant manager position, and a new grant manager is now monitoring and coordinating the grant work to ensure the effective implementation of Race to the Top dollars and to serve as a liaison between City Schools and MSDE. A search firm has been retained to advertise, screen, interview, and recommend quality talent for key positions listed in the Scopes of Work, including the Director of Effectiveness and the Race to the Top Communications Specialist.

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Project #1 – Project Manager and Fiscal Assistant

Both contract employees continue in their day-to-day roles of monitoring RTTT activities for compliance and collecting supporting documentation.

Project #2 – Curriculum Alignment and Development

Mathematics

The Office of Mathematics PreK-12 transition to the Common Core has focused on two components: 1) development and selection of curriculum resources and materials and 2) professional development and awareness for teachers, administrators and community stakeholders. Curriculum resources and materials have been developed for Grade 1 (new curriculum guide); Grades 2-5 (frameworks for post MSA Common Core units); Grades 3-8 (transition resources which provide recommendations to address instructional and content shifts); Algebra 1 and Algebra 2 (curriculum frameworks and review of current guides to identify parts which can be incorporated into the new guides); and a secondary resource packet “From Awareness to Action” so that all secondary teachers have the opportunity to participate in a yearlong study of the Common Core standards, PARCC, and other related documents. Instructional resources have been purchased specifically for Grade 1 teachers and for a variety of professional development offerings. Common Core related Professional development sessions have been provided for Grade 1 administrators and teachers, GT 6 math teachers scheduled to teach Common Core Accelerated Grade 7, geometry teachers, secondary mathematics department chairs, and all secondary mathematics and special education teachers who attend August Professional Study Day. Select teachers at the various grade band levels (PreK-2, 3-5, 6-8, 9-12) have been identified to form cadres which will work with Office of Mathematics PreK-12 staff to support professional development initiatives for the transition. Community awareness meetings have been conducted throughout the county to update parents, guardians, and other stakeholders on the transition to the Common Core.

Elementary Language Arts

The Office of Elementary Language Arts has issued an RFP and has identified an appropriate vendor to assist BCPS in designing and developing a world-class curriculum fully aligned to the CCSS. This curriculum will be delivered to schools and teachers through an interactive digital platform. The Office of Elementary Language Arts has also designed and implemented a series of professional development experiences to guide teachers in understanding the instructional shifts embedded in the CCSS and the instructional practices which support the shifts in classroom practice.

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Secondary Language Arts

1. Implementation of the professional development for our Ark program
2. Development of Grades 6-12 curricula.

Beginning in September of 2012, two teachers from every middle and high school attended professional development for approximately thirty hours. Teachers were paid a stipend for half of these hours using the Race to the Top Funds. The professional development included an in-depth analysis and study of the Reading and Speaking and Listening Standards. Teachers participated in close analytical reading seminars and participated in sessions involving shared inquiry, reader's theatre, socratic seminars and more.

In the area of curriculum development, design teams were established in August. The design teams studied the Common Core State Standards for Grades 7 and 10. A team of ten teachers completed a framework for each course and then drafted curriculum maps. In December, the design teams were extended to include teachers for the GT program Grades 6-10. Teachers have been working on curriculum designing as team members and as independent contractors from October 2012 – January 2013. Teachers have earned stipends for their curriculum designing through the use of Race to the Top Funds. Currently the following guides are in revision: 6, 7, 10, 11, and 12. Frameworks are being developed for gifted and talented courses.

Project #3 – easi

During the period of 7/1/12 – 12/31/12, the team updated the infrastructure of the easi system in addition to upgrading system security from a Windows Based Authentication model, to a Forms Based Authentication (FBA) model with a twenty minute timeout feature, added new web parts which include attendance and discipline data as well as updated student data with functionality which would allow administrators (principals and assistant principals) greater control over the sharing of teacher sites and roles. Also added were administrator-centric items such as essential monitoring reports and Third Party Billing Funds reports from Fiscal Services, both of which previously required days of manual work to collate and distribute. However, after being included in the easi system, they take less than thirty minutes upload and distribute. The easi Training site was also upgraded to be consistent with the production site to ensure an accurate testing and troubleshooting platform, as well as a place from which demonstrations can be provided to teachers and administrators. Finally, to support the system, the team created release notes, training tools, and Frequently Asked Questions (FAQs) to guide users through the system and the updates. We also encouraged communication, feedback, and the reporting of issues via a dedicated BCPS mailbox (easi@bcps.org) and solicited feedback directly from users by attending all of the “Technical Liaison – Back to School night” meetings, both in person and through Skype.

Project #4 – Virtual High School

Project L.i.V.E.’s focus is on the creation of an immersive learning environment encompassing virtual worlds, gaming, and computer simulation to leverage new technologies which broaden the experience of student learning and engage students who otherwise may feel schools are not keeping pace with the way they can best receive instruction in the 21st Century. Over the past six months, the focus has been on

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analyzing various game engines and technologies to determine the best option for BCPS to meet its goals while emphasizing sustainable and scalable development. The winning student game contest submissions slated for production have been developed in partnership with the BCPS Curriculum department to ensure the educational video games will reinforce the curriculum needs and to ensure that assessment of the student learners will be incorporated into the game designs. The Project L.i.V.E. website is being restructured to ensure a flexible and responsible infrastructure to accommodate the introduction of additional learning tools. The 2012-13 Games That Educate Fair (student game contest) has been expanded to include not only game design, but game production as well and has just been announced to all BCPS high schools. The next six month period will focus on the completion of the development of the games and immersive learning environment, the assessment of the educational video games designed by the students and built by professional game design company, professional development for teachers, and the next round of student game designs and production.

Project #5 – Virtual Learning Arena

The final three months (July – September 2012) of Project L.i.V.E.'s Virtual Learning Arena project were spent primarily refining the implementation of new features. Time was spent chasing down numerous bugs within the code and updating the content files to reflect changes to said code as well as streamlining its delivery to students. The project came to a close with a new lunar environment, interdisciplinary modifications, and a multitude of software enhancements to engage the students in learning concepts from the BCPS curricula.

Project #6 – E-Center

Project was completed in September 2012. Blended, online course work was written, piloted and delivered to students in need of instruction through the Department of Home and Hospital Services.

Project #7 – Longitudinal Data System

In the period from July 1, 2012 through December 31, 2012, several significant milestones were achieved. The first, in July, was the awarding of the contract to Celero Partners Corporation for the implementation of the Otis-Ed data warehouse and iMart solution. A project plan for the full implementation was developed and project teams were assigned for both Celero and BCPS. Next, BCPS staff began the job of data mapping – identifying where the data to be uploaded to the data warehouse exists in our data systems. The Celero team then used that information to develop scripts for the automation of those uploads. The BCPS team is currently reviewing the outcome of those uploads to verify that the data is being loaded correctly. This work has been broken down by related types of data (domains) and each step is repeated for each new domain. BCPS has also acquired (with local funds) the necessary hardware to support our production environment. The production environment is about 90% complete. BCPS and Celero have also been working on identifying the various reports and dashboard configurations available in the iMart presentation tool to identify priorities for implementation. This review also includes a gap analysis to identify any reports which currently exist in COGNOS but may not be available in iMart. This work is being done in conjunction with the easi development team to make sure these features can be available through easi as opposed to being a standalone product (like COGNOS). The project team hopes to begin publishing the initial dashboards and reports for those domains which have been fully loaded into the data warehouse in early February.

Project #8 – Towson University Partnership

Teacher Educators in Residence (TEIR) from Towson University continue to provide mentoring support and instructional coaching in the six identified BCPS schools. Teachers in Residence (TIR) from BCPS continue to provide support to the teacher education program at Towson University as well as assist in the mentoring and instructional coaching of teachers in the six identified BCPS schools.

Project #9 – Enhancing Teacher Effectiveness

New teachers and their mentors continue to capture lessons on video and reflect on instructional practice using the Teachescape cameras and platform. Teachers and administrators are using online modules based on Charlotte Danielson’s Framework for Teaching in preparation for the qualitative portion of the new teacher evaluation. Administrators are training to use a walkthrough tool for collecting informal observation data based on the Framework for Teaching.

Project #10 – Teach For America (TFA)

TFA teachers were trained during a summer institute (July 2012) to prepare for the classroom teaching and learning. Various professional development opportunities and activities were provided to the newly selected TFA member group. Teachers spent six weeks during the summer institute developing skills through an intensive, experiential and outcome-oriented training program. Some of the activities during the summer institute include:

- a) Teaching summer school students in low-income communities, guided by a veteran teacher.
- b) Coaching and mentoring with faculty of experienced educators
- c) Participating in skill-building sessions on core training, curriculum, literacy, lesson planning and diversity.
- d) Learning content pedagogy through learning teams in seminars and workshops
- e) Building data-driven reflection skills through classroom observation/debrief cycles.

During the academic school year (August – December 2012), TFA teachers group were actively involved in follow-up professional development activities such as assessment and evaluation of student’s work and progress. In addition, TFA members participated and facilitated discussion sessions around self-reflection and evaluation of instructional technique and practice using student achievement data. TFA teachers were actively involved in professional development training centered on lesson critique, assessments, grade tracking systems and content/grade level instructional materials (planning).

Project #11 – STEM Learning Studios

The Learning Studios initiative has been expanded from a single team of six teachers at Chesapeake High School to four teams of teachers from Chesapeake (12 teachers in two teams,) Sollers Point Technical High School (6 teachers in one team,) and Old Court Middle School (3 teachers in one team.) NCTAF is in the process of training two resource teachers from the Office of Science PreK-12 to become facilitators for implementing the Learning Studios model. This training will ensure there is sustainability for this initiative in BCPS after the RTTT funding expires. In addition, the Community College of Baltimore County (CCBC) is very interested in studying and implementing the model at CCBC, as well as helping BCPS expand this model to other high schools. To accomplish this, they have submitted an Arthur

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Vining Davis grant application to expand Learning Studios. They expect to receive notification regarding the approval of their grant application by March 2013.

Project #12 – Turning Around Low-Achieving Schools

Identified schools have planned and implemented numerous professional development opportunities for teachers to support and accelerate increases in student performance. These workshops include topics such as battling boredom and inspiring student engagement, culturally responsive instruction to effectively reach students living in poverty, and building and sustaining professional learning communities amongst others. In addition to these professional development opportunities, several schools used grant funding to hire consultants to provide direct assistance to teachers and staff in the content areas of reading and mathematics, as well as reading interventions for English Language Learners. These consultants co-plan lessons, co-teach classes, assist with assessments and provide group intervention strategies for remediation/acceleration and enrichment. In an effort to provide differentiated support to our schools to address student needs, we also have a consultant implementing a school-wide social-emotional support program in one of our middle schools with a focus on effective problem-solving and critical thinking skills to positively affect school culture/climate issues. Finally, we also have two schools which have implemented extended day programs for students which provide additional academic support to identified students two days per week after school.

Calvert County
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Standards and Assessments

Since the last report, CCPS has continued to implement the plans made during the Educator Effectiveness Academies to build understanding of the Common Core State Standards. CCPS is beginning a review of its assessments and assessment systems in order to create a smooth transition from the current state assessments and supporting benchmarks to a new state and local assessment system based on the work of PARRC, the *Partnership for the Assessment of Readiness for College and Careers*. CCPS also continues to add Project Lead the Way Programs to high schools. As of the beginning of the school year 2012-2013, CCPS has PLTW Biomedical and Pre-Engineering Programs in all high schools and Gateway to Technology programs in all middle schools. The elementary school science and math curriculum are being adjusted to include STEM concepts and principles.

Data Systems to Support Instruction

CCPS is continuing to work with a vendor and consultant to ensure that our data management system will be ready to convert to the new assessment system when it is implemented. The goal is to have a smooth transition so instruction can continue to be informed using both leading and lagging indicators. Furthermore, work is being done to upgrade the system so that the student data can be used to better inform professional development both for individual teachers and for groups of teachers in PLCs, grade level and subject area meetings.

Great Teachers and Leaders

As indicated above in Section B, a CCPS work group is working with the vendor to make significant changes to the student data system to tie it to professional development for teachers and administrators. The data system will also include processes to increase the expertise and skill of administrators as they observe teachers providing instruction. Furthermore, CCPS has a committee of educators who are working to design a system that can be piloted during the 2012-13 school year using student growth data in the evaluation model that will be used for both teachers and administrators. The evaluation model will inform professional development needs and systems as well as retention decisions.

An obstacle to this project is our very short timeline we have to complete this pilot or field test. Our teachers involved in the field test will begin to collect data on their students' progress after February 8 and the pilot ends on March 18. Since the window is so short, it is impractical to design county assessments for this purpose for this year. The assessments and data system will truly be beneficial next year when the evaluation period is approximately three quarters of the school year.

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Turning Around Low Performing Schools

While CCPS does not have any low performing schools, work continues to be done with Southern MD CAN to support students who are working toward being first generation college students.

Caroline County
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Caroline County Public Schools has been working diligently towards implementing the seven projects included in the school system's Race To The Top initiative. Following is a summary of the school system's progress for each Race To The Top Project. The summary covers the six-month period from July 1, 2012 through December 31, 2012.

Project 1 is titled Standards and Assessments. School teams attended the Educator Effectiveness Academy in July 2012. During the Academy, each school developed a School Transition Plan, which included outcomes regarding transition to the Common Core State Standards, STEM, and Disciplinary Literacy. This information was shared with school staff during inservice days and after school professional development meetings. Teachers also participated in activities led by the Maryland State Department of Education such as unit writing and writing lessons for the instructional on line toolkit. The evidence of success for Project 1 includes the monitoring of the implementation of the School Transition Plans and the observation of the practices being used by classroom teachers. This project is on track of meeting the goals and performance measures. There are no obstacles, which will impact our ability to meet the goals of this project.

Project 2 focuses on transition to the Common Core Standards and the PARCC Assessments. Since July, teachers have participated in book studies, Pathways to the Common Core and Van de Walle's Student Centered Learning. The Reading/English supervisors have conducted professional development focused on text complexity, text dependent questions, and close reading. The Reading/ELA teachers have developed lessons and units to include these practices. The Math Supervisors have collaborated with the Eastern Shore 9 to develop instructional resources and assessments. Additionally, the STEM coaches planned and conducted a STEM inservice workshops for middle and elementary teachers. Teachers used this information to design STEM lessons. Social Studies and CTE teachers participated in inservice workshops regarding Disciplinary Literacy. The evidence of success for Project 2 are the classroom observations to monitor the use of the Common Core Standards in lesson plans, unit plans, and assessments. This project is on track for meeting the goals and performance measures. There are no obstacles to meeting the goals of this project.

Professional Development/New Data Systems is the title for Project 3. The Data Systems team met frequently to plan the professional development activities focused on the new dashboards created by the Maryland State Department of Education. A professional development schedule was created and each school was designated a date to attend the new data systems training. Participants will learn about the new dashboards, and how to use them to support instruction. Evidence of success are the professional development schedule, and the participant survey. Efforts will be taken to monitor teacher use of the dashboards when the dashboards are available for use. This project is on track to meet the goals and performance measures. There are no obstacles, which would impact this project.

Project 4 is also a part of the Data Systems to Support Instruction component of the Race To The Top Initiative. This project is in the planning stages. It covers the application of the dashboards. This project

is on track for meeting the goals and performance measures. There are no obstacles, which would impact this project.

Project 5 is the Aspiring Leaders/Principal Internship. This project pays a stipend for individuals to become Acting Assistant Principals while the current Assistant Principal assumes the role of the principal for a two-week period. Candidates have been considered for the Principal Internship Program and individuals have been selected to serve as the Acting Assistant Principal for the two-week period. The evidence of success of this project is the list of Assistant Principal/Principal intern experiences. This project is on track to meet the goals and the performance measures. There are no obstacles to this project.

Positive Behavior Intervention and Supports is the title for Project 6. This project focuses on the implementation of the PBIS initiative in 5 schools in an effort to improve school climate. The PBIS teams met to plan activities for the 2012-2013 school year. Each PBIS school worked on implementing their school plan. Two county representatives attended SWIS training. Also climate surveys were administered to students, parents, and staff. The evidence of success includes the results of the climate surveys and the student discipline data. This project is on track to meet the goal and performance measures. There are no obstacles, which would impact this project.

Project 7 is a component of the section Turning Around Low Performing Schools. An instructional facilitator continues to provide coaching regarding best practices for one of our low performing high schools. The evidence of success for this project is improved teaching and learning as documented through classroom observations and student achievement data. This project is on track to meet the goals and the performance measures. There are no obstacles, which would impact this project.

Caroline County Public Schools is not experiencing any challenges or risks in meeting the goals or performance measures for the Race To The Top Projects at this time. All seven projects are being implemented with a high degree of quality. The seven projects are on track for meeting goals and the performance measures as stated in the Race To The Top Scope of Work.

Carroll County
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Project 1: Gap Analysis and Curriculum Alignment

Project 2: Curriculum Revisions and Formative Assessments Development

Project 6: 20% Locally Developed Assessment Tools

Summary of Work and Implemented Activities

Mathematics

- Elementary
 - Grades PreK – 5 curriculum and assessment revisions to align standards to the Maryland Common Core State Standards (MCCSS)
 - Grades 3,4, 5 curriculum revisions to focus specifically on the fraction clusters or units
 - Curriculum adjustments made to grade 5 to ensure alignment and effective transition from elementary to middle school
 - Grades 2 and 3 pre/posttests and Benchmark assessments revised for several units.
 - Grade 3 assessment editing
 - Pre-K formative assessments developed for several units
- Secondary
 - Revisions to middle school curricula continued throughout the year. Revisions included the development of aligned assessments
 - Pacing guides have been developed to facilitate the transition to the MCCSS

English Language Arts (ELA)

- Elementary
 - K – 2 curriculum revisions to align to the MCCSS
 - Grades 3 – 5 social studies curriculum revisions to increase integration with Reading/ELA Frameworks and social studies standards
- Secondary
 - Grades 9 – 12 ongoing curricula writing and revisions continue to align standards to the MCCSS
 - Grades 9 -12 developed diagnostic and end of course assessments for both mastery and evidence of student growth
 - Grades 6 – 8 began adjusting current curricula to include close reading, text-dependent questions, and scaffolding for MCCSS objectives; added model lessons for close reading of non-fiction text material
 - Grades 6-8 curricula revisions in social studies to include reading/ELA literacy standards from the MCCSS

Quality of Implementation

Curriculum staff seeks ongoing feedback from teachers related to the curriculum resources that have been developed. Monthly meetings are held with site-based math and ELA resource teachers at the elementary level and department chairs or team leaders at the secondary level. During these meetings, curriculum supervisors discuss progress of our transition from Maryland State Curriculum to the MCCSS. These meetings have promoted frequent discussions and open dialogue which has helped facilitate the curricular transition. We will be assessing students in elementary mathematics, and elementary and high school reading/ELA at the end of January. Elementary students will be assessed using our mid-year benchmark assessments. As indicated, the assessments have been completely revised for grades K – 3 to ensure alignment to the MCCSS. High school students in English 9, 10, 11, and 12 will complete a newly developed end-of-course assessment aligned to the new standards. The data and teacher feedback from these assessments will be used to make adjustments and revisions. Elementary and middle school ELA will complete a writing assessment that has been written based on the MCCSS for writing. Data is not yet available for these assessments.

Obstacles

Throughout this process, we have faced the following obstacles:

- Balancing the implementation of the MCCSS with the Maryland State Curriculum – Knowing that students will continue to take the MSA through SY 2014 while we transition to new curricula and knowing that MSA scores will be tied to evaluation has created concern and anxiety among teachers and administrators. Curriculum staff is attempting to mitigate this challenge by first identifying any assessment limits that are not in the new MCCSS curricula and then providing that information to teachers along with curricular resources and timelines that can be used for instruction. The goal is to ensure that our students begin to experience learning activities that will prepare them for the PARCC assessments while at the same time, ensure their success on MSA.
- Teacher ownership and buy-in to the changing curricula – Any change requires careful and strategic planning to maximize the success of its implementation. Ideally, time is needed to build shared understandings, conceptual knowledge where needed, and capacity related to the changing pedagogy. This initiative requires comprehensive changes to a great deal of our curricula and requires teacher ownership and buy-in for its success. The professional development needed is significant at a time when funds and other supporting resources are limited. In both reading/ELA and mathematics, we are relying on our EEA representatives as well as other site-based teachers to be the “experts” in these areas who can train and support their colleagues through this process. In addition, curriculum supervisors maintain close contact with all of their content area teachers to guide, respond to questions and concerns, and monitor implementation.
- Limited resources – Time and money are always challenge, but in this case, even more so. The CCPS Race to the Top grant award provided a very limiting fiscal resource for the scope of work needed for these initiatives. We have subsidized a great deal of the work with local funds
- 20% locally developed assessment tools – Many of the assessments that have been referenced in the activities above will be used as the summative assessments and SLO measures to assess student growth for teacher effectiveness. However, creating these assessments so that there is validity and reliability takes time and resources. It is not likely that all assessments will be in place by SY 2013-14; however, we will use those that we feel provide a valid performance measure.

Project 3: Elementary Mathematics Summer Institutes (This was expanded to include K – 12 Mathematics and Reading/ELA)

Summary of Work and Implemented Activities

Mathematics

- Elementary
 - Professional development provided to all K – 5 teachers during county-wide professional day on the changes to be implemented this year for MCCSS alignment
 - Site-based on-going professional development provided to all teachers on changes to the grade level curriculum

- Secondary
 - Summer Institute provided for secondary math teachers giving them the opportunity to meet with curriculum writers and explore the new curricula
 - Professional development provided to all secondary teachers during county-wide professional day on the changes to be implemented this year for MCCSS alignment

Reading/ELA

- Elementary
 - Professional development session held for kindergarten teachers on phonemic awareness and phonics strategies to support the outcomes and standards outlined in the MCCSS
 - Professional development provided to all K – 5 teachers during county-wide professional day on the changes to be implemented this year for MCCSS alignment
 - Site-based on-going professional development provided to all teachers on changes to the grade level curriculum

- Secondary
 - High school teachers participated in a summer institute on the new curriculum and its implementation
 - County wide professional development for high school English teachers focused on close analytical reading, new assessments, UDL, and instructional shifts
 - Middle school ELA teachers were provided with professional development on PARCC assessment models (EBSR, TECR, and PCR) and how to begin using formation learning activities align with new assessment types. Emphasis was also placed on the use of text support and argument writing.

Quality of Implementation

Written feedback from participants in these various activities indicated that the professional development provided during these sessions was meaningful and purposeful. Curriculum supervisors have conducted ongoing walkthrough and formal observations throughout the first semester of this year to monitor implementation and provide on-going feedback and support.

Obstacles

While professional development is critical to any initiative, implementing the MCCSS requires extensive on-going professional development. Implementing the standards effectively requires not only the curriculum changes noted earlier, but in most cases, changes in pedagogy as well. There is a concern that our limited time and resources will not provide teachers with the learning support they need in order to implement with fidelity. We are taking advantage of all professional resources provided by MSDE and are looking forward to the LMS that will provide digital learning opportunities for teachers. We're also providing our school-based resource teachers and liaisons with monthly professional learning sessions so that they have the capacity to support their school-based colleagues.

Project 4: Purchase Computing Devices for Instruction & Assessment

Summary of Work and Implemented Activities

- CCPS staff is following the development of the PARCC assessments which directly affects the type of computing devices to be purchased.
- The Chief Information Officer is working with MDREN (Maryland Research and Education Network) and vendors such as Dell and Microsoft on an idea to create a pilot for a statewide Virtual Desktop Environment for the purposes of creating a statewide online testing environment that creates economies of scale for the 24 LEAs as well as secure and consistent testing platform. The idea was shared with the MSDE CIO who is very supportive and working to further the initiative.

Quality of Implementation

CCPS intends to purchase these devices during Year 3 of Race to the Top (10/1/2012 – 9/30/2013)

Obstacles

The lack of information about the PARCC assessments is impacting our ability to procure the necessary technology. The recently released PARCC prototype test items will be helpful.

Cecil County
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	<p>Common Core Capacity Building</p> <p>SECTION B-STANDARDS AND ASSESSMENTS</p>
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The primary goal of this project is to implement a high quality plan to transition curriculum, instruction and resources to Common Core State Standards. Curriculum and instruction guidance comes from the annual Effective Educator Academies (EEA) hosted each summer by MSDE. Our cadre of EEA representatives meet with their content specialists to develop professional development modules that are executed at the school level. Math, English/Language Arts and STEM content has progressed well over the time period, but we are just now receiving Next Generation Science Standards. Social Studies standards have not been delivered yet, either.

The two challenges include:

- There is simply more demand for professional development time than there is time to allocate. Elementary teachers, in particular, are trying to embrace new standards and expectations across multiple content areas simultaneously.
- The publishers have not kept up with demand for new resources that will effectively support new standards. In spite of many claims that new materials are linked to the Common Core, we have not found many resources we are ready to purchase.

Project B-2	<p>STEM Lead Teachers in each high school</p> <p>SECTION B-STANDARDS AND ASSESSMENTS</p>
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We use Race to the Top funds to fund 5 lead teachers, one in each high school, to recruit, support and monitor the progress of students in our STEM academies. We have enlarged our scope of STEM programming to include the Project Lead the Way tracks of Biomedical and Engineering courses. Students who complete their STEM pathways present a culminating or Capstone project each spring. Sixty-one (61) students are on pace to finish their programs this spring.

Retention of students has been a challenge in general, across all specialties. The original math/science sequence has proven to be quite demanding and consumes many of the elective course options in a student’s schedule. We have also moved geometry out of the middle school program and this was previously one of entry requirements. Our adjustments have been to review and revise the entry/ gateway requirements while still maintaining the rigor of the program for participants.

Projects	Technology Infrastructure
C 3, 4, 5	SECTION C-DATA SYSTEMS TO SUPPORT INSTRUCTION

With the 2012 Bridge to Excellence Update and RTTT Application, we compacted three prior projects into one project related to improving our ability to support data and information sharing in the district. Where our original challenge might have been to provide adequate wireless coverage in each school, our current efforts are targeted to two specific issues:

- We are improving the capacity of our networking systems as we deploy a fiber optic backbone in as many schools as possible.
- We adopted Blackboard as our learning management system. We will use this platform for student instruction as well as professional development.

The challenges involved include a degree of uncertainty of local funding to fully implement the BTOP migration and training resources to support the switch to Blackboard. It is also unclear what specifications will be established for the online testing component of the PARCC assessments beginning in FY 2015.

Project D-6	Teacher and Principal Evaluation Process Revisions
	SECTION D- GREAT TEACHERS AND LEADERS

During 2011-12 school year, we developed evaluation schemes for teachers and administrators consistent with Maryland’s RTTT application. For the teacher system, we identified 6 school and 225 teachers for our field test. We are piloting Student Learning Outcomes developed at the district level. We have also invested heavily in certifying each classroom observers’ understanding of the Charlotte Danielson Framework for Teacher Proficiency through ninety (90) subscriptions to the Teachscape network.

The challenges here are not unique to Cecil County.

- Special Educators who are not the primary teacher-of-record for students present a technical challenge for us isolating student scores of their caseload students, and we face challenges setting student growth expectations for students with these learning difficulties.
- We elected to implement our new teacher evaluation system across all categories of teachers, including those outlier positions such as related service providers, instructional coaches and special education process managers. Many of these teachers do not have direct impact on student achievement, so it has been a challenge to write Student Learning Outcomes for everyone.

Two prior projects were collapsed into this single project directed at improving middle schools. We conducted a thorough needs assessment resulting in a redesign of the middle school schedule to be implemented in 2013-14. The new schedule will provide consistent, daily instruction for core contents as

well as time for targeted intervention and fine arts. We have supported teachers who pursue training in Kagan Cooperative Learning Structures by sponsoring university classes on site and by training our own cadre of trainers.

While we are encouraged by the progress we see, the new accountability system provides a bit of “moving target” for assessing school progress. Basing the School Performance Index (and Strand) on the 2011 baseline performance data provides new perspective on our efforts and a new protocol for measuring progress.

Project B-9	Extended Learning Summer STEM Opportunity SECTION E – SUPPORT FOR LOW PERFORMING SCHOOLS
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We provide supplemental learning opportunities for middle school students via our summer STEM camp. We recruit targeted students rising from grades 5 and 6 to attend a one week program hosted at 3 of our middle schools. Students from all 6 schools can attend. Transportation is provided for the host school attendees. Over 200 students now attend each summer.

The biggest challenge here will be the sustainability of the program beyond summer 2014. RTTT funds will carry us through that date, but the program will have to be reviewed and evaluated against all other district priorities as we develop the FY 16 budget to continue the program into July 2015.

**Charles County
RTTT Summary Report – July 1, 2012 to December 31, 2012
January 2013**

PROJECT: GREAT TEACHERS AND LEADERS

1. Activities completed related to RTTT Projects :

- 16 Mentors provided 836 hours of support to 250 first and second year teachers
- Completed 5 monthly training sessions for Mentors (August – December 2012)
- TELL Survey data from the spring was reviewed and analyzed with mentors in the fall
- Online observation and professional development tools continue to be reviewed. TeachScape selected for online observation and evaluation using the Danielson model. Professional development online registration and management tool to be selected in the spring.
- Charlotte Danielson training for principals progressing as planned. Materials and books purchased. Completed two of the three sessions. Final session scheduled in February 2013
- Pilot schools and teachers in place for state evaluation process
- Common Core Curriculum development

2. Evidence of success:

- Mentor weekly logs and time sheets, training agendas, and sign in sheets
- Sign in sheets for meetings and trainings
- EACC negotiated agreement contains language for the new evaluation system
- Completion of Quarters 1, 2 and 3 of Common Core subjects areas
- Teacher feedback on Quarter 1 curricula

3. Obstacles/challenges that impact your ability to meet goals:

- None

4. Plan to mitigate obstacles/challenges:

- N/A

PROJECT: TEACHER PRINCIPAL EVALUATION FIELD TEST

1. Activities completed related to RTTT Projects (July - December 2012):

- Teacher Association, EACC and CCPS agreement signed
- December 21, 2012, Teacher Principal Evaluation submitted to MSDE
- Teachscape evaluation system and training module purchased
- Charlotte Danielson training on Framework for Teaching continues for administrators
- Continued principal meetings on evaluation procedures

2. Evidence of success:

- Signed agreement on Teacher Principal Evaluation
- Board of Education presentation and Board support of evaluations

3. Obstacles/challenges that impact your ability to meet goals:

- We continue to have concerns over implementation of SLOs, training on SLOs and data gathering

4. Plan to mitigate obstacles/challenges:

- Continued conversation with MSDE staff
- Continued professional development activities

PROJECT: DATA SYSTEMS TO SUPPORT INSTRUCTION

1. Activities completed related to RTTT Projects (July - December 2012):

- Populated a Curriculum Repository (CR) with over 650 Common Core geometry documents and 540 Common Core Algebra 2 documents
- Linked all documents to a functional/working Search Engine (SOLR)
- Produced CC unit assessments for Geometry and Algebra 2 with results linked to additional resources for teachers, parents and students
- Began initial dialog with other content specialist to be part of the project

2. Evidence of success:

- Live demonstrations of the CR and SOLR for Division of Instruction staff
- Live demonstrations of the CR and SOLR for MSDE this past December
- Live demonstrations of the CR and SOLR for the Assistant Superintendents from the Eastern Shore
- Live demonstration of the CR and SOLR for attendees at the MAG Conference this past November

3. Obstacles/challenges that impact your ability to meet goals:

- Fluid nature of the Math Common Core standards at the High school level
- Unknowns of PARCC
- Fiscal needs as we move forward
- Partnership with Edline (Blackboard)
- Timely availability of the RTTT funds to pay contractors

4. Plan to mitigate obstacles/challenges:

- Continue to work with Edline as we move forward with the project
- Seek clarification and timely notification from MSDE on all PARCC related updates

Dorchester County
RTTT Summary Report – July 1, 2012 to December 31, 2012
January 2013

Standards and Assessments:

- Aligning curriculum with the Common Core State Standards – This past summer, curriculum supervisors assembled teams to review existing curriculum to ensure alignment with the Common Core State Standards. This work has been ongoing at the elementary level.

Data Systems to Support instruction:

- Conducting professional development on the use of data – The Instructional Data Analyst has met with each school improvement team (SIT) to review school data as it relates to adequate yearly progress, high school assessments (HSA), and Maryland State Assessments (MSA). This professional development is on-going with SIT and grade level teams. Teacher usage of Performance Matters continues to increase.
- Reviewing data monthly at all task force meetings (Elementary, Middle, High, and Minority Achievement Task Forces).
- The Instructional Data Analyst has developed a new Data Portal for administrators.
- Quarterly data reviews/discussions are held with each principal.

Great Teachers and Leaders:

- Submitted teacher and principal evaluation tool to MSDE. – The Dorchester County Educator’s Association developed its own teacher evaluation to pilot.
- DCPS will pilot the state model for principal evaluations.
- Providing on-going professional development with various educational consultants- Dr. Robyn Jackson, CEO of MindSteps, has provided professional development on academic rigor. Each school developed an academic rigor implementation plan that will be included as a part of the school improvement plan. In partnership with the Maryland State Department of Education’s Breakthrough Center, on-going professional development has been provided through monthly Administrative Council meetings with the focus being purposeful classroom observations. This summer, there will be professional development on cooperative learning strategies. Each principal/instructional coach has begun work with their faculty on academic rigor. Central office and school based administrators continue to utilize the purposeful observation process and report back during the monthly Administrative Council meetings.

Turing Around the Lowest-Achieving Schools

- Implementing academic and behavioral interventions – schools set up extended day and Saturday academic enrichment opportunities for students who need additional assistance on class work. Positive Behavioral Intervention Supports (PBIS) has been implemented in schools to help promote positive behavior. Monthly discipline data is reported for each school. As a result of the academic intervention, student achievement is increasing. PBIS is helping to improve school climate with decreasing discipline referrals.
- Implemented SpringBoard for all English/language arts and math teachers at both middle schools and ninth grade English/language arts and math teachers at both high schools.

Project 1 – Professional Development for Transition to Common Core State Standards

- Eliminated – costs for academies is assumed by Maryland State Department of Education

Project 2 – Data Analyst

- Evidence of Success: increased use of data; development of data portal; individualized student data profile sheet distributed to every student
- Obstacles/Risks: increased data requests and only one Instructional Data Analyst for the school district.

Project 3 – Professional Development

- Evidence of Success: increased use of academic rigor in lesson planning and activities, post-observation conferences focused on pre-determined look fors, instructional improvement cycle model developed
- Obstacles/Risks: building capacity among assistant principals and teachers who are not included in the professional learning community and administrative council

Project 4 – Interventions

- Evidence of Success: improved student grades for those who attend interventions
- Obstacles/Risks: attracting the most needy students to make use of the interventions

Project 5 – SpringBoard

- Evidence of Success: students' interaction with more complex instructional materials, monthly collaborative teacher planning sessions
- Obstacles/Risks: increased professional development for teachers during the implementation phase, mindsets, partial implementation for mathematics

Project 6 – Dual Enrollment

- Evidence of Success: fourteen students obtained three college credits from the University of Maryland Eastern Shore for the fall semester; waiting lists for spring semester course
- Obstacles/Risks: transportation

Project 7 – Positive Behavior Intervention Strategies

- Evidence of Success: improved student climate data (decreased suspension rate/office referral rates)
- Obstacles/Risks: None

Project 8 – Technology Upgrades

- This project was only in years one and two.

Garrett County
RTTT Summary Report – July 1, 2012, to December 31, 2012
January 2013

There have been several key changes at Garrett County Public Schools this year. Most notably was the hiring of Dr. Janet Wilson as Superintendent in July 2012. One of Dr. Wilson's first considerations was the evaluation of the system's IT infrastructure. As a result of that evaluation, some of the existing Race to the Top funds was reprioritized to align with Dr. Wilson's system priorities as well as the implementation of the new common core. Part of the reprioritization was funding a virtual server to support the Longitudinal Data System reporting requirements of MSDE. Dr. Wilson also revised the IT plan and prioritized computer purchases for staff and students based upon systemic requirements and the lifecycle of existing equipment.

Project One – Common Core Training

This project will be completed during fiscal year 2013. Significant amounts of training have been completed during the course of this year. Scope and sequence for all students PK-12 have been completed for all content areas with the exception of music. The scope and sequence for the music program had to be rescheduled as a result of the impact of hurricane Sandy.

It has been a system priority to have all teachers involved in the training process for the new common core. One unintended consequence of this training has been the significant amount of time the teachers have been out of their classrooms during the course of the year. However, as a result of this training and priorities outlined for the training of the common core, Garrett County is further along than several counties relative to common core training and the scope and sequence of instruction. As mentioned above, the funds associated with this project will be spent this fiscal year.

Also included in this project are tools to assist principals and administrators with teacher evaluations. iPads were included in the amended project to allow for more efficient development and administration of teacher evaluations. The system has also continued to develop and test an evaluation tool based upon the Danielson model and input from Principals as well as representatives for the teacher's union.

The only significant drawback relative to the common core initiative is that additional sources of revenue will need to be developed for the completion of Student Learning Objectives or (SLO's) in the teacher/principal evaluation system.

Project Two – Tools for Teachers

As previously mentioned, the original grant has been amended to include some additional teacher computer purchases, a virtual server to support the launch of the longitudinal data system, as well as some additional training opportunities for Power School. One of Dr. Wilson's priorities has included the need for additional training and usage of Power School as the system's main data management system for student records and reporting. As a result of this prioritization, for the first time ever, annual MSDE enrollment and attendance reports are now being compiled and submitted by the system versus historic manual reporting.

Maryland, January 2013

Teacher computers will be purchased and distributed to staff based upon need over the next several months.

Project Three – Connecting Students

As previously mentioned, the original grant has been amended to include funding for additional student computers. Existing computers are being evaluated and new machines outlined for implementation based upon that evaluation. These computers will be purchased and distributed based upon need over the next several months. These machines will be primarily distributed between middle and high schools.

Project Four – Great Teachers and Leaders

The Great Teachers and Leaders project has been completed. As part of the mathematics program outlined in the project details, National Author, Dr. Sandy Adkins worked with the teachers and Principals on PK-12 students. She performed walk-throughs in every math classroom and debriefed with Principals and central office administrators on trends that she saw throughout the county. She assisted Principals with the implementation of math standards and the implementation of the “Growing with Mathematics” series and its vertical alignment.

Also included in the project was the work Mrs. Gallagher performed at the middle school level for mathematics. Mrs. Gallagher pulled middle school teachers together and looked at how the eight mathematical practices within the common core could be aligned with current “best” practices.

Practices relative to this project have continued to be reviewed quarterly with “math specialists” and monthly with Principals. These activities will help ensure the sustainability of the original Race to the Top project.

Project Five – Special Education Support

Solution Tree was chosen to provide professional development opportunities for both special education centers within the county. To date, Solution Tree has completed (two) day-long training sessions focusing on data analysis of student work. These sessions included resources material on classroom data analysis. This program focused specifically on special education training for special education trainers throughout the county. Solution Tree will be providing five additional trainings for special education staff members. Two of the five hours have been rescheduled as a result of the impact of Superstorm Sandy. The remaining sessions include:

February-Inclusion Strategies (2 sessions)

April-Simplifying responses to intervention (2 sessions)

TBD-Differentiated Instruction (1 sessions)

Outcomes and Risks:

Garrett County Public Schools have made amendments to the original documents over the course of the lives of the projects. We feel that as priorities within the system and leadership has changed, there

Maryland, January 2013

is a significant need to utilize these resources for infrastructure and end user equipment. It is crucial that as funding has continued to decline and budgets become tighter that grants such as Race to the Top be utilized to their fullest potential. The priorities and narratives associated with the remaining Race to the Top projects are all low risk high reward alternatives. These projects will help move the system forward and provide the support to allow our teachers and students to continue to excel.

Harford County Public Schools
Race to the Top Summary Report – July 1, 2012 to December 31, 2012
January, 2013

Section A: State Success Factors

Project 1: Project Manager

In order to monitor HCPS progress toward achieving the goals outlined in the HCPS *Race to the Top* (RTTT) application, HCPS appointed a Project Manager. The Project Manager oversees HCPS implementation of the state's reform plan and HCPS projects designed to address the criteria associated with the four reform areas. Additionally, the Project Manager works in conjunction with the state's evaluator to ensure all three phases of evaluation are completed efficiently and effectively. Finally, the Project Manager closely monitors the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all RTTT initiatives.

Projects and tasks accomplished since July 1, 2012:

- Attended all MSDE meetings associated with teacher and principal effectiveness, Common Core State Standards, and the Educator Effectiveness Academies (EEA).
- Assisted MSDE with the set-up and implementation of the EEA.
- Organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- Organized the College Board pre-AP workshops for middle school teachers.
- Provided leadership for the Harford County Teacher and Principal Evaluation Pilots, including Student Learning Objectives and the Danielson *Framework for Teaching*, and Performance Matters.
- Participated in all meetings involving the Harford County Education Association with regard to Teacher Evaluation Pilot/Model.
- Completed the Master Plan.
- Attended the MAG Conference in Ocean City, Md.

Section B: Standards and Assessments

Project 2: Model Department Chairs

Project 3: AP/SAT College Board

In March 2011, HCPS hired Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS requested the Mathematics and Science Chairs be supported by RTTT funds, as they play a key role in the creation and implementation of the HCPS STEM initiative and content delivery. The Model Chairpersons have been assigned to work with four principals and core content supervisors to provide supplementary content specific evaluative services at four high schools. In addition to the high school assignment, the Model Department Chairperson collaborates with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role.

Through years 1 and 2 of the RTTT grant, three Model Department Chairs were hired at the high school level to support STEM initiatives. These department chair positions are being expanded to all ten high school in the county and the salaries will be covered through the FY13 operating budget. Therefore, HCPS is requesting a budget amendment to support the salaries of three middle school Model Department Chairs in the areas of English/Related Language Arts, Mathematics, and Science to support the transition to the Common Core Standards, as well as STEM initiatives for years 3 and 4 of the RTTT grant. In addition to the middle school assignments, the Model Department Chairpersons will collaborate with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of future department chairpersons to their new role.

In order to ensure college readiness, HCPS partnered with College Board to address needs and identify strategies designed to increase the number of students ready for college ensuring higher quality standards and assessments. Some of those strategies could include parental outreach, AP practice exams, SAT assistance and preparation.

Projects and tasks accomplished since July 1, 2012:

- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Hosted, assisted, and participated in the 2012 EEA.
- Provided follow-up professional development for administrators and teachers unable to attend the EEA.
- Facilitated professional development workshops through the College Board for middle school teachers with regard to Pre-AP Effective Thinking Strategies and Pre-AP Argumentation and the Writing Process for middle school teachers.
- Facilitated professional development to other department chairs in the school system regarding the teacher appraisal process.
- Facilitated professional development using MSDE Universal Design for Learning course to all administrators.
- Worked with supervisors and principals regarding the instructional appraisal process, as well as assisted supervisors and the professional development office on curriculum projects.

Section C: Data Systems to Improve Instruction

Project 4: Instructional Data Specialist

Project 5: Data Systems

In order to fully implement the new Instructional Improvement System, and ensure that teachers are able to access timely data and resources, HCPS hired an Instructional Data Specialist who works under the direction of the RTTT Project Manager. In coordination with the Office of Technology, the new Instructional Data Specialist works with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the new Instructional Improvement System.

Maryland, January 2013

HCPS purchased eSchoolPlus, a Student Information System (SIS) in the second year of the grant. This new system is a version upgrade to HCPS existing “end of life” SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting.

Projects and tasks accomplished since July 1, 2012:

- Continued work with the Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice.
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies (EEA).
- Continued to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.
- Requested a budget amendment to Project 5: Data Systems to acquire additional training, knowledge transfer and data conversion for eSchoolPlus. These items are necessary to fast-track into eSchoolPlus certain instructional and administrative deliverables from the former SIS. This training will enhance HCPS ability to sustain the student information system beyond the life of the grant.

Section D: Great Teachers and Leaders

Project 6: Coordinator of Teacher Induction

Project 7: Educator Instructional Improvement Academies

Project 9: Performance Matters Initiative

HCPS hired a Coordinator of Teacher Induction who reports to the Coordinator of Leadership and Professional Development. The Coordinator of Teacher Induction is charged with: participating in the State’s Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the implementation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serving as a liaison with MSDE.

HCPS ensured all 54 schools sent teams to participate in the Educator Effectiveness Academies (EEA). These teams were identified by the RTTT Project Manager in concert with the Executive Directors of Elementary, Middle, and High School Performance. As follow up from the EEA, school-based teams identified additional key staff unable to attend the academy and train them in the information presented. These staff will be core content teachers and/or special educators. Throughout all four years of the grant, all teachers will be trained in the new Instructional Improvement System.

In order to support HCPS 2012-13 Teacher Evaluation Pilot, HCPS will contract with Performance Matters to purchase Faste Observer to support teacher observation, evaluation, and professional growth in the third year of the grant. This new program compliments Performance Matters, HCPS instructional data warehouse and will assist principals and teachers in the observation/evaluation process.

Projects and tasks accomplished since July 1, 2012:

Maryland, January 2013

- Implemented the teacher and principal evaluation pilots.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Provided professional development for all administrators, teacher mentors, and teacher specialists.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.
- Provided professional learning to teachers with 5-15 years of experience on Common Core and linking Marzano's Best Bets as part of their toolkit.
- Purchased Performance Matters Faste Program to assist with teacher observation and evaluation.

Section E: Turning Around Lowest Performing Schools

Project 8: Secondary School Improvement Initiative

The RTTT Project Manager, Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement planned and implemented secondary school improvement initiatives during year two of the RTTT grant. The HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in secondary schools which included Classroom-focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and STEM. Activities will be implemented after reviewing School Improvement plans.

Projects and tasks accomplished since July 1, 2012:

- Applied UDL principles to the Common Core Framework for SY 2012-13 instructional planning.

All projects are on schedule and successfully moving forward. At this time, we do not foresee any obstacles regarding the success of the aforementioned projects.

**Howard County
RTTT Summary Report – July 1, 2012 to December 31, 2012
January 2013**

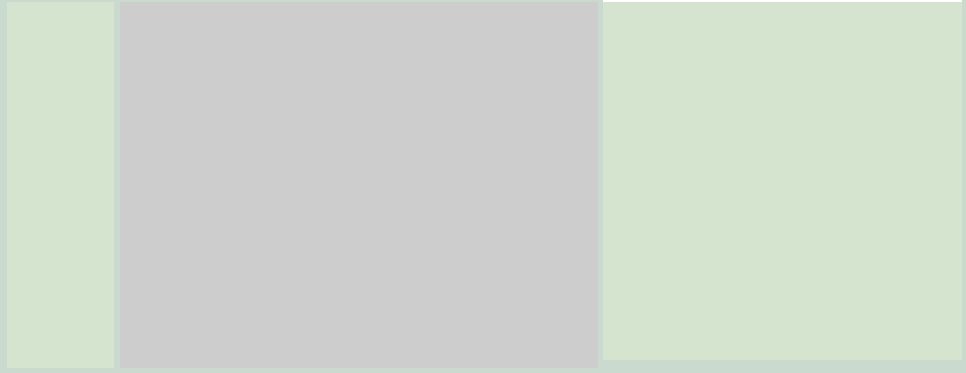
Standards and Assessments

The HCPSS has provided modules to all elementary teachers to support transition to the common core in elementary reading and mathematics.

Grade	Mathematics	English Language Arts
Pre-K	Implement (Content & Practices)	Awareness of Writing & Reading
K		Implement Writing & Awareness of Reading
1		
2	Awareness (Content)	Implement Writing & Reading
3		
4		
5		

The HCPSS has created literacy teams to provide regular literacy professional learning at all secondary schools. Mathematics teams have been meeting regularly to support the transition to the common core.

Grade	Mathematics	English Language Arts	Literacy & Mathematics Practices in Subject Areas
6	Implementation of Content (Blended) & Mathematical Practices	<ul style="list-style-type: none"> Implementation of Reading Literature: Standards RL1-RL10 Implementation of Reading Informational Text: Standards RI1-RI10 Implementation of Writing: Standards W1-W6, W9, W10 Implementation of Close Reading 	<ul style="list-style-type: none"> Implementation of grade-brand standards for reading expository content-area text as outlined in the Common Core State Curriculum Implementation of grade-brand standards for content-area argument and informative writing
7			
8			
9	Algebra I; Implementation of Content (Blended) & Mathematical Practices		
10	Geometry; Awareness & Mathematical Practices		
11	Algebra II; Awareness & Mathematical Practices		
12			



as outlined in the
Common Core State
Curriculum

- Implementation of
Close Reading
- Implementation of
Standards for
Mathematical
Practices

The HCPSS is creating a plan to support the creation of local assessments more aligned with PARCC.

So far the transition to the Common Core has proceeded well. Instructional staff have reported feeling “stress” over the transition and the professional development it has required, but schools report making steady progress in implementation. We are attempting to assist staff in making a smooth and minimally stressful transition to the new curriculum by limiting other required professional development when possible.

Data Systems to Support Instruction

The HCPSS awaits further clarification from MSDE to make the necessary technology infrastructure improvements to ensure that its systems will be able to support the new data sharing protocols. On its own, the HCPSS is working to provide data to teachers that are easier to access and utilize in the school-based data conversations which help determine the provision of instruction and interventions based on student strengths and needs. This has included the creation of a revised online School Improvement Planning tool which gives school-based School Improvement Teams easy access to last year’s academic and behavioral data for their school.

Great Teachers and Leaders

Teacher Evaluation

On December 21st, the HCPSS submitted a signed proposal for teacher evaluation to MSDE. The new teacher evaluation system will include the 2012 Danielson Framework for Teaching Evaluation Instrument (Domains 1-4) and Student Growth (Domain 5). Domains 1-4 encompass planning and preparation, classroom environment, delivery of instruction, and professional responsibilities. Domain 5 will measure student growth in the following areas: literacy, mathematical practice, creative problem-solving/STEM, and content. Student growth will be evaluated using Student Learning Objectives (SLOs) either two SLOs each worth 25% or the Maryland School Assessment (MSA) results of students in grades 4-8 (20%) and one SLO at 30%. This meets the MSDE requirements that Professional Practice and Student Growth each comprise 50% of the evaluation.

HCPSS principals, assistant principals, and curricular leaders are receiving four face-to-face sessions with members of the Danielson group totaling 21 hours of seat time. HCPSS’s partnership with Teachscape enables the HCPSS to use their tools to enhance our efficiency in teacher observation, as well as to standardize our practices in assessing artifacts to support the collaborative process of teacher reflection

and evaluation. Teachers participating in the pilot are also receiving training on the Danielson framework and other aspects of the new evaluation system, including the creating of SLOs. The HCPSS is also creating an electronic SLO library with sample SLOs to assist teachers in creating their own objectives. The pilot of the new teacher framework is proceeding well with no foreseeable obstacles to a successful transition to the new framework next year.

Principal Evaluation

The HCPSS will also implement a new principal evaluation system during the 2013-2014 school year. On December 21st, the HCPSS submitted a signed proposal for principal evaluation to MSDE. The HCPSS professional practice measures for principals will contain two main components based on the Maryland Instructional Leadership Framework (Framework). The Framework provides twelve professional practice outcomes on which to base principal expectations. The HCPSS's first component aligns with the Framework's first eight outcomes and focuses on providing effective instructional leadership and an organized, clear, and supportive learning environment. The HCPSS's second component aligns with the Framework's last four outcomes and involves providing leadership driven by strong communication, management, and ethics.

For principals, the HCPSS plans on looking at growth towards rigorous school improvement targets and the successful achievement of teacher-level student learning objectives. The school improvement targets based on Goal 1 and Goal 2 include performance on state assessments and college entrance examinations, graduation rate and participation in advanced-level programs. Professional Practice and Student Growth each comprise 50% of the evaluation for elementary and middle school principals, MSA will be 20% of the evaluation. The pilot of the new principal framework is proceeding well with no foreseeable obstacles to a successful transition to the new framework next year.

Supporting Identified Schools

Each school implements a data protocol where content or grade-level teams discuss classroom data and reflect on instructional improvement and student learning. To fully implement a data protocol, content-alike teachers collaboratively plan regularly and content or grade-level teams meet biweekly to engage in a data discussion. Training, resources, and support are provided for schools using the Classroom Focused Improvement Process (CFIP), which is one specific approach to the data protocol. CFIP, highlighted by MSDE on their school improvement website as an approach for school improvement, is a six-step process for increasing student achievement as part of the instructional planning cycle. Identified schools are receiving support on implementing the CFIP approach from Towson University.

School Improvement Steering Committees (SISCs) are a collaborative effort among school staff and designated central office staff. SISCs are deployed in identified schools to strategically monitor school improvement efforts and individual student progress. Through regular meetings, the SISC oversees the implementation of an effective instructional program that supports the academic success of all students. The SISCs provided consistent support for schools identified for additional central office assistance based on student performance results.

Maryland, January 2013

Selected schools not meeting their AMOs were identified to also participate in the MSDE-designed TCNA process, in addition to implementing data protocols and receiving assistance from SISCs. Through this process, a root cause analysis of the data is conducted to determine the school's areas of focus and to help determine key strategies to improve student performance. The primary intention of the TCNA is to identify and address, as precisely as possible, the root causes underlying key issues impacting student performance, either negatively or positively. Its secondary intention is to ensure that the staff and administration collectively agree on the recommended reform areas and the allocation of resources to improve student achievement.

All efforts are proceeding well. There are no foreseeable obstacles to that will impact HCPSS's ability to improve its higher-needs schools.

Kent County Public Schools
RTTT Summary Report – July 1, 2012 to December 31, 2012
January 2013

Though the scope of the Race to the Top projects in Kent County are relatively small, the impact of these initiatives are strongly aligned with local and state goals and have moved the school system forward in the “third wave of school reform”.

Standards and Assessments

Progress on Project

- Teams from every school attended the Educator Effectiveness Academy. Transition plan was developed by each team, peer reviewed, and implemented at a school level
- Curriculum writing took place in July 2012. Teams worked on incorporating Common Core into curriculum documents and assessments.
- Race to the Top updates were given during two Board of Education meetings
- Co-planning sessions were held at the high school, middle school, and elementary schools reinforcing strategies and content related to the Common Core

Evidence of Success

- Full implementation of new standards in grades Pre-k – 2.
- Development of benchmark assessments in math and English Language Arts.
- Ongoing training being held throughout the school year.
- Half-days and 90-minute delay schedules being held to provide time for school teams to implement their transition plans

Obstacles

- Obstacles include time, personnel, and money to fully incorporate the changes necessary for this shift in standards and assessments.

Data Systems to Support Instruction

Progress on Project

- Schoolnet, our longitudinal data system, has been implemented, ongoing training has been provided to administrators and teachers.
- Ongoing training on the use of data is provided monthly at administrator meetings.
- Data analyst provides assessment support, trains school teams, facilitates implementation of the program, and supports continual use of data in the LEA.

Maryland, January 2013

Evidence of Success

- 65 Benchmark Assessments have been created and administered on Schoolnet.
- Teachers have been trained on creating classroom assessments (over 200 online assessments have been given this year).
- Teachers have used assessments to develop Student Learning Objectives

Obstacles

- None at this time.

Great Teachers and Leaders

Progress on Project

- A committee of teachers and administrators continue to meet to monitor our pilot teacher and principal evaluation systems and make revisions on the model.
- Phase One training has been provided to each teacher. Phase Two training started on January 22 with 37 teachers trained.
- All teachers are involved in the pilot, all teachers have written SLOs, and teachers are being observed and evaluated using the Daniel Framework for Teaching.
- Teacher induction program was expanded to include all non-tenured and ineffective teachers
- Team of three attended the Teacher Induction Academy
- A teacher incentive program was developed at Kent County Middle School for the ELL program and at Rock Hall Elementary School for Special Education

Evidence of Success

- All teachers have been trained on SLOs and have written at least two for this year.
- Principals have written SLOs and are being evaluated on the new model this year.
- 18 first year teachers and 15 other non-tenured teachers are being mentored each week by a group of 12 retired educators.

Obstacles

- None at this time.

Turning Around the Lowest Achieving Schools

Progress on Project

- Low-achieving schools were identified using the School Progress Index. Needs assessments are being conducted at the four Strand 4 and 5 schools.

Maryland, January 2013

- Intensive professional development is being delivered at our one Focus School and two School Improvement Grant schools.
- Intervention activities were developed, implemented, and monitored

Evidence of Success

- Monthly professional development, implementation walkthroughs and progress monitoring are being held at our lowest-performing schools.

Obstacles

- None at this time

Prince George's County
RTTT Summary Report – July 1, 2012 to December 31, 2012
January 2013

Standards and Assessments

Project 1: Advanced Studies

Accomplishments

The focus on Project 1 is advanced studies, with particular emphasis on increasing participation and performance on Advanced Placement and International Baccalaureate courses. While Advanced Placement and IB have been in place for many years in Prince George's County, RTTT allowed for opportunities to increase efforts around a college and career focus. RTTT allowed for diagnostic audits completed by College Board and International Baccalaureate. Both audits allowed the district to strategically plan for the coming years.

In terms of participation, the district paid for all AP and IB exams. To supplement, the district also paid for every senior to take the SAT and for every 10th grader to take the PSAT. In addition, all eighth graders took Read-Step, the assessment to gauge readiness for advanced courses.

In terms of professional development, 35 teachers and administrators participated in professional development for IB and over 200 participated in professional development for advanced placement.

Student support was evidenced by Summer Bridge programs for incoming IB and AP students. In addition, RTTT covered expenses for an extended learning opportunity for AP Biology. The 2012 AP Summer Bridge program for students expanded from the 5 schools to 11 high schools for the 2012 summer. The IB Summer Bridge program was reinstated in all 5 schools.

To improve the AP pipeline, the district instituted the Springboard curriculum at three middle schools and will expand to a fourth middle school for next year.

The grant supported the expansion of IB at Frederick Douglas High School as a feeder from James Madison Middle School. Frederick Douglass has applied for IB certification.

Concerns

Strategies still need to be developed to continue to improve on the AP exam success rate, to identify additional teachers to prepare to teach AP courses online, and to increase the number of IB diplomas produced at the IB high school.

The District AP diagnostic recommends training all elementary and middle school teachers on the level of expectation required (cultural shift) at their respective levels of work in order to prepare students to become career and/or college ready graduates. The IB diagnostic recommends training Pre-IB teachers, as well as middle school teachers, to improve horizontal articulation of student skills expectations.

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The district needs to increase the opportunities for vertical teaming. Students need to improve reading and writing skills as a prerequisite for raising AP exam scores and IB program success rates.

The district is struggling to find fiscal and time resources to train all AP teachers and Pre-IB teachers. The district severely cut back on professional development days as a concession to the collective bargaining unit due to the freezing of steps and stipends and no pay raises for three consecutive years.

Finally, the uneven access to technology which will have an adverse impact on student access to AP online courses and online SAT preparation

Outcomes

Please see Table 1 in the addendum for data on performance. The district continues to see increases in performance and participation in Advanced Placement. However, IB participation and performance appears stagnant. The district replaced three of the five school based coordinators this year in IB schools.

Data Systems to Support Instruction

Project 2: Data Warehouse

Accomplishments

The first phase of the PGCPS Data Warehouse was launched during SY2010-11. Access to schools was provided as evidenced by their use of the warehouse to prepare required periodic performance reports. Ten schools in school improvement and alternative governance were selected to participate in the first year roll out of the Data Wise Implementation Process (DWIP). Seven more schools were added in 2012-13. Data use is getting traction in schools.

Concerns

The major concern is developing the internal knowledge and technical skills required to efficiently manage the data warehouse and its feeder information systems. In addition, the data management personnel must learn to effectively communicate with prospective vendors about the system's ongoing maintenance and "on-the-job training" requirements.

The district received an updated documentation on custom dashboards for purchasing, human resources and PMAPP from the vendor, it is complete. The district will continue to work on service requests received from the users. The Data warehouse was upgraded with the latest eScholar software.

We plan to provide training to our team to build that experience in house. We continue to build collaborative relationships with other stakeholders. We continue the search for good and qualified consultants to complete service requests and to build our experience. Ultimately, time and experience will resolve all the challenges we currently face. We worked with budget office to add two new developers' positions for the data warehouse (DW) and the one database administrator DBA to help with the increased demand for DW dashboards.

Project 3: Data Quality

Accomplishments

In June 2011, with the support of the system's Data Quality Director, building principals began using Certify™, a software solution designed to identify and correct data errors. Within a three-day period, close to 1,000 data entry errors had been resolved by schools and the data quality score for participating schools increased by 11 points. The Data Quality Office presented system performance on data quality issues at the Performance Management meeting. This refocused the system's efforts towards improving data quality. The Data Quality Office also began the process of developing additional projects for state reports.

Concerns

Certify™ is up and running. Data errors are decreasing. Data entry is still an issue and needs constant monitoring. The Data Quality Office sends up bi-weekly reports to schools to correct data entry errors. The most common error is inputting the number of days of a suspension. We are continuing to develop new data rules. We will be beginning new Class Level Membership (CLM) file and Student Course Grade Teacher (SCGT) report projects in Certify to validate the files before submission to MSDE.

Project 4: Data Wise

Accomplishments

Ten schools in school improvement and alternative governance were selected to participate in the first year roll out of the Data Wise Implementation Process (DWIP). Seven more schools were added in 2012-13. Training included a visit to Harvard University in the spring for each team and on-site visits by the consultants. Schools also participated in a 1-day in-county Data Wise clinic on November 30th that was designed to help schools build a critical mass of teachers and staff that are knowledgeable and skilled in Data Wise implementation. The Office of School Improvement conducted weekly office to school communication to ascertain progress, challenges and plans. Collaborative planning sessions at schools have evolved to the more sophisticated use of data. In addition, the office of School Improvement worked with budget office to begin drafting a budget amendment to cover all Data Wise consultant services expenses for year three. The consultant, Pursue Excellence, LLC, helped to implement a Data Wise Improvement Process Webinar "*Live On-Line*" for all seventeen schools and systemic central office staff on November 15th. Frances Scott Key ES presented online in the November Live On-Line Session.

Concerns

The demands of time on schools is daunting, but the feedback from schools is that this is valuable training. The bulk of the money for DataWise is in stipends, but the money must be shifted to contracted services. Of the 10 original schools in DataWise, 8 showed remarkable progress.

Great Teachers and Leaders

Project 5: Teacher Incentive

Accomplishments

No money was budgeted for years 1 and 2. However, the district began conversations with the collective bargaining unit, facilitated by Educational Resource Strategies (ERS) around compensation reform during the 11-12 school year. The original plan was to experiment with compensation plans using Project 5. The district was considering modifying the traditional steps and lanes and compensating teachers for hard to staff positions, leadership roles and evidence of effective teaching. However, with the transitions in leadership and the lack of a pay raise for three years, the union decided to delay further conversations about compensation reform until the spring of 2012.

However, the district wrote an amendment to move \$396,000 to Year 2 so that we could provide incentives for teachers who worked in the turnaround schools. There was enough money in SIG I to pay the incentives, but not in SIG II. The district moved the \$396,000 to Year 2 to pay stipends to the SIG II teachers. Year 3 begins upon approval of the Master Plan. This is a supplement to Project 50 from the state's RTTT. Fifty percent (50%) of the payout is projected payment for January 2013. The remainder will be paid in February.

Concerns

The district is hoping to get back the table with the unions to continue the work around compensation reform.

Project 6: School Leader Network (SLN)

Accomplishments

The School Leaders Networks are well under way. The objectives include:

- To deepen existing relationships among members;
- To develop specific actions that they will take during the next month with support from peers; and
- To understand *Design for Leading* leadership practices as they apply to their own school-based actions.

In November, the results from the School Leaders Network pre-assessment were shared with principals, and they had an opportunity to analyze the data. Principals *unpacked* the two (2) weakest domains which are: 1) Shaping a Vision and 2) Managing People, Data, and Processes, identifying specifically what they need to know and to be able to do in those areas. Principals continued to refine their Student Outcome Strategies. They identified formative assessment measures that would be used to measure progress to goals and developed action steps that they plan to take before the December meetings. Principals continued to deepen their understanding of the Design for Leading framework through identifying and sharing their strong practice in each domain. Principals in the secondary cohort attended the meeting, so there was no Cohort V meeting in November. One principal joined Cohort III in November, and recruitment efforts continued to increase principal enrollment in SLN. It is anticipated that five (5) principals will join networks in December.

Concerns

There are no concerns except how the district may keep the School Leader Networks going after the RTTT funding stream is over. In addition, the original plan called for School Leader Networks around content expertise for teachers. However, the consultant was not comfortable with content pedagogy, so the focus has remained on leadership skills.

Project 7: Teacher Leadership

Accomplishments

The Office of Talent Development (OTD) is partnering with the George Washington University and Master Teacher to develop a cogent training program to support the teacher leadership role of the OTD Framework for Teaching cohort leaders. In addition, the Teacher Leadership Initiative coordinator, Lynette Lewis, met with Dr. Walter Jordan Davis, formerly of the National Board for Professional Teaching Standards, to develop a framework for Teacher Leadership in PGCPs. A result of that planning session is the decision to launch a cohort of identified “Teacher Leaders” who will apply to become members of the first PGCPs Teacher Leadership Cohort (See link below of the Professional Growth Catalog, available to all PGCPs personnel at <http://www1.pgcp.org/talentdevelopment/>). In addition, Ms. Lewis sponsored a Teacher Leadership Training for all Framework for Teaching trainers in November.

Concerns

Currently teacher training is being held after school or on weekends which limits participation for some teachers due to other commitments and second jobs that they may already hold.

Project 8: Pipeline of Administrators

Accomplishments

The district has begun the initial work of aligning its professional development across all PGCPs entities. Planning sessions with Learning Forward™ have begun and are aligned with Teacher and Principal Effectiveness work we are completing with the Gates Foundation and the Wallace Foundation. Work includes the following:

- *Aspiring Leaders Program for Student Success (ALPSS)* - In November, we conducted the third module of the Aspiring Leaders Program for Student Success (ALPSS). In partnership with NISL, we continue to build the ALPSS curriculum and sustainability plan for the 2013-2014 school year and beyond.
- *New Principals' Academy* - The New Principals' Academy met in November 26, 2012. The Department of Curriculum and Instruction presented at the New Principals' Academy on the topic: Academic Rigor for 1st Year Principals. In addition, COMAR guidelines for New Principal Induction Program has been reviewed. Program alignment recommendations will be forwarded to executive leadership for approval. Finally, EDC Quality Measures Phase II will use the QM Strategy Planning Tool to document next steps in developing the mentor program.

- ***Doctoral Programs*** – The University of Maryland and Howard University doctoral programs continued their courses as outlined in the sequence of courses. (Please see attached.) In order to ensure alignment of the PGCPS master plan goals and RTTT, professors identified for the courses are PGCPS personnel. For the Howard University program, participants focused on data analysis and statistics related to problems of practice in PGCPS. For the University of Maryland program, participants collaborated with the Associate Superintendent of Academics to identify potential topics for their core research – all topics identified must be problems of practice that will help build leader, teacher and/or student capacity in PGCPS.

Concerns

Dr. Eric Wood, university partnership coordinator, submitted his resignation to take a position with the Apple, Inc. Dr. Walter Jordan Davis and Ms. Dionne Tyus will coordinate efforts to support the doctoral programs along with other existing university partnerships aligned to this grant until Dr. Wood's position is filled.

The district is faced with the challenge of so many initiatives. The district is building a comprehensive and coherent plan for professional development by job class. Part of the alignment will be a comprehensive examination of PD. It is imperative that the results of the audit and work of the PGCPS PD Task Force be completed in a timely enough fashion so that a PD framework can be adopted before the start of the 2013-14 school year.

Project 9: Coaching

Accomplishments

The district currently has one of the highest percentages of mentors who are NAESP certified since its inception of the mentoring program. The Office of Talent Development (OTD) mentor teachers participated in fall training sponsored by the Maryland State Department of Education and led by the New Teacher Center, on November 30, 2012. The online session, "Coaching and Complex Situations," was developed specifically for mentor teachers responsible for providing support for groups of new, non-tenured, and experienced teachers. Our team of twelve (12) full-time mentor teachers was provided the opportunity to participate in the Year 2 differentiated training, during which they identified real-life complex coaching situations and practiced protocols needed to facilitate effective and meaningful conversations. Training packet is attached.

Concerns

The district must ensure that the mentors who are not NAESP certified provide mentoring support with the same level of fidelity as those who are not NAESP certified.

Project 10: Teacher Pipeline

Accomplishments

The district has a long history with *Teach for America* (TFA). Highlights include:

- Each of the TFA corps members continues to be supported by a mentor teacher from the OTD. The mentor teachers provide instructional support throughout the school year through classroom visitations with focused feedback, demonstration lessons, co-teaching opportunities, and ongoing professional development.
- Face-to-face collaborations between TFA program coordinators and OTD mentor teachers resumed on November 2, 2012. TFA, along with the leaders from three other resident teacher programs, met with OTD mentor teachers to discuss progress of the new teachers and discuss specific support for identified new teachers. Meeting agendas attached.
- A focus group with fifteen 2012-2013 corps members was held. Topics discussed included: *Increasing Teacher Voice, The Accessibility and Use of Data to Inform Instruction, Balancing Job Requirements with Appropriate Supports for New Alternatively Prepared Teachers, Teacher Performance and Evaluation, Maryland State Department of Education (MSDE) Teacher Evaluation Pilot and Building More Effective Professional Learning Communities with Non-TFA Corps Members*. Information will be used to develop survey for all new teachers, adjust professional development offerings
- *New Teacher Induction and Mentor Training* - The “Mentoring Monday” webinar series developed for teachers having 1-3 years of experience in PGCPs continued on November 19, 2012. The session, “Did You Get It?: Assessing Students’ Learning,” was designed to engage teachers in reflection on practices in the area of student assessment and learning through the lens of the Danielson framework (Domains 3b & 3c) and in the exploration of useful resources for strategies designed to foster greater student engagement and opportunities for learning. The slide presentation for the session is attached. A remaining challenge is engaging more new teachers to participate in these after-school webinars. These new teacher sessions have been included in the newly published 2012-2013 Professional Growth Catalog, available to all PGCPs personnel at the following link: <http://www1.pgcp.org/talentdevelopment/>. OTD specialists also participated in differentiated training for induction coordinators sponsored by MSDE and conducted by the New Teacher Center on November 29, 2012. This online session, “Maryland Coordinator Forum Talent – Video Annotation Software,” introduced induction coordinators to Talent, a video annotation tool that allows safe sharing of instructional videos with in-network users. The video can be shared as part of an observation cycle, for problem solving, self-reflection, or virtual mentoring and coaching with new teachers. OTD specialist will arrange for mentor teachers to participate in this training in December 2012. Training packet is attached.

Concerns

Teach for America, the Washington DC cohort, does not provide special educators with dual certification. We are in discussions with TFA about providing this needed position.

Turning Around Low Performing Schools

Project 11: Hillside WSC

Accomplishments

The Hillside Work Study Program provided thorough case management and dynamic evidence-based, risk-aversion programming/services to students during and after school, year-round; navigated barriers to youth participation (i.e., safety, transportation, home stability and guardian support).

- Achieved 98% (51 of 52 total students) high school graduation rate for class of 2012; and met target of >80% overall promotion rate (210 total youth enrolled in HW-SC).
- High school youth delivered mentoring programming for middle school youth which addressed such topics as healthy peer groups, high school transition, and career exploration.
- Students attended special Leadership seminars on “What Today’s Young Leaders Look Like”; and “Careers and the value of Customer Service”.
- HW-SC students who achieved significant academic improvement were rewarded with ‘challenge experiences’ (i.e., Ski trip, Baseball game, Skating, etc.)- a new experience for many; and, were given opportunities to demonstrate goal setting, personal best effort, and overcoming obstacles in various settings.
- Conducted semi-annual academic support and college readiness sessions for parents/guardians at each school site (in addition to monthly parent engagement outreach).
- Strategically leveraged public and private support to sustain matriculation from middle to high school success (ensuring continuity of support from 7th grade through to high school graduation); Strategically engaged teachers and other community partners for customized needs-based services.
- Increased integration within local schools; including, involvement in ELO, SIT, CARE and general school improvement interventions.
- The evidenced-based Teen Outreach Program Curriculum (TOP, aversion to risky behaviors) topics were explored with students at each site, offering opportunities for students to sign up to plan and facilitate select lessons for their peers.
- On a weekly basis, students received college readiness assignments to complete under the monitoring and coaching support of the HW-SC College and Career Specialist. The activities included support for college research and applications, college tour planning, and a special college “Way to Go” acclimation event with the University of Maryland.
- Unique site-based enrichment lessons included:
 - Drew Freeman MS: Communication skills, Moral development and gender-based morals auction exercises, progress reports and report card performance discussion; tutoring and homework support.
 - G. James Gholson MS: Tutoring and homework support workshops.
 - Fairmont Heights HS: College Prep, Tutoring and homework support workshops, Youth Employment Training Academy completion and Mock Interviews.
 - Central HS: College Prep, Tutoring and homework support workshops, Youth Employment Training Academy completion and Mock Interviews.

- Suitland HS: College Prep, Tutoring and homework support workshops, Youth Employment Training Academy completion and Mock Interviews. Volunteerism and Community Service Planning. Students also participated in Teen Court sponsored via the State's Attorney's office at Circuit Courthouse.

General Outreach

- HW-SC continues to collaborate with The Write House Organization, conducting writing workshops with students. YA is identifying students that can benefit most from this service and facilitating their participation. Seniors who need to work on their essays and personal statements for college applications have been prioritized to receive support with their critical writing.
- Youth Advocate has regular communication with teachers on behalf of students. The teachers have acknowledged the YA's involvement as supportive to instruction.

Concerns

- HW-SC staff/Zone Director (ZD) at Gholson met with the principal and vice principal this month to keep them updated on site coverage, a youth advocate new return date, and student academic status.
- HW-SC staff at Central conducted their first monthly meeting with vice Principal Washington. They discussed the Youth Advocate's daily schedule, the use of HW-SC passes for students during lunch, and HW-SC assisting with traffic flow in hallway 100.
- HW-SC at Central also met with the 9th grade guidance counselor to discuss strategies in how to keep our 9th graders in HWSC on target and successful. The last three student recruits into the HW-SC program were per the recommendation of counselors.
- HW-SC received student performance data verification from PGCPs for SY12, and results were significant: 84% grade level promotion rate and a 96% Senior graduation rate!

Project 12: STEM

Accomplishments

This project is a collaboration with the National Council for Teachers for America's Future (NCTAF). NCTAF brings a design protocol and certified scientists to work alongside of math, science and special educators to create modules for project based learning in STEM. Highlights include:

- FY13 Design Session was conducted for all seven sites on June 21, 22 and 25th at NASA Goddard Visitor's Center.
- Two additional schools were identified and brought on board for FY13, Greenbelt and Gwynn Park Middle Schools.
- The 35 teachers were involved in the FY13 STEM Studios Planning PD Session conducted by PGCPs- NCTAF Teams.
- All participating seven schools had their RTTT STEM Teams (5 teachers/team) attend. A total of 35 teachers were
- Teams identified materials needed for their 1st Quarter STEM Modules
- Materials were ordered for teams that submitted their requests.

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- Computers were ordered for the new teams.
- 1st Quarter design session held on September 20th at NASA Goddard.
- Teams are in the process of implementing 2nd Quarter STEM Modules.
- Several scientists and engineers are collaborating with the teams and are conducting site visits.
- Second Module Assessments were developed in Edusoft.
- Teams continue to meet twice per week to fine tune implementation.
- Several team members represented PGCPs Learning Studios at the Howard University Northeast Regional STEM Forum and Expo on December 4, 2013.

Concerns

Some schools such as Bowie High School and Walker Mill Middle school lost team members due to resignations, new team members and leaders recruited. Some schools have new Principals- Duval and Walker Mill Middle- hence, need to support their teams. We are still struggling with how to juggle the curriculum of the day with these STEM Learning Studios Modules.

**Queen Anne’s County
RTTT Summary Report - July 1, 2012 – December 31, 2012
January 2013**

RTTT major implementation successes between July 1 – Dec. 31, 2013 for the QACPS Project “<i>Creating Effective Leaders and Teachers</i>”	QACPS YR 3 RTTT SOW SECTION, GOAL #	Documentation
<i>a. Standards and Assessments</i>		
Upon the completion of the EEA 2012, QACPS (Queen Anne’s County Public Schools) drafted grade level transition plans were reviewed by content supervisors. During the fall all schools began implementation of plans.	SOW Section B Goals 1, 2, 4	Completed grade level transition plans. Specific school documentation of transition plan implementation
During EEA, principals that attended the EEA also received training on UDL. By the end of the fall, teams of teachers from each school also received training from MSDE on UDL.	SOW Section B Goals 1, 4	Training agendas and teacher developed lesson plans integrating UDL
In August, prior to the opening of the school year, teacher professional development that focused on transitioning to MCCSS on all levels of reading, K-7 mathematics, and Geometry was provided. Additionally, throughout the fall, school-based professional development on MCCSS and the development of lessons that integrated the standards were conducted in all district schools. Finally, implementation of MCCSS has been evidenced within classroom instruction, documentation via formal observations, and walk throughs conducted by content supervisors.	SOW Section B Goals 1, 2, 4 SOW Section D Goal 6	Content specific professional development teacher reflections. School-based core content lesson plans that integrate MCCSS standards . Completed formal teacher observations and walk-throughs that document integration of MCCSS in classroom practices
During the summer, STEM academies were conducted as stipulated within the QACPS RTTT Scope of Work. During the fall STEM lessons began to be integrated into curriculum by school-based Teacher Specialists.	SOW Section B Goals 3, 4, 9	STEM teacher lesson plans and completed student academy projects. School-based lesson plans that have included STEM practices.

<p>Math elementary and middle school level Leadership Teams met this fall to create a curriculum document that fully implemented the MCCSS. These documents also embraced the new text series (enVisionMATH) as a valuable resource for teaching the Common Core Standards. Sequence guides aligned with the MCCSS Framework began to be developed. Finally, the benchmark testing program was adjusted from a quarterly assessment to a longitudinal benchmark in grades K-8.</p>	<p>SOW Section B Goals 2, 3, 4</p>	<p>Completed Math elementary and middle school curriculum document that fully implements the MCCSS. Documents include the new Math text series as a critical resource. Collection of longitudinal benchmark data</p>
<p>At the beginning of the school year, all middle and high school English/LA teachers received additional training on the MCCSS, specifically close reading of text, integration of standards, text complexity, and analyzing a lesson plan for its alignment with the Common Core and components of the EEA. During the fall a middle school reading/writing pre-assessment was finalized and administered. Additionally, the reading/writing post assessment for 1st semester high school English classes was administered.</p>	<p>SOW Section B Goals 1, 2, 3, 4,</p>	<p>Professional Development Training agendas, participants reflections. Completed Middle School reading/writing pre-assessment and results. English I post assessment and results.</p>
<p>At the elementary level, in mid-July elementary Reading Specialists met to map out a course of action for transitioning to Common Core. Throughout September Reading Specialists conducted transition activities that were aligned with the EEA academy and elementary transition plan. In late fall, the elementary reading supervisor completed the writing prompts and rubrics for grades prek-5, and pre-assessments were conducted in Dec.</p>	<p>SOW Section B Goals 1,2,4</p>	<p>Elementary Level Course of Action for transition to Common Core document; Completed writing prompts and rubrics for grades prek-5; Completed teacher Reading/writing and Media SLOs</p>
<p>During the summer of 2012 QACPS sent a representative to the PARCC Educator Leader Cadre Training Conference in Chicago, Ill. In September, the District and School Leadership Teams were trained on the PARCC prototypes so they would become familiar with the PARCC Frameworks. Throughout the fall the district PARCC representative continued to attend the PARCC Leadership Cadre Meetings with other members. Finally, in November the district PARCC representative presented to the District and School Leadership Teams information about the PARCC scoring and rating levels.</p>	<p>SOW Section B Goals 5, 6, 8</p>	<p>PARCC Training Agendas from State and Regional Meetings. School-based Meeting agendas where webinars were previewed by teachers. Administrators PARCC scoring and rating training reflections.</p>
<p>QAC continues to have a variety of teachers and specialists serving on various state level committees related to MCCSS.</p>	<p>SOW Section B</p>	<p>Local dissemination of information to stakeholders Leadership receives updated</p>

	Goals 3, 5,6 & 9	information pertaining to revised state practices Integration of STEM standards of practice in all content ares
<i>b. Data Systems</i>		
Throughout the summer of 2012, QACPS conducted a predictive analysis of district school floor plans for installation of wireless access points which is being funded by the Project 29 Infrastructure Grant and RTTT funding. Once the analysis was completed the district purchased Aerohive Wireless Access Points and began installing them in the district schools in order to provide a secure and robust wireless network for students and staff. This also allows for timely collection and analysis of data at the classroom level.	SOW Section C Goal 1 SOW Section B Goal 8	Completed analysis and installed access points in six district schools.
During September, the Coordinator of Information Management reviewed the results of the Testing Readiness Tool (TRT) with the Superintendent of Schools, Director of Curriculum and Instruction, and the Local Accountability Coordinator.	SOW Section C Goal 1 SOW Section B Goal 8	Results from the Testing Readiness Tool evaluation
Throughout the fall, representatives from Performance Matters met with and trained district principals and supervisors on the updated FASTE teacher observation and evaluation platform.	SOW Section D Goals 2, 6	Meeting Agendas; upgraded versions of FASTE; and completed teacher observations and evaluations
<i>c. Great Teachers and Leaders</i>		
The Teacher Evaluation Task Force met twice in June to review feedback on the pilot provided by principals and teachers from the 7 pilot schools. As a result of the feedback, the Task Force decided to revisit the rubric for the Professional Practice portion to more clearly define the ranges of Highly Effective and Effective.	SOW Section D Goals 1,2, and 6	Completed Teacher Evaluation Rubric
During August, the Teacher Evaluation Task Force developed a DVD. The purpose of the DVD was to share with all staff the new evaluation process and the forms. It provided background and explained the relationship of the qualitative and quantitative portions of the process and how an overall evaluation was accomplished. The DVD was shown in all schools the first 2 weeks of school.	SOW Section D Goals 1,2, and 6	Completed DVD; School Faculty meeting agendas

The final revisions for the Teacher Observation and Evaluation documents to be used during the 2012-2013 school year were made in September. In addition, during the fall, the Director of Curriculum and Instruction and the Facilitator of the Teacher Evaluation Task Force finalized the Teacher/Principal Effectiveness Plan.	SOW Section D Goals 1, 2 Section B Goal 5	Completed Teacher/Principal Effectiveness Plan; sign-off from MSDE
During September principals finalized Student Growth measures for principals and teacher Student Growth measures were shared.	SOW Section D Goals 1,2	Finalized Student Growth measures
During the fall, district administrators developed guidelines for the establishment of SLOs. Professional development was conducted by content specialists and principals on writing SLOs across all grade levels. Additionally, principals and teachers developed SLOs, while content supervisors pre-populated SLOs for at least one SLO per teacher related to the curriculum. Finally, school principals are developing school-based SLOs.	SOW Section D Goals 1,2	Completed administrator guidelines; Teacher Professional Development training agendas; teacher created SLOs
In December, the district administration also developed a DVD that will assure consistency with Student Growth models and SLOs for all teachers in QACPS.	SOW Section D Goals 1,2	Completed DVD
POC and QAC team attended fall TPE Field Test meetings.		
<i>d. Turning Around Low Performing Schools</i>		
During the summer all schools analyzed their data using the new accountability criteria. In the fall, School Improvement Plans were written and reviewed by the Director of Curriculum and Instruction and content supervisors. In November and December SPI and strand updates were presented to the district leadership teams and teacher specialists' monthly meetings.	SOW Section E Goal 1	SPI Training Powerpoint and meeting agendas. Administration Review of school Improvement Plans
The system is developing a plan to support its only Strand 4 school during this school year.	SOW	Completed support plan for the district's Strand 4 school

Part II. Description of the LEA's Overall Challenges and How the District will Address the Identified Challenges

Concern: The TRT showed that QACPS is not prepared for online testing in regards to the Device Indicators (number of devices and meeting all minimum requirements); the Device to Test-Taker Indicators (number of devices, testing window and sessions per day); Network Indicators (time required to download total data and % of data downloaded within time is TBD) and, Staff and Personnel Indicators

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(there is high level of concern in regards to the number of technology support personnel for online testing).

Mitigation of Concern: MSDE and PARCC have put a hold on a second data collection for the TRT until March of 2013. At this time they have not determined if our equipment meets testing requirements

Concern: There continues to be modifications to the FASTe Teacher observation/evaluation template. Although criteria were not changed, the updating of templates has caused some administrator confusion when entering teacher observations.

Mitigation of Concern: Timely monitoring and alerting administrators to the ongoing changes has been performed by one of our database specialists.

Somerset County
RTTT Summary Report – July 1, 2012 to December 31, 2102
January 2013

January 2013 marks the third month of Year Three of Somerset’s Race to the Top initiative. Year Two ended on September 30, 2012, and Somerset is in the first quarter of Year Three. Though progress at this point looks different than originally envisioned, Somerset has made significant gains in each of the assurance areas. SCPS’s plan is completely aligned with Maryland’s initiative and maintains the focus of improving student achievement in reading and math, incorporating high-quality, engaging STEM curriculum, creating school cultures that support teaching and learning, and allocating resources in ways that meet the vision of the system.

While some projects have been modified or even eliminated as clarity about Maryland’s direction has been gained, all existing projects are on track for success in each of the four areas: Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around the Lowest Achieving Schools. In the first year of RTTT, SCPS early efforts centered around understanding and participating in MSDE’s professional development, curriculum development, and transition. In the second year of the initiative, Maryland’s vision for a first-class 21st century education emerged, and Somerset moved toward making the local changes needed to support the transition. These efforts have continued into Year Three.

As Somerset saw different directions and a need to prioritize resources differently, some modification of the original scope of work was required. Though the overall objectives and goals did not change, methods for achieving these had to be adjusted along the way. Indeed, it will likely continue to need adjustments and refinements as the initiative proceeds.

Section B: Standards and Assessments

SCPS has completed and continued a number of projects in the area of standards and assessments through January 2013.

- SCPS staff has continued to participate in MSDE sponsored curriculum and assessment activities, including regular briefings with updates on the Common Core State Standards and PARCC assessments.
- Teams from each school in the district participated in the 2012 Educator Effectiveness Academies in Dorchester County and will be represented at the 2013 academies.
- Each school submitted transition plans to the state.
- SCPS provided several weeks of professional development sessions on topics to address the gaps and/or shifts in curriculum, including effective writing instruction across content areas, content

area literacy, effective STEM integration, text dependent questioning, appropriately rigorous text selections, the math practices, multiple methods of demonstrating mastery, and more.

- Workshops provided over the summer included several sessions presented in conjunction with a partnership with the Eastern Shore Writing Project, through Salisbury University.
- SCPS monitored and maintained the implementation of the *READ 180* reading intervention program.
- SCPS teachers and curriculum personnel have begun to draft curriculum documents parallel to models from MSDE and to make revisions to assessments to reflect the shifts in math and ELA curriculum.
- Meetings and workshops to ensure educator, parent, and stakeholder understanding of the transition plan for implementation of the Common Core State Standards and Curriculum has continued, as well as emerging information about the PARCC assessments.

Section C: Data Systems to Support Instruction

SCPS has completed and continued a number of projects in the area of data systems to support instruction through January 2013.

- Analysis of the current student information system to ensure required data is being collected
- Purchase and implementation of a new Human Resources system and training of staff and conversion of staff data necessary for submission to MSDE and MLDS
- Data Design Specialist hired
- Manual input of HR information in new system
- Equipment was purchased to support the upgrade to broadband
- Working toward providing adequate bandwidth to implement the Instructional Improvement System to support classroom teachers in real time data-based planning and instruction.
- Configuring the new HR system to collect and report all staff data requested by MSDE.
- Introducing *Maryland's Online Instructional Toolkit* and the *Instructional Improvement System* to current teachers and administrators as the components become available

Section D: Great Teachers and Leaders

SCPS has focused on improving the teacher evaluation system and mentor program through January 2013. The Mentor Coordinator continues to attend Maryland's Teacher Induction Academies, and SCPS worked to align its program with the requirements of COMAR, including hiring new mentors to work with Year 1, Year 2, and Year 3 teachers. Additionally, meetings were held throughout the year to revise the teacher observation tool and align it with Charlotte Danielson's framework for evaluating teachers.

As the RTTT initiative progresses, SCPS will continue to make efforts to ensure that all Somerset students have access to great teachers and great leaders. The focus for this year includes:

- Implementing an evaluation system that complies with the State Framework
- Piloting the state model of teacher and principal evaluation

- Orienting, training, and monitoring principals, supervisors, and mentors on new teacher and principal evaluation tools
- Developing and implementing procedures for using evaluations to inform decisions regarding professional development and student achievement

Section E: Turning Around the Lowest Achieving Schools

While Somerset does not have any schools meeting the state's definition of low achieving schools, SCPS has defined lowest achieving schools as those in improvement. Because our elementary and middle schools have successfully and consistently met targets for student achievement, SCPS has made efforts to replicate their practices. Both Somerset County high schools have been in need of improvement. Consequently, SCPS has applied the Title I school improvement process, used in elementary and middle schools, to the high schools. Additionally, the use of the Classroom Focused Improvement Process (CFIP) has been utilized to bring a structure to the process, resulting in an increase in effective data-driven instructional decision-making. This has resulted in an increase in proficiency with tracking data and the progress of student subgroups. The schools have made improvements as a result of that work.

Additionally, the projects in Section E focus on improving climate and increasing parent/family involvement. In Year 2, a number of parent involvement activities, such as Parent Advisory Councils, were added to the high school programs and are continuing into Year 3. Additionally, PBIS programs were added at each school to improve climate. Outside of RTTT, SCPS is working with another Maryland initiative, the MDS3 grant, to evaluate the climate and take steps to improve. Climate surveys were given in Year 2, and the data from these surveys has been utilized in the school improvement process since July 2012.

From this point in the RTTT initiative, SCPS will continue to turn around the lowest achieving schools in the system. The focus includes:

- Continuing to monitor academic achievement of all schools
- Continuing practices that have contributed to other schools being able to exit school improvement
- Using technology to accelerate school performance
- Improving school culture, climate and support to increase performance

At this point in the RTTT implementation, Somerset has made significant progress in completing projects, transitioning in curriculum and assessment, and maintaining student achievement. Most projects have required more time and resources than originally allocated; however, most LEA's have considerable experience in having to adapt to these circumstances. Somerset is fortunate to have the Afternoon Professional Development (APD) structure which allots 70 minutes per week to professional development at the secondary schools; as this time is contractually obligated, it has given the district a vehicle for much of the transition that has needed to occur.

Like any grant-funded project, the major hurdle Somerset faces in moving forward is in continuing progress toward the goals and objectives without any supplemental funding.

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Standards and Assessments

Implementation to date (to include assessment of quality and evidence of success):

Various members of their staff have been involved with MSDE content briefings, curriculum planning for the toolkits, and workgroups to identify gaps between prior State curriculum and the Common Core State Standards (CCSS); as a result, they are well versed in the transitions that are occurring. At the local level, we have completed curriculum gap analyses, created “gap units,” and revised curriculum resources to provide teachers with support during this transition period. Increasing fiscal constraints at the local level are proving to be a challenge in securing the resources that are needed. Local assessments have been in place for some time and the data is managed centrally to provide teacher reports on student learning. These assessments are being reviewed for consistency with the Partnership for the Assessment of Readiness For College and Careers (PARCC) framework and the Common Core. We are looking to MSDE to provide item banks and exemplars of assessments for all content areas.

A critical aspect of transitioning to the CCSS has been the professional development follow up for each school through the EEA team members. Monthly, principals engage in leadership seminars, at which an integral part of the agenda is in reviewing progress toward the implementation of EEA plans. By design, there is consistency of activities within each school plan that then offers a built-in model of support and sharing. Following participation in the Educator Effectiveness Academy (EEA), principals returned to their schools and were provided with a framework for their school plans that included certain required elements that were differentiated for elementary, middle, and high school. Schools developed their own plans working within the system-wide framework ; thereby, enabling consistency among levels and across the system. Further, the representative teacher specialists in the areas of mathematics, reading/English language arts, and STEM meet together with content supervisors and Instructional Resource Teachers (IRTs) at the monthly IRT meeting to further discuss progress and engage in deeper levels of analysis of the CCSS and curriculum implications. School teams are participating in the MSDE webinars. In addition, professional development days have been set aside during the school year. There has also been regional training and online resources available to teachers. The foci has been math practices and literacy competencies (e.g. building independence and perseverance, argumentative writing, and writing to text). SMCPs has identified three common learning expectations aligned to the CCSS, in which all students will do the following:

- Demonstrate independence and perseverance;
- Construct arguments, comprehend, critique, and support with evidence; and

- Use resources, strategies, and tools to demonstrate strong content knowledge.

In terms of the written curriculum and local assessments, we have made the shift towards a greater emphasis on the CCSS. In some areas, e.g., the primary grades for both reading and mathematics, SMCPS has fully transitioned the curriculum to the CCSS. In other areas (e.g., secondary mathematics), we have blended the curriculum with the outgoing Maryland state curriculum (formerly the VS C), recognizing that the MSA is still a measure of accountability. This has created a level of internal conflict for teachers, as there are some areas where the curriculum is vastly different between the CCSS and the VSC. What is troubling for many is in moving to a new and more rigorous curriculum, while still being held accountable (via the MSA) to the outcomes of a curriculum they may not be fully teaching.

Local assessments have been aligned to the curriculum. Therefore, in areas where a full transition to the CCSS has been instituted, the related assessments are aligned as such. In addition, teachers have set classroom level Student Learning Objectives with specific and measurable targets for student learning.

Obstacles and risks impacting ability to meet goals (to include the plan to mitigate):

Three needs were identified. As we move through this year and into 2013-14 and the confluence of old assessments (i.e., MSA) and PARCC assessments occurs, there is a concern about a drop in performance on MSA. There are concerns about how to best communicate the message to parents to build their understanding of the CCSS and the new assessments. This has created a level of internal conflict for teachers, as there are some areas where the curriculum is different between the CCSS and the VSC. What is troubling for many is in moving to a new and more rigorous curriculum, while still being held accountable (via the MSA) to the outcomes of a curriculum they may not be fully teaching. As one example, SMCPS is seeking additional information about the restructuring of mathematics in grades 6, 7, and 8 with CCSS as it relates to traditional Algebra I. Helping parents understand this shift will be vitally important. Lastly, the convergence of timelines in 2013-14 in terms of curriculum and student assessments is of concern, especially when setting benchmarks for unknown assessments as a measure of teacher effectiveness.

Data Systems to Support Instruction

Implementation to date (to include assessment of quality and evidence of success):

A decision was made to move to Brocade to provide the infrastructure support for the data system. It will support the data, online professional development, and other technology needs that are anticipated. It was much less expensive than Cisco. In February 2012, the Board of Education approved the contract for wireless access points, controllers, and licenses which support the successful deployment of mobile computer/devices. SMCPS is working with Performance Matters to deliver student data reports to teachers in a more timely manner – a system that only requires a “push button.” They are under a contract for computer lease of approximately 8,000 units under a four-year replacement program. SMCPS is working with the Maryland Department of Technology (ICBN) to finalize fiber deployment at schools currently without fiber. We view that deployment as their greatest risk. Without the fiber, most of their

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elementary schools will lack the appropriate amount of network access to effectively access the upcoming digital resources. By June 1, 2012, 95% of their schools were wireless. On July 1, 2012, 2400 laptops were secured for student use. Like most systems, SMCPs is moving away from stationary computer labs to a Computer on Wheels (COW) system that is a wireless system enabling for flexible use of computer devices for instruction and assessments. We are focused on the identification of student devices for integration into teaching, learning, and assessment.

Obstacles and risks impacting ability to meet goals (to include the plan to mitigate):

SMCPs are seeking concrete language from MSDE regarding the devices and bandwidth that will be required in the future to deliver the PARCC assessments and have our teachers access the Learning Management System (LMS) and Content Management System (CMS) being developed by MSDE. We agreed that the webinars that have been provided by Rob London have been most helpful, but more are needed as these new web-based resources and assessments are operationalized. As both a cost-saving measure and effective use of time, we encouraged MSDE to use webinars and conference calls to share information and seek input rather than meetings in Baltimore. We would also like more opportunities to interact with and learn from their colleagues from other LEAs.

Great Teachers and Leaders

Implementation to date (to include assessment of quality and evidence of success):

This year, SMCPs is piloting a teacher evaluation system that used Charlotte Danielson's framework for professional practices and the addition of local and state assessments, daily classroom performance, and SLOs to measure student growth. All teachers are involved in the pilot. As we have been using Danielson for over decade, the real work has been with quantifying student growth. Over 1000 formative, interim, and summative assessments have been created in the core content areas, fine arts, and physical education. Maintaining validity and reliability of the assessments is a challenge. Item analyses are continually performed. We are measuring growth as a student's level of proficiency in acquiring the content as measure by individual classroom level SLO's. We are working with vendors for our data systems to refine reports that are aligned to the assessments identified for use in the evaluation system. We have worked closely with their teachers' association to develop the system and tool. At the end of the previous school year, three days were set aside for professional development for all teachers to provide an overview of the evaluation process and hands-on activities to develop SLOs led by teachers who were a part of the pilot in 2011-12. This eased some anxiety as we back this full pilot implementation in 2013.

Obstacles and risks impacting ability to meet goals (to include the plan to mitigate):

The greatest obstacle to our work has been the lack of time to implement the pilot. We will need the entire year to fully implement, gather data, discuss implications with our stakeholder group, and understand the time required to implement the system with fidelity.

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To add to the mix, we are piloting a new principals' evaluation system. SMCPS has decided to use the Professional Practices portion of the State model and balance this with SLO's and school performance data. As this is the first year, and it set against the backdrop of a new curriculum, teacher evaluation tethered to student growth, and the promise of PARCC assessments we have yet to see, it has not held the center stage.

Turning Around Low-Achieving Schools

Implementation to date (to include assessment of quality and evidence of success):

SMCPS has no schools identified as "lowest achieving." It is our core belief that leadership of the principal is the key ingredient to turning around any lower performing schools. We have modified hiring practices and procedures to enable low performing schools to have the first choice in hiring. In addition, we have provided additional FTE to lower class size. A third Instructional Resource Teacher has been assigned to our low performing schools to provide coaching to beginning and struggling teachers. We have also ensured that these schools have the latest technology. A Technical Assistance Team monitors and works with school teams to analyze data. The team also assists teachers with developing tests used to measure student performance.

Obstacles and risks impacting ability to meet goals (to include the plan to mitigate):

The greatest obstacle SMCPS has faced is being measured by a state assessment that is aligned to an exiting curriculum. Schools, staff, and stakeholders have argued the relevance of the MSA and the data garnered, as we have committed ourselves to the Common Core.

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Standards and Assessments

Last summer Talbot County sent educators from every school to the second Educator Effectiveness Academy. Teachers and administrators alike gained a deeper understanding of the Common Core State Standards. Due to Talbot's small size (8 schools in all), attendees agreed to work together to deliver county-wide staff development – rather than school by school.

Throughout the year elementary teachers have opportunities to receive grade level inservice on the English Language Arts curricula. To date, one and a half days have been utilized to convey the training from the EEA to elementary teachers. Not only do elementary teachers have responsibility for English Language Arts, but also for mathematics. The mathematics curriculum coordinator goes to each elementary school monthly to provide training based on the information shared at the summer's academy.

Training is easier to accomplish with secondary teachers who have the opportunity to focus on one content area. Curriculum coordinators during monthly department meetings and on the one and a half days of inservice that the system has had so far meet with staff to reinforce the training from the summer as well as embed the Common Core State Standards into existing curricula.

Currently, TCPS is looking to implement a curriculum management system that will allow teachers searchable, easy access to lesson plans and assessments that will guide their day-to-day instruction.

The school system is still waiting to make technology purchases (project 1) until it is sure that all the decisions regarding technology needs for the assessments have been reached.

Data Systems to Support Instruction

TCPS improved its infrastructure with ARRA funding. The system currently operates a one-to-one laptop program for high schools students along with meeting the needs of more than 500 employees who need to be digitally accessible.

Money from project 2 allowed the system to hire an additional data technician to meet the growing data needs of the school system and the state.

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Great Teachers and Leaders

For the past year, the Teacher Evaluation Workgroup has met monthly to develop a new teacher evaluation system that incorporates both professional practice and student growth. Working closely with the teachers' bargaining unit the workgroup submitted a report December 26th which appears to be in compliance with the guidelines established by the Maryland State Department of Education – the system has not received confirmation of this to date. The Teacher Workgroup has made the commitment to pilot the Student Growth portion of the State's evaluation model, but has agreed to reconsider once actual data has been used to calculate the impact of the School Progress Index. Pilot teachers have written their Student Learning Objectives, and we plan to provide simulation data in the spring.

Principals have written their SLOs and continue to pilot the state's model.

Performance Matters (project 3) has provided the Formative Assessment for Teacher Evaluation (FASTe) module. As we implement the new evaluation system, we will improve our implementation of FASTe.

Turning Around the Lowest-Achieving Schools

Changing methods for analyzing school effectiveness has made the identification of low achieving schools problematic. Under the criteria established by the School Progress Index, none of Talbot's schools is a strand 4 or 5 school.

Easton Elementary identified as a lowest achieving school under the old system is a strand 2 school based on 2012 data using the new School Progress Index. On-going training provided by two math consultants has provided teachers with new strategies for implementing the Common Core State Standards. In addition, partnerships with two outside organizations are providing academic support for our students of color. BAAM (Building African American Minds) primarily works with our black boys to reinforce concepts taught, provide homework support, and opportunities for social interaction. The Chesapeake Multicultural Center primarily works with our Hispanic students in the same ways as BAAM.

Easton Middle School, a strand 3 school, continues to have interventionists work with their lowest achieving students.

Further, the school system continues to work with Pacific Educational Group to eliminate disparities in student performance data. The work undertaken during this school year was to increase our knowledge of culturally relevant teaching and the opportunity to conduct action research to identify those strategies that work best with our students.

Washington County
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Project #1 – Educator Instructional Improvement Academies

This summer, our school teams participated in the Educator Instructional Improvement Academies that were held around the State, including one that we hosted here in Washington County. Participants included student achievement specialists, math and reading/English language arts teachers, as well as principals and assistant principals.

Project #2 – Secondary Literacy Initiative

Our Supervisor of Secondary Reading and Literacy has continued to oversee a focused approach to adolescent literacy through curriculum and instruction in accordance with the Common Core Standards. The services of the Institute for Learning from the University of Pittsburgh continue for the second year of this initiative.

Project #3 – Broadband Network Connections for 12 Schools

This project was completed in the spring and summer of 2012. Funds from this grant were supplemented by unrestricted general operating funds to provide a high-speed network and network switch upgrades to handle the new network connections. This project enabled our teachers and administrators to access online resources and our students to perform online assessments in an efficient manner while not restricting online services to other system users at the same time.

Project #4 – Student Information System Upgrade

A Request for Proposal was developed, issued, and responses evaluated. In December, our Board selected a successful vendor to provide and assist with implementation of a state-of-the-art student information system. This system will meet the new requirements of the Maryland Longitudinal Database System. The costs associated with this project will be incurred during the second half of this year with implementation completed in the next 6-9 months.

Project #5 – Quality Teachers Initiative

This project will commence during the second half of the year. Washington County Public Schools contracted with Teachscape to support the implementation of new evaluation systems. Funding for year 3 has not yet been released by MSDE. Software related to teacher evaluations will be purchased and implemented when this funding is available. Charlotte Danielson's Framework for Teaching observation instrument is being implemented system-wide the second semester of the school year.

Project #6 – Turning Around the Lowest-Achieving Schools

Summer school was held, concentrating on students who needed extra help to improve their achievement this year. AVID training was provided to a number of teachers over the summer. The Superintendent met with instructional leaders and communicated expectations. Teachers and others continue to work with students to lower achievement gaps and prepare students for assessments. Common core materials and

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assessments were purchased to be used throughout the school year. Additional staffing was provided to identified schools with the aim of advancing student achievement.

Wicomico County Public Schools
RTTT Summary Report - July 1 – December 31, 2012
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This report describes the progress made by Wicomico County Public Schools toward meeting the goals and performance measures in the Race to the Top Scope of Work for the period July 1, 2012 through December 31, 2012. Also, included is an assessment of the quality of our project implementation to date and references to evidences of success. Additionally, plans to address obstacles that have and/or will impact our ability to meet our goals and our plans to mitigate these obstacles are described.

Project #1 – Standards and Assessments

Accomplishments

- Facilitated collaborative planning with persons responsible for Federal, State, and local professional development funding to leverage resources and ensure a systemic approach in transitioning to the Common Core State Standards
- Provided Central Office-led professional development on the Common Core State Standards to teachers and administrators (e.g., Engineering is Elementary STEM Academy; regional professional learning community sessions for elementary/secondary school science; elementary/secondary school math task writing; elementary/secondary school math; Kagan Learning workshops for cooperative learning strategies; math module instruction by Salisbury University professors for secondary math)
- Provided monthly school-based professional development on the Common Core State Standards to teachers and administrators on English/language arts, math and STEM using Educator Effectiveness Academy team members
- Communicated information re: Common Core and PARCC assessments as it became available to all stakeholders
- Continued to develop a repository of Common Core resource materials which is available to all schools

Assessment of Quality of Project Implementation

Teachers have generally embraced the transition to the Common Core State Standards and are enthusiastic about the opportunity to integrate content areas and to be more creative within their instruction. School-based EEA team members are providing quality professional development, following the transition plans developed during the summer. Supervisor-led professional learning community sessions are well attended (even though held beyond the normal work day) and teachers are implementing their learning in the classroom.

Project #2 – Data Systems to Support Instruction

Accomplishments

- Continued work with Follett-Aspen on their customizations of the teacher observation/evaluation workflow
- Initiated full, system-wide implementation of teacher observation/evaluation workflow
- Continued to coordinate work with Informational Technology, Technology Services, Human Resources, and Instructional departments to ensure functional data flow among Business Plus, Follett Aspen, Performance Matters and FASTe
- Continued to work with Performance Matters and FASTe to develop systems allowing teacher observation/evaluation results to be compared to student learning results
- Provided professional development on the expanded capabilities of Follett Aspen, including offering a Continuing Professional Development (CPD) course

Assessment of Quality of Project Implementation

The new teacher observation and evaluation workflow system is being fully utilized and is functioning well. Staff members from the Informational Technology, Technology Services, Human Resources, and Instructional departments are successfully working together to ensure data systems will be in place and functional to support reporting and the new evaluation systems.

Project #3 – Great Teachers and Leaders

Accomplishments

- Participated in professional development offered by MSDE on teacher and principal evaluation components and processes
- Provided professional development to pilot teachers and principals on the new evaluation models including training principals as evaluators of teachers
- Conducted pilots for teacher and principal evaluation models, submitting required reports and data as requested by MSDE (continuing through SY2012-2013)
- Continued work with Wicomico County Education Association (WCEA) to reach an agreement on the new teacher evaluation model and process, as well as work with the Association of Public School Administrators and Supervisors (principals) to reach an agreement on the new principal evaluation model and process
- Initiated planning and contact with consultants for evaluator training and with other LEAs to share ideas
- Initiated planning for full implementation of new teacher and principal evaluation for SY2013-2014
- Implemented revised teacher induction program
- Hired a Science/STEM resource teacher to provide professional development for elementary teachers
- Participated in 2012 Educator Effectiveness Academy (EEA) resulting in each school developing a Common Core Transition Plan which is being implemented during SY2012-2013 (see Project #1)

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- Provided supplemental professional development around the EEA to enhance understanding of Common Core and UDL for additional personnel (non-EEA participants)
- Facilitated follow-up planning hours for EEA participants and processing of Master Teacher stipends and expenses incurred as a result of their EEA instruction

Assessment of Quality of Project Implementation

The bargaining units for both teachers and principals have agreed to local teacher and principal evaluation models respectively. The evaluation field test is well under way and pilot participants have written Student Learning Objectives which principals have approved. The professional development component of the new evaluation system has been challenging but pilot participants have expressed general satisfaction with the quantity and quality. Educator Effectiveness Academy team members are providing high quality, on-going professional development at their schools (see Project #1) and student work samples are being collected and reviewed/evaluated to determine both the effectiveness of the professional development and to gauge next steps.

Project #4 – Turning Around the Lowest-Achieving Schools

Accomplishments

- Provided professional development on co-teaching for identified teachers, instructional assistants and principals
- Facilitated follow-up planning hours for teachers for co-teaching
- Collaborated with special education staff to offer additional co-teaching professional development at selected schools
- Continued to work with Salisbury University professor on the development of a co-teaching website
- Continued to employ instructional/school climate consultants to provide professional development at selected low achieving schools (e.g., topics included student engagement, rigor and relationship building, classroom management).
- Provided information to all schools for dissemination to parents on Common Core and plans for transition
- Provided resource support for schools to develop and implement activities for parents of students transitioning into the school
- Continued to provide paraprofessionals to one low performing school to allow teachers to participate in professional development focused on Common Core and the development of common assessments
- Provided professional development on building student resilience to middle school teachers (focused on grade 6) and support staff including administrators (including the provisions of student game plan journals)

Assessment of Quality of Project Implementation

Co-teaching to improve the performance of low achieving students has been a major emphasis over the period of the RTTT grant. Classroom observers are reporting a growing competency in this area among all the teachers who have been trained thus far (approximately 25% of the teaching staff). Other professional development initiatives likewise are being embraced at the classroom level with principals reporting noticeable changes in teacher practices.

Potential Obstacles to Continued and/or Future Success

- Operationalizing the new teacher and principal evaluations which involves coordination among many departments and more resources than originally anticipated
- The uncertainty associated with the new PARCC assessments including technology requirements
- The disconnect in timelines (e.g., teacher evaluations are tied to MSA performance while we are trying to transition to Common Core which is not aligned with MSA) – this is causing tension and anxiety

Plans to Address and/or Mitigate Obstacles

The Steering Committee will continue to meet on a regular basis (every 3-4 weeks). On-going communication and active facilitation by the RTTT Point of Contact has been key to the successful implementation thus far of all Projects. Persons responsible for each action step in the Scope of Work provide an update at each Steering Committee meeting. Additionally, the RTTT Budget Manager provides a report of expenditures to date so that adjustments can be made in a timely fashion. The Budget Manager works with the Point of Contact on a daily basis to check progress and to ensure adherence to the implementation timeline and planned expenditures.

Worcester County Public Schools
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Worcester County continues to implement the 3 (three) plans for their Race to the Top Grant. The system has been focused on implementing the project in a systematic way that is shared with all stakeholders and end users.

Section B, Project 1 – Standards and Assessments

In July and August extensive professional development occurred in all areas. The new reading series is being implemented with our math program already having launched in the prior school year. We continue to provide professional development to district staff, school-based administrators, and teachers related to the revised State Curriculum. Professional development on a revised curriculum is key to guiding teachers and allowing them to be successful. The professional development includes developing and understanding of the curriculum by;

1. becoming familiar with new enhanced standards
2. scaffolding the skills that support each standard
3. translating standards into instruction
4. communicating standards to students
5. crosswalk of current standards to new standards

Professional development has continued throughout the fall and early winter of the year.

Feedback from the professional development has been positive as there has been follow-up sessions in many areas. Teachers are attending sessions during the day and also during our after school hours sessions. The quality of implementation has been excellent. We see no impediments to the continuation of our professional development program, however, the school system will have to secure funds via our local budget to continue at the rate afforded by the grant.

Section B, Project 2 – Classroom of the Future (Amended)

After much work, the entire project was amended and accepted by MSDE in September 2012. The amendment allowed us to utilize our grant funds in our “technology closets.” Originally, we anticipated using the grant monies to buy equipment to establish “classrooms of the future.” Upon closer examination, we determined that a priority needed to be placed on our infrastructure. The original monies were amended to update the closets with switches, routers, etc. that would prepare the schools for broadband service and online testing. Schools affected were: Pocomoke Elementary School, Snow Hill Elementary School, Buckingham Elementary School, Ocean City Elementary School, Showell Elementary School, and Stephen Decatur High School.

As of January 2013, all closets are completed with the RTTT grant covering equipment and labor costs. At the same time, additional grant funding in the amount of \$278,000 provided the same for our remaining eight schools. The last schools are scheduled for completion by February 2013.

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This project has been our most difficult to manage. Technology is a quick developing market. Once we realized that our infrastructure was not robust enough to address future needs, we developed our amendment. The implementation of the new plan has been very smooth and effective. We are proud to say we are ready for online testing as we have updated technology closets to address our future needs.

Section C, Project 1 – Data Systems to Support Instruction

By far this has been our most successful project. We have expended all monies and have implemented Performance Matters in our system. All teachers, principals, and county-based administrators have been trained. The program contains data from the State as well as a variety of local data from our benchmarks. We introduced a training of trainers program and have provided extensive professional development in using the data from the system to affect student instruction. Further, the system now contains our observation tool being used in our teacher/principal evaluation pilot. The tool will allow principals to provide specific, detailed feedback in a shorter period of time. Our new evaluation tool is also being developed in the same program.

As stated earlier, we have had no issues with the project since inception. It has been very smooth and has already impacted instruction in our County.

In summary, all projects are on track or completed. We have compiled documentation as to the fiscal responsibilities of the grant and continue to implement the remaining plans. We feel we have successfully adhered to all plans and have utilized the grant monies in the areas of greatest need.