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**TO:** Members of the State Board of Education

**FROM:** Lillian M. Lowery, Ed.D. *L. Lowery*

**DATE:** February 26, 2013

**SUBJECT:** Race to the Top Project Update

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**PURPOSE:**

To provide the State Board of Education a high-level assessment of the current status of MSDE's 55 projects.

**HISTORICAL BACKGROUND:**

In its original Race to the Top application, Maryland had 54 projects that it was managing internally. As the grant has evolved, we have included a 55<sup>th</sup> project – Teacher and Principal Evaluation. Each project has a project manager assigned to it and a program director who is responsible for supervising the progress of it along with an executive sponsor (assistant state superintendent).

**EXECUTIVE SUMMARY:**

MSDE wishes to provide the State Board of Education with a monthly assessment of its 55 projects as we move toward the final year of the federal grant (final grant year is actually 15 months: July 2013 – September 2014).

Each project ebbs and flows based on a wide variety of circumstances, and a project that is on schedule one month can be in trouble two months later due to the loss of a key staff member, delay in amendment approval, delay in procurement, etc. The attached document provides the State Board with staff's analysis of each project according to the following scoring guidelines: 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required; 2 = off-track and/or there are quality concerns; many aspects require significant attention; 3 = generally on-track and of high or good quality; only a few aspects require additional attention; 4 = on-track with high quality.

**ACTION:**

Information Only

Attachment

### Monthly Project Report by Assurance Area (February 2012)

Note: The first project # is the one assigned by USDE staff after Maryland's submission. The second project # is Maryland's original budget number. The rating assigned means the following: 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required; 2 = off-track and/or there are quality concerns; many aspects require significant attention; 3 = generally on-track and of high or good quality; only a few aspects require additional attention; 4 = on-track with high quality.

General	Rating	Comments (if rating is a 1 or 2)
1/78: Office of Academic Reform and Innovation	4	
2/1: Program Evaluation	3	
<b>Standards and Assessments</b>	<b>Rating</b>	<b>Comments (if rating is a 1 or 2)</b>
3/2: Formative Assessments	2	Amendment submitted to USDE changing scope of work on October 25 – awaiting approval and/or clarifying questions
4/3: Curriculum and Formative Assessment Development	3	
5/4: Curriculum and Formative Assessment Development for ITEEA	4	
6/76: Curriculum and Assessment Development CTE-SREB	3	
7/5: World Languages Pipeline	4	
<b>Data Systems</b>		
8/11: Develop Overall Technology Infrastructure	3	
9/27: Accessing and Using State Data-Dashboards	3	
10/28: Multi-Media Training	3	
11/29: LEA System Application and Infrastructure Upgrades	4	
12/60: Expansion to LDS – Data Exchange	4	
13/61: Enhancement to LDS – Develop Workforce Data Warehouse and Center	4	
14/31: Develop and Implement a State Curriculum System	3	
15/07: Expand Instructional Toolkit	3	
16/20: STEM Instructional and Career Support	3	
17/32: Implement a Test Item Bank System	3	
18/33: Implement a Computer-Adaptive Test Delivery System	3	
19/34: Item Load and Integration Setup for Test Item	3	

Bank System	Rating	Comments (if rating is a 1 or 2)
20/35: Adaptive Testing Units for High Schools	4	
21/42: Implement a Statewide System to Support Student Instructional Intervention	2	Cost to procure and maintain a centralized system is prohibitive. Amendment request submitted to USDE in October is still pending.
22/6: Develop Online Instructional Intervention Modules	4	
23/55: Develop Framework for Teacher Toolkit Portal	4	
24/56: Develop and Implement Course Registration System	4	
25/10: MSDE-IHE Teacher Preparation Workgroup	3	
26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment	4	
27/46: Equating of MSA for Use on Growth Model	4	Project Completed
<b>Great Teachers and Leaders</b>	<b>Rating</b>	
28/47: Develop and Implement a Statistical Model to Measure Student Growth	4	
29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	3	
30/49: Expand Educator Information System to Accommodate Additional Data	3	
31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	4	
32/73: Teach for Maryland	3	
33/50: Compensation to Teachers and Principals in Lowest 5% Schools	3	
34/51: Compensation Incentives for Teachers in Shortage Areas	3	
35/26: Elementary STEM Certification	3	
36/75: LEAs, Providers, and IHEs (U Teach) Maryland)	3	
37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	3	Project completed except for maintaining activities in Garrett County. Unable to get additional partners. Funds reallocated to Project # 53.
38/53: Incentives for Teachers who Obtain ESOL Certification	4	
39/25 Teacher Induction Academies	4	
40/15: Professional Development for Executive Officers	4	
41/24: Educator Effectiveness Academies	4	

42/17: Priority Schools Academy	4	
43/21: Develop Online PD on Educator Instructional Improvement Content	3	
<b>Lowest-Achieving Schools</b>	<b>Rating</b>	<b>Comments (if rating is a 1 or 2)</b>
44/41: The Breakthrough Center	4	
45/67: RJTA Team Audits	4	Audits completed in priority schools as of July 1, 2012
46/57: Extend Student Learning and Improve School Culture, Climate, and Support	2	New project manager as of May 2012. Amendment submitted and approved by USDE to redistribute funds and get project back on track. Progress is being made.
47/45: Coordinated Student Services	3	
48/69: School Health Services	3	
49/63: Physical Activity	3	
50/58: Extended Learning	3	
51/71: Project Lead the Way – Gateway to Technology	3	
52/77: Primary Talent Development	3	
53/44: Charter Schools	2	Amendment to be submitted to USDE to add campuses to current charter schools. Difficulty getting additional schools added.
<b>Other</b>	<b>Rating</b>	<b>Comments (if rating is a 1 or 2)</b>
54/79: Implement Statewide Centralized Student Transcript System	3	
Teacher/Principal Evaluation	2	Collectively this project is positioned for successful completion; however, there remain multiple elements that can individually range from having quality concerns to requiring varying degrees of attention. Nine of the twenty-four LEAs are presently in full or partial default to the state model and working with MSDE to accomplish approvable local models. While the overall project plan and the timeline have been endorsed by USDE, there is much concurrent work that must be accelerated and accomplished during a compressed period. The recent addition of a Field Test monitor and an Analysis Team have greatly enhanced the potential for quality assurances and the delivery of measurables to actually calculate a rating have elevated process confidences. Simultaneous attention to and technical assistance with the Field Tests, SLOs, and Professional Development are incrementally moving the LEAs toward full implementation of approved models in SY 2013-2014. Educator angst associated with the scope and pace of the project and the unknowns of Teacher

<p>Principal Evaluation remains the most significant issue. Thoughtful dialogue, stakeholder outreach and transparency in communications will continue to be the best methods for managing such angst.</p>		
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