



MARYLAND'S REFORM PLAN RACE TO THE TOP



Important Message: Reform is Coming

- Maryland's initiatives are about **reform**, not simply the money.
- Reform efforts will continue **with or without the Race to the Top (RTTT) funding**.
- The RTTT grant would **accelerate Maryland's reform**.
- We did not become the # 1 state system of public schools in the country by being satisfied with the status quo.





Maryland's 3 Waves of Reform: 1st Wave

- Sondheim Commission Report (1989)
 - Comprehensive system of assessment and accountability
- Maryland Learner Outcomes/Maryland School Performance Assessment Program
- High School Assessments (HSA) Development Begins
- System of identification and support for low-achieving schools established





Maryland's 3 Waves of Reform: 2nd Wave

- Report of the Visionary Panel (2002)
 - Achievement Matters Most
- Bridge to Excellence Act (2002)
- No Child Left Behind
- Voluntary State Curriculum
- Maryland School Assessments (MSA and HSA)
- Consolidated early childhood programs





Maryland's 3 Waves of Reform: 3rd Wave

- Revise the Maryland State Curriculum PreK – 12, assessments and accountability system based on the Common Core Standards to assure that all graduates are college and career ready
- Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement
- Redesign the model for the preparation, development, retention, and evaluation of teachers and principals
- Fully implement the innovative Breakthrough Center approach for transforming low-achieving schools and districts





Maryland's Vision for Reform: Part 1

Revise the Maryland State Curriculum PreK – 12, assessments and accountability system based on the Common Core Standards to assure that all graduates are college and career ready

- Adopt Common Core Standards by Summer 2010
- Agree with higher education on college-ready standards
- Revise high school graduation requirements
 - 4 years of mathematics, including Algebra II
- Develop interdisciplinary STEM curriculum
- Begin work on new assessments based on Common Core Standards (as part of assessment consortia)





Maryland's Vision for Reform: Part 2

Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement

- Accelerate and fully implement the longitudinal data system
- Develop online instructional toolkit to support new standards and assessments
- Align data systems with higher education and workforce
- Provide high quality professional development on the access and use of data systems





Maryland's Vision for Reform: Part 3

Redesign the model for the preparation, development, retention, and evaluation of teachers and principals

- Define **effective** and **highly effective** teachers and principals
- Develop teacher and principal evaluation frameworks with student growth being a significant component
- Revise teacher preparation programs to meet the demands of the 21st century
- Develop programs to prepare teachers and principals for the challenges of working in low-achieving schools





Maryland's Vision for Reform: Part 3

Redesign the model for the preparation, development, retention, and evaluation of teachers and principals

- Expand professional development opportunities for teachers and principals
 - Link to student achievement
- Revise tenure statutes
- Differentiate compensation for teachers and principals working in chronically low-achieving schools and/or critical shortage areas
- Provide for equitable distribution of teachers and principals to low-achieving schools





Maryland's Vision for Reform: Part 4

Fully implement the innovative Breakthrough Center approach for transforming low-achieving schools and districts

- Cross-divisional, statewide system of coordinating, brokering, and delivering support for low-achieving schools
- Builds upon Title I program success
- Helps maximize resources in education, business, government, and research centers
- Currently in a limited number of schools and districts

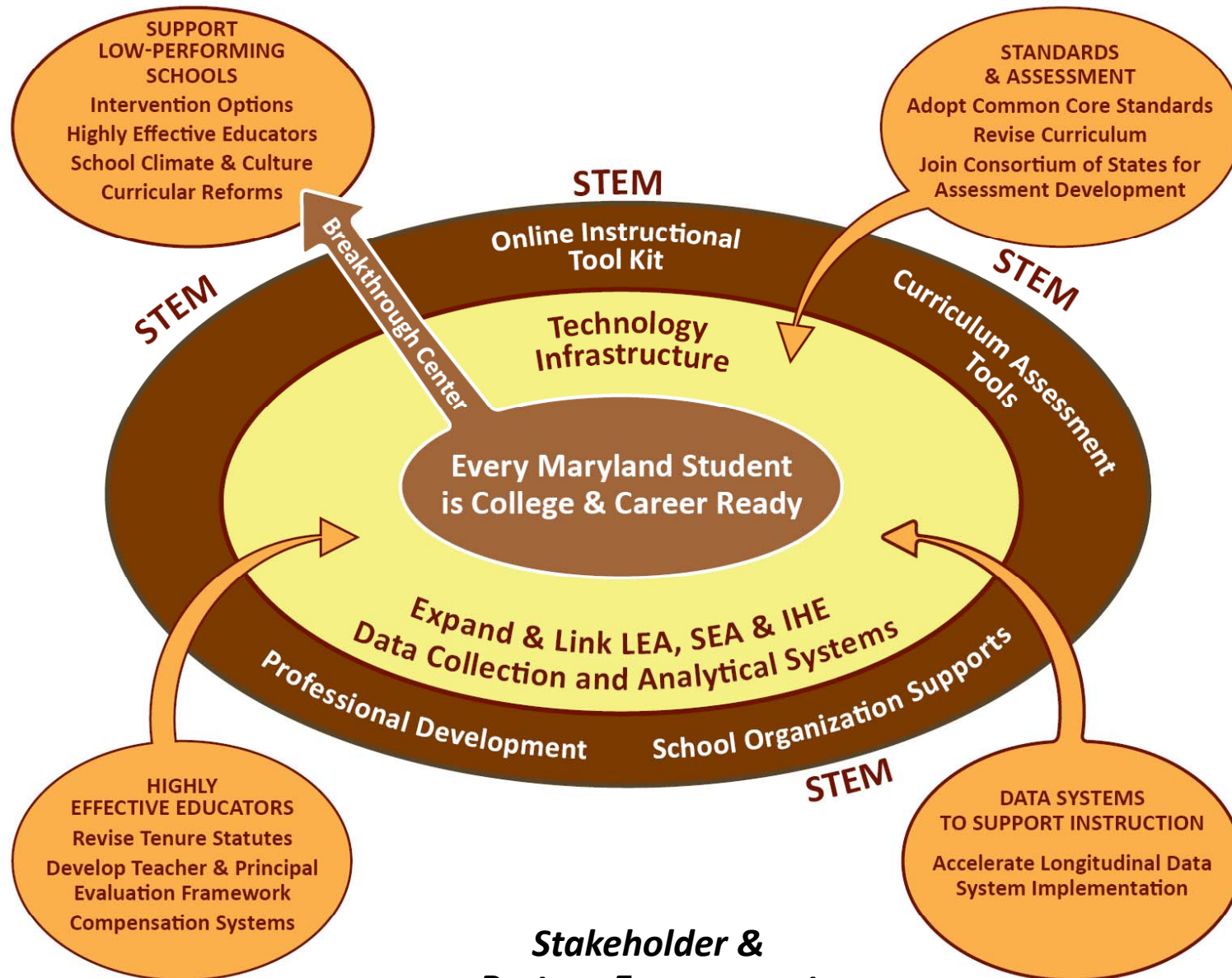


American Recovery and Reinvestment Act (ARRA)

This presentation is a product of the Maryland State Department of Education 03/03/10



Maryland Education Reform Plan: Race to the Top



Stakeholder & Partner Engagement



American Recovery and Reinvestment Act (ARRA)

This presentation is a product of the Maryland State Department of Education 03/03/10





American Recovery and Reinvestment Act (ARRA)

- State Fiscal Stabilization Fund — \$719 Million
- IDEA — \$214 Million
- Title I-A — \$136 Million
- Title I-A School Improvement Grants — \$40.6 Million
- Race to the Top — \$150 to \$250 Million





Race to the Top: Competitive Grant

- Application Deadline: June 1, 2010
- Awards from \$150 to 250 Million
 - Application must show statewide impact



American Recovery and
Reinvestment Act (ARRA)

This presentation is a product of the
Maryland State Department of Education 03/03/10





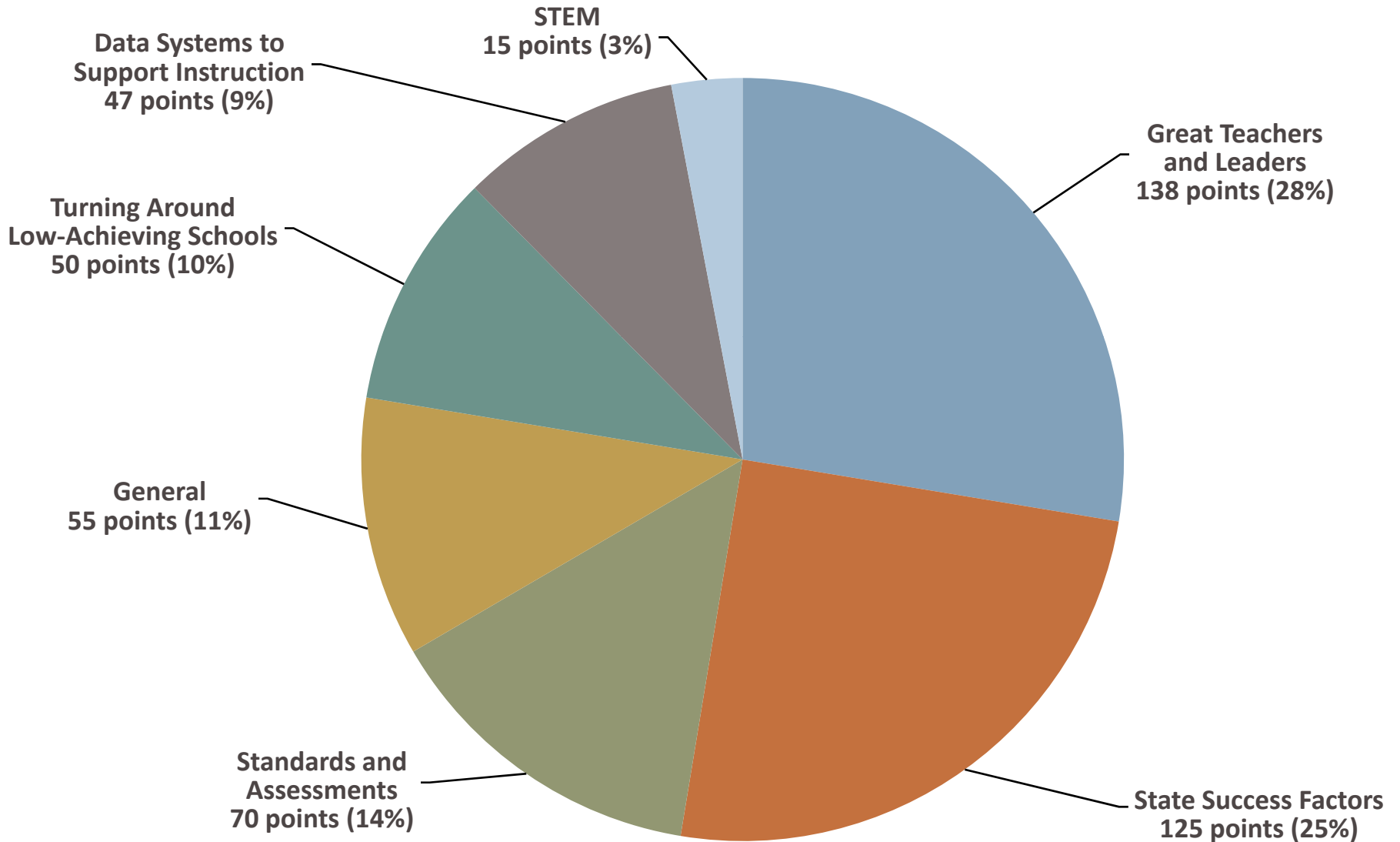
Race to the Top: Competitive Grant

- Participating LEAs using the Title I formula: **50%**
 - LEAs that wish to participate must sign an MOU committing to State Reform Agenda.
 - Deadline: After Receipt of First Draft of Application (TBA)

- Funding for State to support LEAs: **50%**
 - In addition to administering the grant, the State can give a portion of its 50% directly to LEAs, partners, or deliver projects and programs that benefit LEAs.



Final Race to the Top Criteria



American Recovery and Reinvestment Act (ARRA)

This presentation is a product of the Maryland State Department of Education 03/03/10





American Recovery and Reinvestment Act (ARRA) Four Assurances

1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in a global economy
2. Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
3. Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. Turning around our lowest-achieving schools





Memorandum of Understanding (MOU)

- **Scope of Work**
 - Agree to Implement State Reform Plan
- **Participating LEA Responsibilities**
 - Communication
 - Evaluation
 - Final Scope of Work (90 days after State Approval by USDE)
- **MSDE Responsibilities**
 - Review MOU
 - Award Sub-grant
 - Provide Support
- **Joint Responsibilities**
 - Name a Key Contact Person
 - Work Collaboratively to Achieve the Goals of the Grant





Memorandum of Understanding (MOU)

- **Collective Bargaining Responsibilities**
 - Agree to confer in good faith over matters within the scope of the MOU that are subject to collective bargaining

- **Recourse for Non-Performance**
 - MSDE can take appropriate enforcement action for non-compliance with the MOU.

- **Assurances**
 - LEA agrees that it has the appropriate authority to execute the MOU
 - LEA agrees to submit final scope of work 90 days after grant award





Memorandum of Understanding (MOU)

■ Signatures

- LEA superintendent/CEO and Board President
- LEA Teacher's Union/Association Leader
- State Superintendent

■ Timeline

- Notice of tentative interest : **March 15, 2010**
- Signed MOU : **April 21, 2010**
 - After Receipt of First Draft of Application
 - Note: MOU is being revised as we receive feedback from stakeholder groups





Reminder: Reform is Coming

- Maryland's initiatives are about **reform**, not simply the money.
 - The RTTT grant would accelerate the reform.
- Our reform efforts will continue with or without the RTTT funding.
- Maryland did not become the # 1 state system of public schools in the country by being satisfied with the status quo.
- As you have in the past, we hope you will join us in this third wave of reform for Maryland's children.





ADDITIONAL QUESTIONS

[HTTP://MARYLANDPUBLICSCHOOLS.ORG/MSDE/PROGRAMS/RACE_TO_THE_TOP](http://MARYLANDPUBLICSCHOOLS.ORG/MSDE/PROGRAMS/RACE_TO_THE_TOP)