

Race to the Top Progress Update – April 2013 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 1/78 (Office of Academic Reform and Innovation): To facilitate the smooth transition of leadership for Maryland’s Race to the Top (RTTT) program, all RTTT project managers have been asked to complete a report to inform high-level RTTT supervisors about the status of their project(s). In the report, project managers identify the overall goal(s) of their project(s); specify the goals, status of each goal to date, and evidence of quality over each of the four years of the RTTT grant; and respond to several questions regarding measures of success, impact, concerns/challenges, and financial management. Between April 10 and April 30, 2013, each RTTT project manager will meet with Penelope Thornton Talley, Chief Performance Officer; Jim Foran, Assistant State Superintendent for Academic Reform and Innovation; Mary Gable, Assistant State Superintendent for Academic Policy; and Donna Gunning, Program Manager in the Office of Finance, to explain their project(s) and respond to questions. As of April 22, 2013, meetings have been held with 27 RTTT project managers and their teams (the project’s executive sponsor and program director). MD RTTT Stat, as this process has been called, will continue throughout the life of the grant. The process will be replicated in the Local Education Agencies(LEAs) to evaluate the status of their projects. The review process for amendments and change notices has been tightened to focus the team, as much as reasonably possible, upon finalizing projects as promised, on time and with fidelity.
- Project 31/13(Building Leadership Capacity in Low-Achieving Urban and Rural Districts):The New Leaders for New Schools Cohort 11 (2011-2012) had seven residents trained in Baltimore City Public Schools (BCPS). To date, five of the seven have been appointed principal and two appointed assistant principal. Of the eight residents from

Prince George's County Public Schools (PGCPS), seven have been appointed principal and one an assistant principal.

- Project 4/3 (Curriculum and Formative Assessment Development): A contract was awarded to a vendor to develop a second set of Science, Technology, Engineering, and Mathematics (STEM) courses in Introduction to Video Game Design and Development and Forensic Science. Kickoff meetings are scheduled to occur on April 22, 2013 and May 10, 2013 respectively.
- Project 29/38 (Develop and Implement an Educator Evaluation System): Completed the fidelity check of the 2012-2013 Field Test of the Teacher and Principal Evaluation system by hiring a consultant who met with separate focus groups in each LEA (teachers, principals, and central office staff). This information has been compiled and will be shared with the State Board of Education, the local superintendents, the LEAs, and the Council for Educator Effectiveness by the end of May 2013.

Challenges:

- Project 1/78 (Office of Academic Reform and Innovation): Patrick Kellinger, RTTT Finance Manager, has been unable to return to work and an accountant has not yet been hired to replace Ramona Brown. In the interim, to minimize gaps as the hiring process is underway, the finance group has provided resources to assist the team in financial management and oversight.
- Project 2/1 (Program Evaluation): Based on the initial MD RTTTStat meetings, the RTTT Stat Committee agreed to perform an additional in-depth review of the Program Evaluation project and to meet with the CAIRE evaluators to ensure that the work of CAIRE is supporting the RTTT projects during the last year and a half of the grant.
- Project 3/2 (Formative Assessment): A new project manager was named and one of the specialists resigned. Job postings have been drafted and submitted to acquire additional content specialists for the project team. The U.S. Department of Education (USDE) has been made aware of the challenges associated with this project. Under the leadership of

Dr. Henry Johnson, Assistant State Superintendent for Curriculum and Assessment, the team has performed an in-depth review of the project and made solid decisions regarding the quality path forward, and communicated the same to USDE in late March 2013. A modified project schedule has been completed that defines the methods, tools, and processes the State will take to enable the accomplishment of the project goals in a timely manner with quality and fidelity. A budget amendment has been completed to transfer two million dollars to Project 17/32 to provide a system to house the formative assessment items developed in this project. The project manager is working on the budget and budget narrative amendment, which is in progress and on track to be submitted to USDE by the beginning of May 2013. MSDE is procuring online professional development modules, has issued a survey to LEAs to determine the support needed, is identifying teachers to be involved in the development and review of items, is developing test bank items, and is planning for the LEA process reviews.

- Project 8/11 (Develop the Overall Technology Infrastructure to Support RTTT Initiatives): MSDE is preparing an amendment to address the reallocation of funds. The previously submitted change notice will be incorporated into the amendment to present a holistic picture of this project in order to meet goals on schedule.
- Project 14/31 (Develop and Implement State Curriculum Management System): The development team ran into pre-deployment application stability issues with the Curriculum Management System (CMS). The issue has been escalated to Oracle and application logs are being reviewed. MSDE is mitigating this issue by recreating the entire CMS content repository within the Learning Management System (LMS) and plan to make the same content available via the LMS for the Educator Effectiveness Academies scheduled for June 2013. When this challenge arose, MSDE took quick action to find an alternative means for delivering the content (through the LMS) to ensure that it would be available for use during the summer 2013 Academies as planned.
- Project 46/57 (Extend Student Learning and Improve School Culture and Climate): To date, hiring of the three members of the School Culture and Climate Team (SCCT) has not been finalized. There is now only one remaining candidate awaiting an interview. The

other two contracts will be rebid. Schools that will be participating in the Summer Institute still need to be identified. Identification and preparation of those schools for the Summer Institute by the SCCT is scheduled to occur in May 2013.

- Project 53/44 (Charter Schools):PGCPS has identified Chesapeake Math and IT Academy for replication (replicating their 6-8 program at another location) through a Request for Proposal(RFP) process. At this time, the local superintendent has approved and confirmed this school for replication. Prince George's County has indicated that they will be ready to complete the Memorandum of Understanding (MOU) in May 2013. MSDE is looking to identify additional schools.

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?

Overall, the State is on track to meet the goals and timelines associated with its scope of work. We have several projects that have some serious challenges, but MSDE is taking direct and consistent action to address the needs of those projects. MSDE is committed to ensuring, to the fullest extent reasonably possible, that the timelines, goals and quality of all projects will be attained.

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

Additional support from USDE is not required at this time. The need for action resides with MSDE and actions have been and are being taken.

Race to the Top Progress Update – April 2013 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(B)(3)

STATE's goals for this sub-criterion:

- Develop and implement a set of high-quality assessments aligned with the Common Core State Standards
- Create curricular documents in parallel format for all curricular areas.

Relevant projects:

- 4/3 Curriculum and Formative Assessment Development
- 5/4 Curriculum and Formative Assessment Development for International Technology and Engineering Associations (ITEEA) STEM Center for Teaching and Learning
- 6/76 Curriculum and Formative Assessment Development CTE-SREB
- 7/5 World Languages Pipeline

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?

4/3 Curriculum and Formative Assessment Development

Curriculum teams have continued developing model units and lessons aligned to the Common Core State Standards. The units/lessons will be available for every grade level in both English Language Arts/Literacy, and Mathematics for the summer 2013 Educator Effectiveness Academies. The units and lessons will address all of the standards at each grade level. Sample lessons have been submitted to EQUiP for review using the Tri-State Rubric, developed by Achieve, Inc., and New York, Massachusetts, and Rhode Island. Maryland samples were used by EQUiP as training materials and one sample is included as evidence.

The STEM Standards of Practice have been developed and reviewed by educators and STEM stakeholders across the State. Feedback from educators was incorporated into the STEM Standards of Practice and lessons. The Standards of Practice, and the STEM lessons and lesson

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.

seeds for elementary, middle, and high school will be used at the summer 2013 Educator Effectiveness Academies.

The Literacy Specialists have developed resources for Fine Arts, Social Studies/History, Science, and Technical Subjects. These resources include a text complexity clarification and resource guide for content teachers, lessons and lesson seeds that incorporate the literacy standards, and workshops for content teachers for integrating the literacy standards.

Over one hundred middle level lesson seeds linking literacy standards to the Maryland Fine Arts standards have been completed. These are reviewed by local school systems, cultural institutions, and MSDE. Fine Arts writers were selected and contracted through the bid process to develop a minimum of 100 lesson seeds for high school. These lesson seeds are to be completed during summer 2013.

This project includes the procurement of eight online STEM courses for students. Four have been procured and two more courses have been recommended for contract award. These contracts are on the May agenda for the Board of Public Works. It is anticipated that the requests for proposal for the final two courses will be submitted to procurement by late spring 2013. Course reviewers for the first course have been selected. The Request for Quote (RFQ) for reviewers for the second course will be issued this spring. The first two courses will be piloted in October 2013. The anticipated pilot date for the next two courses is January 2014.

Formative assessment item development work will begin this spring. Planning meetings with the Formative Assessment Project Team are scheduled for mid-April to determine how to select writers and to review the content for the formative assessment items. This task is delayed due to a delay in the work of the Formative Assessment Project; however, MSDE is diligently working to resolve these issues.

The obstacles/risks associated with this project are the delay in uploading the units and lessons to the CMS. This is due to two factors – the limited availability of MSDE personnel to conduct the technical review of content in preparation for loading into the application, and application instability, which has been resolved. MSDE is in the process of hiring teachers that were

recommended by Assistant State Superintendents from over 14LEAs to perform a quality review of content to mitigate the first risk factor. It is anticipated that this review will be completed in May 2013 and all content will be uploaded into the CMS by June 2013.

The quality of the implementation of this project is high. Using the EQUiP Rubric, MSDE has received feedback and made revisions. Overall the feedback received was very positive, with much of that positive feedback coming from other PARCC states. This project is currently on track to be completed on schedule.

5/4 Curriculum and Formative Assessment Development for International Technology and Engineering Associations (ITEEA) STEM Center for Teaching and Learning

In June 2012, the project team worked with LEA staff to administer the end-of-course assessments for Foundations of Technology (FoT). All data were compiled and returned to LEAs through ITEEA in a PDF format. During summer 2012, the project team established network agreements with BCPS and Wicomico County, bringing the total number of participating LEAs to 20. Face-to-face professional development was held in Anne Arundel County, Baltimore City, Carroll County and Caroline County. More than 100 teachers attended.

During the 2012-2013 school year, consortium dues were paid through RTTT and all project related expenses have been allocated. Online professional development has been offered monthly to participating school systems. Pre- and post-assessments, as well as the design challenge, were administered using the new online assessment system. Due to a significant increase in the number of teachers and students participating in the online assessment/curriculum system, it was necessary for ITEEA to expand its infrastructure and move to a new server. Because of this, the September 2012 pre-assessment administration took more time to process than was originally planned. Subsequent administrations of pre- and post-assessments were executed more efficiently, without processing delays. The initial online data reports included students' scores and were available as soon as the teacher closed the assessment. Extracting the more detailed data reports through the online format has been difficult. Technical staff is investigating all processes for where efficiencies can be gained prior to teachers administering post-assessments in June 2013. The more detailed data reports will reflect student demographic information, qualitative information, and data specific to the lesson/unit/standards being addressed.

Feedback from the FoT course was collected throughout the year from students and teachers. All feedback was compiled and made available to master teachers for the FoT course. The master teachers have been charged with developing additional instructional resources and piloting those resources in their classrooms. All additional resources will be available in June 2013 for the summer professional development and the 2013-2014 school year. Cecil County is currently piloting the FoT curriculum and will sign a network agreement for the 2013-2014 school year. During summer 2013, face-to-face professional development will be offered in Anne Arundel County, Baltimore City, Carroll County, Caroline County and Prince George's County. The project team expects more than 120 teachers to attend. The FoT model has been applied to advanced technology education courses and instructional resources will be developed to support those curricula.

Since the last project update, all milestones have been achieved. The project schedule is updated to reflect monthly project meetings/reports and any needed changes in activities and/or milestones.

As a result of the extensive LEA participation and collaboration with ITEEA, the quality of implementation is high. When it is completed, this project will have a significant impact on users. It is anticipated that approximately 150 high schools, 600 teachers, and more than 40,000 students will benefit from the outcomes of this project.

Project 6/76 Curriculum and Assessment Development Career Technology Education - Southern Regional Education Board (CTE-SREB)

The development of Career Technology Education (CTE) curricula in Construction Management and Design (CDM) is on schedule and expected to begin full implementation in six (6) schools starting in the school year 2013-2014. Students will begin the four-course sequence as 10th or 11th graders and complete the sequence in Grade 11 or 12. Maryland industry partners represented by the Maryland Center for Construction Education and Innovation (MCCEI) have contributed to the on-going development of curriculum materials and teacher resources. Industry partners have also contributed to the development of professional development opportunities

designed to reinforce industry standards and changing technology requirements. In Year 3, several accomplishments and milestones were achieved, including:

- Ensuring the alignment of the CDM materials to the academic and technical standards through CDM Design Team meetings and on-going communication with the curriculum writers;
- Renewing a contractual agreement with Towson University to provide curriculum writers, professional development, and access to an on-line Learning Management System (Blackboard site for developers and teachers);
- Reviewing and updating projects from Courses I and II, including enhancements to the Architectural Design components and industry certification standards/assessment;
- Updating the Course III outline and Capstone Project outline in Course IV based on feedback from the design team regarding alignment to industry certification and college programs;
- Distributing course materials and supporting on-line and face-to-face teacher professional development through the use of a new Blackboard site for CDM;
- Hosting professional development sessions in July 2012 and October 2012 for CDM teachers throughout the state; and
- Developing a State CTE Program Proposal for approval by the Assistant State Superintendent, Division of College and Career Readiness.

In year two of the project, three schools piloted sample materials and class projects from Course I. In Year 3 of the project, three additional schools attended training and piloted projects from Course I and Course II. These six pilot sites provide feedback to the design team and participate in on-going professional development. Since June 2012, the project has moved forward according to the project outline. The CDM Design Team met in July 2012 and in February 2013 to review feedback from the pilot sites regarding units in Course I and Course II and to re-evaluate the technical standards for Course III and Course IV. No major changes were recommended at that time, although the Design Team emphasized the importance of aligning course content to current college-level programs (within Maryland and outside of Maryland).

Year 3 activities are on schedule, with ongoing development of the Blackboard site and professional development for teachers. Based on feedback from pilot sites regarding Course I and Course II modules, the materials for Course III and Course IV will be further developed as

planned. There is a slight delay in the distribution of Pilot Projects from Course II and Course IV. The projects and assessment materials for Course III and Course IV will be shared with the existing pilot sites/teachers in September 2013 (not June 2012 as first planned).

The success of the CDM program (RTTT Project 6/76) will be determined by the degree of implementation and by student performance indicators. As a new CTE program of study, school administrators must elect to offer the program and submit a CTE Program Proposal for approval by the Assistant State Superintendent. This will be available in Spring 2013 for schools to implement in Fall 2013. The goal is to have each school system implement at least one (1) CDM program for a total of 24 CDM programs in Maryland. Also, as a CTE program of study, all students will be included in state reporting for CTE programs including the following performance indicators:

- Academic Achievement – ELA (proficiency on High School Assessment);
- Academic Achievement – Mathematics (proficiency on High School Assessment);
- Technical Skill Attainment – Industry Certification (Autodesk Design Certifications)
- Postsecondary Placement – College Enrollment within 16 months after graduation

The quality of implementation will be monitored through the Division of College and Career Readiness in alignment with all CTE programs. This includes district-level monitoring visits, annual performance report reviews, and participation in statewide professional development. In addition, CDM teachers are expected to be active participants in the on-line professional development through the new CDM Blackboard site. This will be monitored by the statewide advisory group for all Construction-related CTE programs.

Risks to the implementation of the CDM program include the limited availability of high school faculty to teach high-level Architectural Design and Construction Management content. Changes in teaching staff may hinder program implementation and/or program quality. Therefore and to mitigate this risk, the Towson University affiliate will provide on-going professional development for current teachers, support for enhancements to the Blackboard site for CDM teachers, and coordination of business partnerships as directed by the State Advisory Group for Construction-related CTE programs.

The development of CTE curricula in CDM is on schedule and expected to begin full implementation in six schools starting in the school year 2013-2014.

7/5 World Languages Pipeline

Maryland is on target for meeting the approved goals and activities for this project – all year three milestones have been achieved. The summer 2012 curriculum writing project was led by two national consultants and coordinated by the RTTT World Language Specialist. A total of 10 STEM curriculum modules have been developed for Kindergarten through Grade 3. The consultants and World Language Specialists are completing final revisions of two modules and aligning them with the Next Generation Science Standards prior to translation. The project manager and specialists are in the process of planning the year four curriculum module development.

A new World Language Specialist was hired in March 2013; the two specialists provide LEA technical assistance. The third vacancy will not be filled – the project manager will continue to use contractual consultants to complete selected deliverables for the project. Maryland selected the LinguaFolio student assessment, based on the European Language Portfolio, which enables language learners to document their language learning as they move along the continuum towards proficiency. MSDE has contracted with the University of Oregon to customize the online formative assessment for Maryland's needs. Project teachers met in March 2013 to develop Maryland CanDo statements for uploading on the assessment system. The intuitive user interface, Maryland Online LinguaFolio Jr., allows teachers to enter data on student abilities and to upload evidence. Two additional training sessions for teachers in project schools are scheduled for May 2013 – all Maryland world language supervisors will also be invited.

Year four LEA project applications were reviewed – to date three LEAs have been selected. The project manager and World Language Supervisors are working with several applicants on revising and enhancing their proposals in order to re-submit.

The third online Continuing Professional Development (CPD) course was written, approved, and is being offered in April 2013. Planning for the year four CPD course has begun.

Project success is measured by the establishment and use of new LEA elementary programs in Arabic, Chinese, and Spanish in the State. As the project has progressed, the number of interested LEAs has increased each year. Demand for the online CPD courses has exceeded capacity and evaluations have been positive. The assessment e-portfolio, *LinguaFolio Jr.*, will provide students in project schools with a uniform method to track their language proficiency as they progress through their current and future world language courses. LEAs and the State will have the capacity to view student proficiency, evidence, and summary reports.

The project manager and World Language Specialists monitor the quality of implementation through regular communication with participating LEAs via emails, phone calls, and onsite visits. Responses on the quality of technical assistance from participating LEAs through the University System of Maryland's Center for Application and Innovation Research in Education (CAIRE) at Towson University's evaluation indicated enthusiasm for the program and were complimentary regarding the support. Project activities and products are being used beyond the participating LEAs. The STEM curriculum modules continue to receive positive feedback both within Maryland and nationally. They serve as a unique national model of the integration of the five Es for STEM and the five Cs for language learning, and are accessible on the MSDE website.

MSDE has addressed the challenge of hiring and retaining three World Language Specialists with the unique qualifications required of this project by hiring consultants. The resulting national recognition expertise connected to this project has been an advantage. The question of whether LEAs will sustain and extend the pipelines created in this project will depend on local priorities and resources. MSDE required a sustainability plan in all LEA applications, however, the risk remains that some of the new language programs will not continue and expand into middle and high schools.

The project goals and remaining milestones and timelines and will be met and Maryland is on track to exceed the number of new LEA elementary world language programs proposed in the original scope of work.

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?

In addition to ongoing processes (e.g. project manager/program director meetings, monthly status reports, weekly RTTT leadership meetings, core team review, and MD RTTT Stat review), there are multiple means used to determine progress and quality of implementation that include: pre- and post-assessments of products and/or services provided; monitoring visits; quantitative data analysis; feedback from “users”; CAIRE utilization/impact analysis (project 7-5); involvement of stakeholders in design and development of services/products.

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

The quality of implementation of these projects is good as evidenced by: positive feedback from “users” of products/services; achieving milestones and projects are on track; meeting and/or exceeding performance measures; and, obstacles/risks have been mitigated and/or are being identified with actions planned to mitigate.

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?

To date, these four projects are on track to meet their goals, performance measures, and timelines.

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?

To date, there are no obstacles or risks that have prohibited these project managers from meeting performance goals or any future obstacles that cannot be mitigated, enabling these projects to stay on track.

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

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.

Paperwork Reduction Act Statement

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