

FINAL REPORT

CAIRE PROCESS/PRODUCT EVALUATIONS AS OF SEPTEMBER 30, 2012¹

Submitted to:

MARYLAND STATE DEPARTMENT OF EDUCATION



Submitted by:



**Center for Application and
Innovation Research in Education**

at Towson University

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October 15, 2012**

¹ The reader is advised that the evaluation of each project reported herein reflects work completed between project onset and the specific date when the evaluation was conducted. Since projects naturally go through cycles, readers should view the March-September 2012 period during which the reported evaluations were completed as phase 1 of product/process evaluations; subsequent assessments of product/process status will be conducted as work on each project continues through completion. Since projects develop at different paces over time, readers should appreciate that a project that may have been on time in March may no longer have been on time in late September. Conversely, a project may currently be far ahead of where it was in March. In some cases, a project could encounter unanticipated risks that required significant mitigation. Given its close working relationship with the MSDE team, CAIRE finds that the MSDE team is on top of these project cycles. The reader is encouraged to go to the MSDE website <http://marylandpublicschools.org/MSDE/programs/race_to_the_top> to review Monthly Race to the Top Reports and to the USDE website <<http://www2.ed.gov/programs/racetothetop/index.html>> to see amendments to the Maryland Race to the Top grant that have been approved, some of which will have happened after CAIRE has completed its evaluation of a particular project. ”

Table of Contents

Overview	4
RTTT Project Evaluation Process	6
01/78 - Office of Reform and Innovation	8
03/02 - Formative Assessments	10
04/03 - Curriculum and Formative Assessment Development	12
05/04 - Curriculum & Assessment Development for ITEEA	15
06/76 - Curriculum & Assessment Development CTE-SREB	18
07/05 - World Languages Pipeline.....	20
08/11 - Develop the Overall Technology Infrastructure to Support RTTT Initiatives	22
09/27 - Accessing and Using State Data Dashboards	24
10/28 - MultiMedia Training	27
11/29 – LEA System Application Upgrades and Infrastructure	29
12/60 - Expansion to LDS – Data Exchange	31
13/61A - Enhancement to LDS to Develop P20 Workforce Data Warehouse and Center.....	33
13/61B - Enhancement to LDS to Develop MHEC and Workforce Data Warehouse Center.....	35
14/31 - Develop and Implement State Curriculum Management System.....	37
15/07 - Expand Instructional Toolkit.....	39
16/20 - STEM Instructional and Career Support	41
17/32, 18/33, 19/34 & 20/35 - Test Bank Multiple Projects.....	43
21/42 - Implement a Statewide System to Support Student Instructional Intervention.....	46
22/06 - Develop Online Instructional Intervention Modules	49
23/55 - Develop Framework for Teacher Toolkit Portal	51
24/56 - Develop and Implement a Course Registration System	53
25/10 - MSDE IHE Teacher Preparation Workgroup.....	55
26/43 - Implement a System to Support E-Learning for Intervention, Enhancement, and Enrichment	57
27/46 - Equating MSA for Use on Growth Model.....	59
28/47 - Develop and Implement a Statistical Model to Measure Student Growth	61
29/48 - Develop and Implement an Educator Evaluation System	63
30/49 - Expand Educator Information System to Accommodate Additional Data.....	65
31/13 - Building Leadership in Low-Achieving Urban and Rural Districts	67
32/73 - Teach Maryland.....	69
33/50 - Compensation to Teachers and Principals in the Lowest 5 Percent Schools	71
34/51 - Compensation Incentives for Teachers in Shortage Areas	73
35/26 - Elementary STEM Certification	75
36/75 - Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (U Teach Maryland).....	77
38/53 - Incentives for Teachers Who Obtain ESOL Certification.....	79
39/25 - Teacher Induction Academies	81
40/15 - Professional Development for Executive Officers	83
41/24 - Educator Effectiveness Academies.....	85
42/17 - Expand Maryland Principals’ Academy to Target Low Achieving Schools.....	87
43/21 - Develop OnLine PD on Educator Instructional Improvement Content.....	89
44/41 - The Breakthrough Center	91
45/67 - RITA Team Audits in 20 Tier I and Tier II Schools	93
46/57 - Extend Student Learning and Improve School Culture, Climate and Student Support.....	95

47/45 - Coordinated Student Services.....	97
48/69 - School Health Services.....	99
49/63 - Physical Activity.....	101
50/58 - Extended Learning.....	103
51/71 - STEM Project Lead the Way (PTLW)	105
52/77 - Primary Talent Development (PTD)	107
53/44 - Charter School	109
54/79 - Implement Statewide Centralized Student Transcript System	111
RTTT Project Governance Structure and Operation.....	113
RTTT Finance Control.....	119

Overview

From March through September 2012, representatives of the Center for Application and Innovation Research in Education (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](#) (see attached) which 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, 52 RTTT projects were reviewed. Note that 4 of the projects (17/32, 18/33, 19/34 and 20/35) were reviewed at the same time because of their interdependencies, with one report covering all. Conversely, one project (13/61) involved two very different tasks that were separately reviewed and reported on (i.e., 13/61A and 13/61B). Attached below are copies of the body of each completed report (i.e., without Attachment 1 – notes). These reports were previously submitted to the appropriate MSDE Program Director on the date identified at the top of the report.

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 37/54 - *International Partnerships to Recruit Teacher in Critical Areas* – This project was cancelled by MSDE.

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.


With a few exceptions, the projects reviewed appear 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. Project documentation is primarily maintained on the MSDE's internal shared drive (KAZOO), to which the CAIRE Team does not have access. However, 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. Note that because these processes were essentially the same for all projects, a separate report on the [Governance Process](#) was prepared; it is attached below.

The [Finance Controls](#) established by MSDE for projects were also reviewed in March 2012; a copy of the CAIRE Team's findings is attached below. 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 would accept reports on a State fiscal basis, and did not have to also report on a Federal fiscal year basis.

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 expending federal funding in Year 1, but were delayed again by longer-than-expected development and issuance of Requests for Proposals and/or procure products and services needed by projects. The lesson learned, as expressed by several MSDE representatives, is that PMs may need to allow additional time in their project schedules for procure-related activities and manage them with increased attention to detail and monitoring..

In summary, MSDE appears 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.

RTTT Project Evaluation Process

 Center for Application and Innovation Research in Education at Towson University	<i>RTTT Project Evaluation – “Process” Phase</i>			
	Procedure #:	Last Reviewed:	Area:	Title:

Overview

The CAIRE evaluation team has been charged with evaluating all RTTT funded projects. This document provides a high-level description of the procedures to be used during the “process” phase of each project, when systems/programs are being planned, developed and tested. The evaluation procedures to be used during the “utilization” and “impact” phases of each project are likely to be quite different.

Procedure

Step 1: The CAIRE team schedules an evaluation meeting with the Project Manager (PM).

- A. Establish a schedule of meetings for all projects.
- B. In advance of each meeting, confirm its date and time by sending an electronic “meeting request” to the appropriate MSDE PM.

Notes:

1. A meeting agenda and the questionnaires to be used by the CAIRE team will be included with the “meeting request”.
2. PMs will be encouraged to prepare written responses to the questions before the meeting, and also provide documents supporting those responses that can be kept by the team. This should facilitate and expedite discussion during the meeting.

Step 2: The CAIRE team prepares for the evaluation meeting.

- A. Review all project related documents available on MSDE’s State Data Projects portal.
- B. Prepare written notes on pertinent information found in documents.

Notes:

1. Documents pertinent to the following topics/questions will be reviewed:
 - a. Project schedule – Is the project schedule up to date? Is the project on schedule?
 - b. Project dependencies – Is the project dependent on the progress of other projects? Are other projects dependent on the progress of this project?
 - c. Project documentation – Have required documents related to the project been completed?
 - d. Stakeholder collaboration – In what ways and to what extent have LEAs participated in the project?
 - e. Governance –Is there effective communication from the oversight groups to the PM, and from the PM to the oversight groups?

Step 3: The CAIRE team meets with the Project Manager.

- A. Discuss each topic beginning with the “starter” questions included on each questionnaire (see Attachment 1).
- B. Ask to see evidence to support the PM’s responses (could be on MSDE portal, or presented as hard copy).

C. Explain next steps in the evaluation process.

Notes:

1. Meetings will involve face-to-face interviews with the assigned MSDE PM, and other persons invited by MSDE.
2. Each meeting will be scheduled to last two hours on a Wednesday, either in the morning or afternoon.
3. The “starter” questions included in the questionnaires are intended to set the general direction of discussions. The CAIRE team may formulate additional questions in follow-up to the PM’s initial responses.

Step 4: The CAIRE team prepares a DRAFT evaluation report.

- A. Review and refine statements (i.e., Answers and Evidence) to be included on the questionnaires.
- B. Prepare the full evaluation report by adding a Summary of Findings section to the questionnaires, along with identified Risks and Recommendations as appropriate.
- C. Submit the DRAFT evaluation report to the MSDE Project Manager and appropriate Program Director for comment.

Step 5: The MSDE PM/Program Director comments on the DRAFT evaluation report.

Step 6: The CAIRE team submits the FINAL report to the MSDE Program Director.

- A. Review MSDE comments on the DRAFT evaluation report and make changes as appropriate.
- B. Prepare the FINAL evaluation report.
- C. Submit the report to the MSDE Program Director.

Step 7: The CAIRE team submits a quarterly summary of its evaluations to MSDE.

[\[Back to Top\]](#)

Contacts:

- Larry Martin, CAIRE Project Manager

01/78 - Office of Reform and Innovation

CAIRE EVALUATION REPORT

May 10, 2012

Name of Project: Office of Reform and Innovation
Project # (MSDE/USDE): 01/78
Project Manager: Lyle Patzkowsky
Interview Date: April 25, 2012

Summary of Findings

The goal of RTTT Project #78, titled *Office of Reform and Innovation*, is to provide coordination, management, and oversight of the entire RTTT program through the Division of Academic Reform and Innovation (DARI). This newly created MSDE division manages the RTTT grant and monitors the 54 State managed projects, as well as reform efforts initiated by the local education agencies (LEA).

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on April 25, 2012. Fred Schroeder, Bob Telewicz, Christine Tennes, Jessica Grimm, and Larry Martin comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Lyle Patzkowsky, Project Manager, and Jim Foran, Assistant State Superintendent.

During the meeting Jim and Lyle presented a comprehensive overview of the project. Jim mentioned that as a part of his division's recent reorganization, Rob London now reports directly to him. DARI has been expanding and now includes 10 staff, part of whose responsibility is to serve as liaison with individual LEAs, a person who will be communicating regularly with top LEA officials, and two fiscal staff to monitor all project budgets. During the meeting the team provided the MSDE RTTT Program Status report for March 2012, the RTTT Progress Update – Monthly Call from April 2012, and the Project Schedule.

The consensus of CAIRE team members is that the project appears to be on track to meet its goals.

Project Schedule

The project's schedule was developed using Microsoft Project. The most recent schedule was uploaded on the MSDE portal in January 2012. Per USDE requirements, it is updated twice a year.

The project was initially delayed by issues associated with establishing procedures for allocations and spending as well as developing and evaluating procurements, which resulted in the need for amendments to the majority of the 54 RTTT projects. At this point, this project is on schedule and expected to be completed on time.

Project Dependencies

There are obvious connections to all RTTT funded projects but no dependencies that would limit this project's ability to fulfill its goals. However, its success is constrained by USDE's timely approval of amendments.

Stakeholder Involvement

According to documents provided on the MSDE portal, as well as verbal communication during the meeting, key stakeholders include:

- Executive Sponsors
- USDE
- Executive Advisory Committee
- LEAs
- Cross Functional Team
- CORE Team
- RTTT Leadership Team
- Project Managers

Project Documentation

Documentation – such as progress reports, meeting notes, grant amendments, performance reviews, site visit related material and StateStat materials – is stored internally on the RTTT project repository (KAZOO).

Governance Activities

Regular meetings are held with various groups within MSDE and outside of MSDE, and periodic progress reports and performance reviews are completed. In addition, Maryland is one of the only states to have an independent monitoring process.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight of the RTTT grant.

Observed Risks

None identified at this time.

Recommendations

None identified at this time.

03/02 - Formative Assessments

CAIRE EVALUATION REPORT

May 15, 2012

Name of Project: Formative Assessments
Project # (MSDE/USDE): 03/02
Project Manager: Denise Hunt
Date of Evaluation Meeting: May 2, 2012

Summary of Findings

The goal of RTTT Project #02, titled *Formative Assessments*, is to expand use of the formative assessment process known as Assessment *for* Learning (AfL) through implementation of the AfL Online Resource System. This web-based resource will provide teachers throughout Maryland with strategies, instructional tools and interactive learning modules that orient them to the AfL attributes and guide them through collaborative and practical applications. Multimedia examples will show teachers and students applying the AfL process during instruction so they can see what it looks and sounds like in elementary, middle, and high school classrooms. Additionally, the System will offer teachers and school district leaders' guidance and professional learning activities to understand and effectively implement formative assessment practices. This approach differs from a summative assessment in that it is not a test. Rather, it is a research-based approach to teaching and learning that uses descriptive feedback as its centerpiece in a supportive classroom context, enabling students to develop their ability to assess their own learning and interpret and use feedback in ways that affirm or further their learning. Summative tests are referred to as assessment of learning, in which test results are determined at different intervals or at the end of the year.

A contractor will be used to assist MSDE in developing the AfL Online Resource System. The contractor will work with MSDE staff to develop and field test AfL strategies, items and resources that are aligned with the new Common Core Curriculum.

The CAIRE evaluation process included a one-hour meeting held at MSDE on May 2, 2012. Larry Martin, Bob Telewicz, Regina Asala, and Susan Scher comprised the CAIRE evaluation team. MSDE was represented by Rob London, Program Director and Denise Hunt, Project Manager. The project team provided handouts that included written answers to the starter questions posed by the CAIRE team and various documents in support of their answers.

MSDE is very excited about this project, and that Maryland has the resources and budget to be ahead of other states in implementing the AfL process. They anticipate that Maryland is going to be the state that other states will look to and follow.

Project Schedule

The project's schedule was developed using Microsoft Project (.mpp file). Denise provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on the RTTT project repository.

The only area of concern involved potential delays caused by the State's procurement process. However, the project team believes it has built in sufficient time to accommodate such delays.

At this point, the project appears to be on track to complete all work by the scheduled completion date, and meet other milestones reflected in the project schedule.

Project Dependencies

There are no hard dependencies between Project #02 and other projects. However, the project team identified soft dependencies with several other projects that will support as well as enable or facilitate user access to the AfL Online Resource System:

- RTTT Project #03 – Curriculum and Formative Assessment Development
- RTTT Project #31 – Curriculum Management System
- RTTT Project #43/56 – Learning Management System
- MSDE/RTTT Portal Design and Development

The project team noted that communication with the other teams responsible for these projects occurs on a weekly basis. They also noted that the selected contractor will be expected to have a test system to house the AfL Online Resource System until it is ready to be implemented.

Stakeholder Involvement

The MSDE portal identifies key internal stakeholders and their relationship to the project. All stakeholders have been identified in the in the [Stakeholder Involvement](#) section of Attachment 1 below.

Project Documentation

The project's progress and current status appear to be well documented. Details about project documentation have been identified in the [Project Documentation](#) section of Attachment 1 below.

Governance Activities

Denise believes that MSDE's governance process is working and that issues are addressed as expeditiously as possible. The CAIRE team will be meeting later this month with all of the Program Directors to discuss and document the various MSDE oversight groups and how they interact with the RTTT project teams.

Observed Risks

None

Recommendations

None

04/03 - Curriculum and Formative Assessment Development

CAIRE EVALUATION REPORT May 8, 2012

Name of Project: Curriculum and Formative Assessment Development

Project # (MSDE/USDE): 04/03

Project Manager: Ron McCandless

Date of Evaluation Meeting: April 25, 2012

Summary of Findings

The goal of RTTT Project #03, titled “*Curriculum and Formative Assessment Development*” is to align the State’s current curriculum with the Common Core Curriculum. The project involves developing curricular materials and building formative assessments to measure student progress. The project team is also reevaluating the electronic resources linked to on-line documents, in order to identify, purchase or develop additional resources that will support the move to the Common Core standards. The project team’s work is guided by a gap analysis of the two curricula, which predated RTTT.

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on April 25, 2012. Fred Schroeder, Bob Telewicz, Christine Tennes, Jessica Grimm, and Larry Martin comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Ron McCandless, Project Manager (PM), Judy Jenkins, Associate PM, and Scott Pfeifer, Associate PM.

During the meeting Ron handed out written responses to CAIRE team’s starter questions, excerpts from which are included below. The MSDE project team also gave a comprehensive verbal description of the project. They highlighted several recent events and emphases as part of their presentation:

1. The State Board of Education just accepted the STEM standard of practices (part of process incorporating writing). This year, the STEM team’s focus is on practices in secondary and elementary schools -- how do students learn STEM behavior.
2. One focus in developing curriculum materials is on trans-disciplinary learning and teaching.
3. The formative assessments being developed in cooperation with PARCC (Partnership for Assessment of Readiness for College and Careers) include a lot of writing as this is an area of renewed interest. One emphasis will be on using text to answer questions (i.e., text-dependent questions).
4. There may be fewer standards, but they will be more in-depth at each level.

The consensus of CAIRE team members is that this project is intertwined with many other RTTT projects and is critical to the success of the entire RTTT program. It appears to be well managed and on track to meet its goals.

Project Schedule

The project’s schedule was developed using Microsoft Project. It is updated weekly in the MSDE project repository (KAZOO). Donnell Josiah, Program Director, reviews the schedule biweekly with the PM, after which the updated schedule is posted to the MSDE Portal.

At this point, the project schedule is up to date, and the project appears to be on schedule.

Project Dependencies

The project team identified connections with the following RTTT projects:

- **Project 2** (Formative Assessment)
- **Project 6** (Develop On-line Instructional Intervention Modules)
- **Project 24** (Educator Instructional Improvement Academies)
- **Project 31** (Develop and Implement State Curriculum Management System) – Note that Ron McCandless is also the PM on this project.
- **Project 43** (Implement a System to Support ELearning for Intervention, Enhancement, and Enrichment)
- **Project 48** (Develop and Implement an Educator Effectiveness Rating System)

The team is striving to learn more about how these projects may impact their project through regular meetings of the PMs involved in these and other projects. Dependencies are discussed and documented.

Stakeholder Involvement

Ron considers teachers to be among this project's primary stakeholders, with students also being key stakeholders of the online STEM courses. He also considered MSDE staff in various units/divisions to be important stakeholders.

The project team described several efforts to involve stakeholders:

- Educators from all 24 LEAs and higher education were invited to participate in the development of curriculum frameworks, units and lesson, and STEM online courses. When routine participation was not possible, the team held focus groups to review draft documents.
- Curriculum resources were shared with school teams from every school in the State at the Summer Educator Instructional Improvement Academies. Feedback on these materials was solicited at that time. Academy participants were also asked to solicit feedback from the other teachers in their school, as curriculum materials and formative assessments are used. This feedback will be directed to the content coordinators in MSDE.
- The project team sought input from several MSDE divisions/groups: Special Education.; English Learners; Gifted and Talented; and Division of College & Career Readiness or Preparedness.
- The project team invited colleagues from Higher Education to focus groups.
- The project team developed "Wikis" for people to comment on.

Project documentation

Project planning documents, which are maintained on the MSDE Portal, include a Project Charter, Project Management Plan, Requirements Traceability Matrix, Microsoft Project Plan, Risk Matrix, and Issues Log.

Curriculum materials and other products of the project are maintained on www.mdk12.org, or on WIKIs, and on MSDE's project repository (KAZOO). These documents will be migrated to the Curriculum Management System starting this summer.

Governance

The project is subject to the same governance structure and processes as other RTTT projects. In addition, the Department of Information Technology (DoIT) oversees the procurement of the STEM online courses. While delays occurred in obtaining DoIT's approval of the first RFP, the project team is optimistic that the reasons for the delay have been addressed.

Observed Risks

- None identified at this time.

Recommendations

- None

05/04 - Curriculum & Assessment Development for ITEEA

CAIRE EVALUATION REPORT April 16, 2012

Name of Project: Curriculum & Assessment Development for ITEEA

Project # (MSDE/USDE): 05/04

Project Manager: Lynne Gilli

Interview Date: March 28, 2012

Summary of Findings

The goal of RTTT Project #04, titled “*Curriculum & Assessment Development for ITEEA*,” is to facilitate the statewide implementation of a standardized technology education course developed by the International Technology and Engineering Educators Association (ITEEA). The ITEEA works with a consortium of states, including Maryland, to develop internationally benchmarked standards aligned to the common core curriculum, model course guides, and includes both pre-and post- assessments. The post assessment consists of a written test and a design challenge which requires students to engineer a solution to a problem. These assessments enable teachers to track student growth. Results of students’ assessments are available in a timely manner to allow teachers an opportunity to provide interventions as needed. Data are tracked for students at the national, state, local and classroom levels. MSDE offers these materials, along with its support and assistance, at no cost to local education agencies (LEAs).

The focus of this project is to encourage the statewide adoption of the ITEEA’s “Foundations of Technology” course. This course was developed by the ITEEA’s STEM Center for Teaching and Learning (STEM-CTL) and provides a more robust curriculum than many of the courses developed locally to fulfill the State’s Technology Education graduation requirement. Teachers are offered a variety of professional development opportunities including summer face-to-face training and online office hours with master teachers during the school year. They also receive professional development through access to videos on the online learning management systems. An outgrowth of this product beyond RTTT is to use this project as a model for another technology education course called, “Advanced Design Application.” Typically, freshmen take Foundations of Technology while upper classmen take an advanced course which also fulfills a graduation requirement in Maryland.

A relatively modest amount of RTTT funds was allocated to this project. The funds are primarily being used to pay consortium fees charged by the ITEEA.

The evaluation process included a one hour meeting held at MSDE on March 28, 2012. Bill Hansman, Dawn Bott, Katie Radchenko, Fred Schroeder and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Donnell Josiah, Program Director, Lynne Gilli, Project Manager, and project team members Luke Rhine and Marquita Friday. The project team provided handouts that included written answers to the starter questions posed by the CAIRE team and various documents in support of their answers.

Luke Rhine gave a comprehensive overview of the project. The process and product phase for this project is well underway although the curricula offerings and supporting materials and services will continue to be expanded and refined through several feedback processes developed by the ITEEA.

The consensus of CAIRE team members is that MSDE has developed quality technology education curricula and supporting materials through a close working relationship with the ITEEA. The primary challenge now is to encourage and enable all Maryland LEAs to take advantage of their availability.

Project Schedule

The project's schedule was developed using Microsoft Project (i.e., .mpp file). Luke Rhine provided an up-to-date version after the meeting.

As discussed during the meeting and supported by the project schedule, the MSDE team is ahead of their original planned roll-out of the "Foundations in Technology" course. Thirteen (13) LEAs were expected to adopt the course during Year 1; however due to strong interest, 18 LEAs actually took part. The schedule now has been slightly accelerated to involve 20 LEAs during Year 2, 22 LEAs in Year 3, and all 24 LEAs by the end of Year 4.

At this time the project appears to be on track to complete all work by the scheduled completion date as reflected in the project schedule.

Project Dependencies

The MSDE team indicated that there are no interdependencies between this project and other RTTT funded projects. Interdependencies among tasks within the project are identified in the project schedule.

Stakeholder Involvement

The MSDE portal identifies key internal stakeholders and their relationship to the project. In addition, project team members reported frequent interactions with LEA technology education supervisors and teachers and the ITEEA in order to obtain and/or provide guidance on how to improve ITEEA products.

In summary, it appears that the success of this project so far may be the result of the effective collaboration of local, State and national leaders in technology education.

Project Documentation

Key documents addressing the management of the project are maintained on an internal RTTT project repository (KAZOO). They include the project's schedule, monthly reports to MSDE leaders and quarterly reports to the United States Department of Education (USDE).

The project's progress and current status appeared to be well documented.

Governance Activities

Project team meetings are typically held each week. Additional meetings are sometimes held prior to the project team's meeting with the Program Director. Project notebooks are maintained by the Project Manager's Associate. The project team also maintains close contact with their finance person regarding encumbrances and expenditures. In addition, the project team regularly updates their Executive Sponsor, Katherine Oliver, on the project's progress.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight.

Observed Risks

None

Recommendations

None

06/76 - Curriculum & Assessment Development CTE-SREB

CAIRE EVALUATION REPORT

April 16, 2012

Name of Project: Curriculum & Assessment Development CTE-SREB

Project # (MSDE/USDE): 06/76

Project Manager: Pat Mikos

Interview Date: April 4, 2012

Summary of Findings

The goal of RTTT Project #76, titled *Curriculum & Assessment Development CTE-SREB*, is to develop a new Career Technology Education (CTE) Program of Study in **Construction Design and Management**. Work to be completed includes the development of four (4) CTE courses, field testing and adoption of the final CTE curriculum, and assessments. The original plan described in the RTTT grant application was for MSDE to partner with the Southern Regional Education Board (SREB) to develop course materials. However, due to funding and time constraints, MSDE expanded the development team to include Towson University and the Maryland Center for Construction Education and Innovation (MCCEI). The first two courses also align to industry certification standards and resources available through Autodesk.

The evaluation process included a two hour meeting held at the Maryland State Department of Education (MSDE) on April 4, 2012. Bill Hansman, Dawn Bott, Jessica Grimm, Fred Schroeder, Bob Telewicz and Larry Martin comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Pat Mikos, Project Manager, and Lyle Patzkowsky, Academic Program Director.

Pat gave a comprehensive overview of the project. She also provided handouts that included a recent monthly status report, an updated schedule, an informational flyer on MCCEI, a previous program evaluation, and assessment development details.

The consensus of CAIRE team members is that the project appears to be on track to fully implement the new Construction Management and Design program by Year 4.

Project Schedule

The project's schedule was developed using Microsoft Project. Pat provided the CAIRE Team with an up-to-date version of the schedule at the meeting, to replace the older version currently posted on the MSDE portal.

The project was initially delayed by the delayed release of federal funding. Project leaders also changed the process for developing course materials, which caused a delay. At this point, the project appears to be moving ahead and back on track to be completed by Year 4, if not sooner.

Project Dependencies

The MSDE representatives indicated that there are no interdependencies between this project and other Race to the Top (RTTT) funded projects. However, they envision the eventual use of the Science, Technology, Engineering and Mathematics-Career Technology Education (STEM-CTE) Dashboard to display course results. Interdependencies among project tasks are identified in the project schedule.

Stakeholder Involvement

According to documents provided at the meeting, key stakeholders are listed as secondary schools and Maryland colleges and universities which offer construction management programs, as well as business and industry partners who employ high school graduates in the construction industry. Other stakeholders discussed included:

- Local Education Agencies (LEAs)
- Southern Regional Education Board (SREB)
- Towson University
- Maryland Center for Construction Education and Innovation (MCCEI)
- State Advisory Group
- Division of Academic Reform and Innovation (DARI)
- Division of Career and College Readiness (DCCR)
- Governor's Workforce Investment Board (GWIB)
- Associated Builders and Contractors (ABCs) in Maryland
- Local Workforce Investment Boards (LWIBs)

Project Documentation

Documentation related to meetings and training sessions is available on the MSDE's website at <http://www.marylandpublicschools.org> (path = Divisions > Career and College Readiness > Career Technology > Career Clusters). The ample documentation available here includes meeting minutes, agendas, sign-in sheets, power point presentations, project amendments, and the project schedule.

Governance Activities

Current meetings with stakeholders are primarily held to advise them about the progress of the project. During these meetings, frequent topics of discussion include: course curriculum, LEA involvement, and ultimate objectives upon completion of the four-courses.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight.

Observed Risks

None

Recommendations

None

07/05 - World Languages Pipeline

CAIRE EVALUATION REPORT

August 7, 2012

Name of Project: World Languages Pipeline

Project # (MSDE/USDE): 07/05

Project Manager: Susan Spinnato

Date of Evaluation Meeting: July 25, 2012

Summary of Findings

The goal of RTTT Project #05, titled “*World Languages Pipeline*,” is to collaborate with local education agencies (LEAs) in developing and implementing elementary level (K-5) STEM (Science, Technology, Engineering and Math) modules that can be taught using a world language (Arabic, Chinese, Hindi, or Spanish).

The CAIRE evaluation process included a one-hour meeting held at MSDE on July 25, 2012. Fred Schroeder, Bill Hansman and Regina Asala comprised the CAIRE evaluation team. MSDE was represented by Susan Spinnato, Project Manager (PM).

Susan gave a clear overview of the project, which involves the issuance of sub-grants to interested LEAs to help them plan their own local programs. She initially supported local efforts through the involvement of 3 State-level World Language Specialists who helped develop the world language versions of STEM modules. However, with the departure of two of the Specialists, she is now utilizing other alternatives for providing State-level support, including the services offered by the University of Maryland’s National Foreign Language Center.

LEAs may use their funding through this project to pay for program start-up costs and innovative technology needs, but not for salaries or other ongoing operational costs. Susan is interested in programs that can be sustained after RTTT funding has ended.

Four LEAs received sub-grants in Year 2:

- Anne Arundel County – Arabic after school and summer camp programs
- Allegany County* – Chinese partial immersion program
- Prince George’s County – Chinese
- Worcester County – Spanish dual immersion

Note: Allegheny’s and Worcester’s programs will begin in the 2012-13 school year; others were implemented in the 2011-12 school year.

Three more sub-grants were issued for use in Year 3:

- Anne Arundel County – Chinese after school and summer camp programs
- Prince George’s County – Spanish dual immersion program
- Howard County (2 sub-grants) – Chinese and Spanish science pilots in 2 schools; and Spanish dual immersion programs in 3 schools

Year 4 sub-grant guidelines are being prepared now.

The consensus of CAIRE team members is that this project is well managed and on track to meet its objectives by 2014.

Project Schedule

The project's schedule was developed using Microsoft Project. Susan provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on MSDE's internal project repository (KAZOO). It is updated every 1 to 2 months.

Project Dependencies

Susan indicated that there are no interdependencies between this project and other RTTT projects.

Stakeholder Involvement

The current stakeholders that exist for this project are following LEAs:

- Howard
- Allegany
- Anne Arundel
- Prince George's
- Worcester

In addition, stakeholders from other LEAs have participated in the online continuing professional development course and the development and utilization of the curriculum modules.

Project Documentation

A complete set of project documents are maintained on KAZOO. Documents include the project schedule, monthly reports, amendments, and notice of grant awards (NOGA).

Governance Activities

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

The potential risks to this project are related to staffing. LEAs face the challenge of finding and keeping teachers who are fluent in the world language being used to teach STEM modules. Also, as noted above, MSDE is still searching for replacement persons/services that can support local programs.

Recommendations

- None

08/11 - Develop the Overall Technology Infrastructure to Support RTTT Initiatives

CAIRE EVALUATION REPORT

June 19, 2012

Name of Project: Develop the Overall Technology Infrastructure to Support RTTT Initiatives

Project # (MSDE/USDE): 08/11

Project Manager: Marc Allen

Date of Evaluation Meeting: May 30, 2012

Summary of Findings:

The goal of RTTT Project #11, titled “*Develop the Overall Technology Infrastructure to Support RTTT Initiatives*” is to expand the enterprise IT infrastructure to adequately and properly support the new initiatives under RTTT. The project encompasses structuring an enterprise portal (not the existing MSDE Portal) and enterprise security system, expanding existing business intelligence capabilities (reporting and analysis including at the classroom level) and establishing an end-user help desk. This project covers procurement of the hardware, software and applicable licenses as well as the installation, management and development thereof.

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on May 30, 2012. Fred Schroeder, Bob Telewicz, Christine Tennes, Katie Radchenko, and Larry Martin comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Marc Allen, Project Manager (PM) and Rob London, Program Director.

During the meeting, Rob explained the architectural design of the infrastructure that will be housed at the Maryland Department of Public Safety and Corrections (DPSCS). Though the project has been delayed, as noted below, Marc and Rob expect that the infrastructure will be developed, tested and operational by December 2012.

Project Schedule:

The project’s schedule was developed using Microsoft Project, a hard copy of which was presented during the meeting. Rob explained that the project is currently in “catch-up” mode due to a 6-month delay that was caused in part by delays in the procurement process. Discussions leading to the decision to utilize the DPSCS, and then the time needed to develop working relationship between MSDE and DPSCS staffs, also contributed to the delay.

In spite of these delays, Rob indicated that the project should be back on schedule by the 4th quarter of Year 2.

Project Dependencies:

Although this project is **not** dependent on the progress of other RTTT projects, several of them are depending on the infrastructure to be ready when planned, including:

- Project #61 – *Enhancement to LDS to Develop P-20 and Workforce Data Warehouse and Center*
- Project #27 - *Accessing and Using State Data Dashboards*
- Project #60 - *Expansion to LDS for Data Exchange*

Stakeholder Involvement:

Rob identified the Maryland Higher Education Commission (MHEC), the Maryland Longitudinal Database System (MLDS) Governing Board, and the Governor's Office (StateStat) as major stakeholders. Other stakeholders include:

- Schools.
- LEAs.
- Teachers.
- Students (but not parents).

Project Documentation:

This project is required to follow Maryland's System Development Life Cycle (SDLC), published by the Department of Information Technology (DoIT). Reportedly, all SDLC required documents have been completed. However, due to the sensitivity of this information, most of the documents are kept in a secure environment. Marc did bring to the meeting a notebook containing system architecture plans and other materials, which the CAIRE team briefly reviewed.

Governance:

The project is subject to the same governance structure and processes as other RTTT projects. In addition:

- a Steering Committee was established as an operational solution to address politically charged issues; and
- a core group of MSDE staff (Beth Perlman, Interim CIO, Donnell Josiah and Rob) meets regularly with DPSCS staff to coordinate tasks and monitor progress

Observed Risks

- Time pressures
- Procurement delays
- Technical issues/concerns because of large number of potential users (300,000+):
 - Security
 - Architecture
 - Scalable Business Intelligence.

Recommendations

None at this time

09/27 - Accessing and Using State Data Dashboards

CAIRE EVALUATION REPORT March 5, 2012

Name of Project: RTTT Project 27 - Accessing and Using State Data Dashboards
Project # (MSDE/USDE): #9/27
Project Manager: Michael Curtis
Date of Evaluation Meeting: February 16, 2012 (Pilot)

Summary of Findings

RTTT Project #27, titled “*Accessing and Using State Data Dashboards*”, was the first project to be evaluated by CAIRE. It was chosen first because it had started earlier than most of the RTTT projects, and because of its importance to the overall success of Maryland’s RTTT program. It should be noted that this evaluation was focused only on the first 12 dashboards. There are 24 other dashboards that are expected to be completed by 2014; reviews of their development will be the focus of future evaluations. Note also that this evaluation served as the first test of CAIRES proposed protocol for conducting all IT-related project evaluations.

The evaluation process included a two hour meeting held at MSDE on February 16, 2012. Bill Hansman, Bob Telewicz, Fred Schroeder and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Michael Curtis, Rob London and Janice Johnson.

Prior to the meeting, the CAIRE team was given access to the MSDE portal and had reviewed documents that appeared pertinent to the evaluation. The CAIRE team also had provided it process description and its “starter” questions to the PM before the meeting in order to expedite the discussion. Questions were focused in five areas: governance activities, documentation of the project’s phases, the project’s schedule, project dependencies, and stakeholder involvement in the project. In addition to obtaining answers to its questions, the CAIRE team also tried to identify any evidence (e.g., documents on the MSDE Portal) to support the PM’s answers.

Governance Activities

In addition to weekly project team meetings held by the PM, there are several other entities that play an active role in overseeing the project. Within the MSDE, meetings of the Project Directors are held bi-weekly, while the RTTT Steering Committee and the MSDE Core Team meet monthly. In addition, the Maryland Department of Information Technology (DoIT) reviews the project each quarter, as does the U.S. Department of Education. Discussions at these higher level meetings may or may not focus on a specific project.

It was noted by the PM that user acceptance testing (UAT) of the first 12 dashboards, originally planned for fall 2011, was moved to March 2012. This information was documented in the weekly and monthly status reports which are posted on the MSDE portal under SDLC Documents tab, and also reflected in the most recent project schedule.

In summary, the governance activities planned for project 27 appeared to be occurring as scheduled, and providing effective oversight.

Project Documentation

DoIT recently changed the State's SDLC process by separating the life cycle of a software project into two stages: 1) Project Planning Request (PPR) stage, which covers the first 4 phases; and 2) Project Implementation Request (PIR) stage, which covers the remaining 5 phases. Sponsors of major IT projects, such as RTTT project #27, are now required to demonstrate successful completion of the PPR stage before they are permitted to implement the project (i.e., begin the PIR stage). According to the PM, this project is in the PIR stage, with all 12 dashboards having been developed. As noted above, user acceptance testing (UAT), designed to assess whether or not the dashboards correctly present data as planned, is about to begin.

The Project Management Plan (PMP), developed by the PM, includes many of the plans required by DoIT such as a Risk Management Plan, Change Management Plan, Communication Management Plan, and Staffing Management Plan.

In summary, all required SDLC documents appeared to have been completed and made available on the MSDE portal.

Project Schedule

The PM developed the project's schedule using Microsoft Project (i.e., .mpp file). He indicated that it is up to date; however, the CAIRE team was not able to view it. The consolidated or "master" schedule, which includes the schedule of all 54 RTTT projects, was available on the MSDE Portal, but it is only updated once a month.

The most significant change to the schedule noted by the PM was that user acceptance testing (UAT) had been delayed. As noted above, it is now scheduled to begin in March 2012. One upcoming change is that development of the Science, Technology, Engineering and Mathematics (STEM) dashboards will begin soon, per a request from the Governor's office. The project schedule will need to be updated to reflect this change.

In summary, the project schedule appears to be in good shape and is being followed.

Project Dependencies

The questions dealing with project dependencies asked whether or not other projects could impact the progress of this project, and whether or not this project could impact other projects. During our discussion Rob stated that the dashboards were primarily for reporting and would not have any impact on any other projects or be affected by any other projects. However it is noted in the latest DoIT quarterly report that this project does depend on infrastructure being in place as well as security access, all of which appear to be progressing to meet the project's implementation schedule. Additionally, the multi-media training being developed in Project 28 is dependent on the completion of the Project #27 dashboards.

There are also dependencies within the project, such as the completion of UAT before the dashboards can be deployed. However, the CAIRE team did not review them.

Stakeholder Involvement

The MSDE portal identifies key stakeholders, including their relationship to the project. The weekly status reports prepared by the PM and available on the MSDE portal provide insight into who from MSDE is involved with decision making; however, input from outside stakeholders does not appear to have been documented. Although not critical to the rollout of the dashboards, documenting stakeholder input provides evidence of the discussions that resulted in decisions impacting the dashboards' final designs.

As a pilot of the review process this project provided a good look at best practices that are being implemented by MSDE. The portal is a great resource for publishing all project documentation and this project in particular appears to be doing a great job posting project documentation.

Observed Risks

None

Recommendations

None

10/28 - MultiMedia Training

CAIRE EVALUATION REPORT October 8, 2012

Name of Project: Multi-Media Training
Project # (MSDE/USDE): 10/28
Project Manager: Zac Mangold
Date of Evaluation Meeting: September 26, 2012

Summary of Findings

The primary goals of Project #28, titled “*Multi-Media Training*”, are: 1) to develop 40 tutorials that explain how to use the dashboards created through Project #27; and 2) to provide training for LEA-identified data coaches about the entire Longitudinal Data System (LDS), including its purpose, data collection protocols and reporting tools (i.e., dashboards).

The CAIRE evaluation process included a one hour meeting held at MSDE on September 26, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Jade Clayton. MSDE was represented by Zac Mangold, Project Manager (PM).

Zac described the online tutorials his team is developing. They incorporate video, text, images, avatars and other visual representations and are intended to guide teachers and principals in understanding and effectively using the dashboards. The following steps are followed in creating each tutorial, upon completion of a dashboard:

1. Development – A vendor has been employed to assist in the development of the tutorials. Zac noted that the vendor also hosts the finished products.
2. Internal Review – This step typically involves an MSDE assistant superintendent, a subject matter expert (SME), a business analyst (BA), and the dashboard developer(s).
3. User Testing - Projects #28 and #27 PMs typically meet with stakeholders to discuss the dashboard and training needs.
4. Roll Out

Zac noted that his team also responds to requests for the development of training materials from other RTTT project teams sponsored by the Division of Accountability, Assessment and Data Systems (DAADS).

The consensus of the CAIRE team members is that the project is on schedule. Several tutorials have been completed and are available on the Maryland Projects Portal. Currently, the project team is in the process of procuring vendor assistance with training LEA data coaches.

Project Schedule

The tasks associated with Project #28 have been appended to the Project Schedule for Project #27, “*Accessing and Using State Data Dashboards*”. That Schedule is updated on a bi-weekly basis.

Project Dependencies

The project is dependent on the completion of dashboards developed through Project #27.

Stakeholder involvement

Key stakeholders include:

- Local Education Agencies (LEAs)
- Division of Accountability, Assessments and Data Systems (DAADS)
- MSDE assistant superintendents
- Other State agencies interested in setting or reviewing educational policies

Project documentation

Project documents are located mainly on MSDE's Maryland Projects Portal.

Governance

As discussed during the meeting, the project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

11/29 – LEA System Application Upgrades and Infrastructure

CAIRE EVALUATION REPORT

November 6, 2012

Name of Project: LEA System Application Upgrades and Infrastructure Upgrades

Project # (MSDE/USDE): 11/29

Project Manager: Zachary Mangold

Date of Evaluation Meeting: October 24, 2012

Summary of Findings

The goal of Project #29, titled “*LEA System Application Upgrades and Infrastructure Upgrades*”, is to provide local education agencies (LEAs) with supplementary funds that can be used to purchase hardware and/or software in support of RTTT education reforms. Approximately \$4.75 million was allocated to this project which is scheduled to end in Year 3.

The CAIRE evaluation process included a one hour meeting held at MSDE on October 24, 2012. The CAIRE team was comprised of Fred Schroeder and Regina Asala. MSDE was represented by Zac Mangold, Project Manager (PM).

Zac explained that in November 2011, MSDE solicited funding requests from LEAs; this followed a local needs assessment conducted by MSDE conducted prior to Zac’s arrival. The proposals submitted were reviewed by an MSDE evaluation team during spring 2012. The final selection of projects followed many discussions between State and local IT leaders and was based on whether or not the proposed use supported RTTT projects (e.g., establishment of WiFi networks, upgraded data collection process). The allocation of funds was not based on a formula; rather there was an effort to provide similar amounts to each LEA, generally in the \$150k to \$200k range.

LEAs have from July 1, 2012 until June 30, 2013 to use the funds. In many cases, vendors who manage the LEAs’ data systems are actually procuring needed upgrades and implementing them. It is important to note that MSDE has not sub-granted RTTT funds to the LEAs; rather, they are reimbursing LEAs for their expenditures upon the submission of receipts/invoices. In addition, each LEA is required to submit a mid-year report by December 2012 and an end of year report in summer 2013 describing their progress in utilizing funds.

Project Schedule

The project’s schedule was developed using Microsoft Project and is updated by Rob London, DAADS Program Director. The allocation of funds was delayed from Year 1 to Year 2, which required an amendment to the State’s plan. However, Zac stated the project is still on track to be completed by Year 3, and at this point is 95% completed. He said that the only tasks left are to monitor LEA expenditures through receipts and reports, and to reimburse them for approved expenditures.

Project Dependencies

Zac indicated that while there are no formal interdependencies between this project and other RTTT projects, much of the funding is being used by LEAs to supplement their efforts in developing the capacity to send electronic transcripts to USM institutions, which is the primary focus of Project #54/79, titled “*Implement Statewide Centralized Student Transcript System*”.

Stakeholder Involvement

The primary stakeholders of this project are Maryland local educational agencies (LEAs).

Project Documentation

Project documents include LEA requests for funding and MSDE prepared responses to those requests. Electronic files are maintained on GRUMPY, a secure internal shared drive; the PM also maintains hard copies of some documents.

Governance

In addition to the MSDE entities/groups that provide oversight through the standard governance process, the agency's accounting and grant management units are also very involved.

Observed Risks

None

Recommendations

None

12/60 - Expansion to LDS – Data Exchange

CAIRE EVALUATION REPORT

July 25, 2012

Name of Project: Expansion to LDS - Data Exchange

Project # (MSDE/USDE): 12/60

Project Manager: Brett Daniels

Date of Evaluation Meeting: July 11, 2012

Summary of Findings

The goal of RTTT Project #60, titled “*Expansion to LDS - Data Exchange*”, is to provide a system for collecting and distributing data from the LEAs, MSDE and Maryland higher education institutions for consolidation and distribution. The envisioned master data management strategy and data exchange subsystem will replace sometimes duplicative and costly Extract, Transform and Load (ETL) programs that now exist.

The CAIRE evaluation process included a meeting held at MSDE on July 11, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Katie Radchenko. MSDE was represented by Brett Daniels, a recently hired Project Manager (PM), and Rob London, Program Director (PD).

Rob provided an overview of the project and its current status. He explained that this project originally involved the purchase of new master data management software to replace the system for capturing student data that is now in place. However, the project’s scope of work was changed to focus just on encrypting student data during its transmission to MSDE, and to provide dashboards to help manage the transmission. The plan to replace the data exchange processes will still be implemented, but it will be funded through the State’s Longitudinal Data System (MLDS) grant. Rob mentioned that he will be preparing an RTTT grant amendment for Project #60 so that unused funds can be utilized on other RTTT projects.

According to Rob, the encryption protocol has been completed and is awaiting testing before being placed into production.

Project Schedule

As noted above, this project’s scope of work was significantly scaled back and is essentially complete except for testing.

Project Dependencies

This project, as modified, is/was not dependent on other projects.

Stakeholder Involvement

In addition to the MLDS development team, stakeholders include:

1. 24 LEAs
2. Maryland Higher Education Commission (MHEC)
3. Maryland Statewide Longitudinal Data Center;
4. Select student information system vendors

Project Documentation

Project documentation is reportedly maintained on the RTTT project repository (KAZOO).

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

13/61A - Enhancement to LDS to Develop P20 Workforce Data Warehouse and Center

CAIRE EVALUATION REPORT May 29, 2012

Name of Project: Enhancement to LDS to Develop P20 and Workforce Data Warehouse and Center
Project # (MSDE/USDE): 13/61 A
Project Manager: Chandra Haislet
Date of Evaluation Meeting: May 16, 2012

Summary of Findings

The goal of RTTT Project #61 A, titled “*Enhancement to LDS to Develop P20 and Workforce Data Warehouse and Center*”, is to develop the Maryland Longitudinal Data System (MLDS), with the MLDS Board and Center. The development of the MLDS is dependent upon the completion of 12 sub-projects and 2 related accessory projects. Select data elements from the Maryland State Department of Education (MSDE), Maryland Department of Labor, Licensing and Regulation (DLLR) and Maryland Higher Education Commission (MHEC) will be integrated to create a system to be used to support legislative and education decision making.

The project scope is defined by 15 key policy questions and employs a Business Intelligence approach. The success of this project is dependent upon the timely and effective interagency collaboration.

The CAIRE evaluation process included a one-hour meeting held at MSDE on May 16, 2012. The CAIRE team was comprised of Fred Schroeder, Dawn Bott, Jessica Grimm, Bill Hansman and Larry Martin. MSDE was represented by Rob London, Program Director, and Chandra Haislet, Project Manager.

Chandra and Rob gave an overview of the project. They displayed onscreen or provided hard copies of numerous documents, which included the project schedule, status reports, and other documents in support of their answers.

The consensus of the CAIRE team members is that although the project was significantly delayed, it is now being effectively managed and is on track to be completed by 2014.

Project Schedule

The project was delayed for about a year as the University of Maryland (USM) and MSDE worked with other stakeholders (e.g., StateStat, Office of the Attorney General, etc.) to develop parameters and other project schedule elements. Subsequently, MSDE assumed responsibility for the project. The current schedule, a copy of which was provided at the meeting, shows that it should be completed by the end of 2014.

Project Dependencies

The MSDE team indicated that the biggest dependency was the collaboration of agencies contributing data. While gaining access to the other agencies’ resources will not hinder the completion of the project, these resources would greatly enhance the quality of the output provided.

Stakeholder Involvement

Per documents provided at the time of the meeting, key stakeholders include:

- MLDS Governing Board

- MHEC
- DLLR
- Interagency Technical Workgroup (ITWG)
- Interagency Work Group (IWG)
- MSDE – various units

Project Documentation

Project documents are located internally on the shared drive called GRUMPY, while selected documents are also published on the MSDE portal in the State LDS site files. The project team is following some of the SDLC documentation requirements, even though this is not required.

Governance

Project team meetings are held weekly. The MLDS Governing Board meets every other month, as does the Board's Executive Committee – these two groups meet on opposite months. The project governance process follows the standard process established by MSDE for all RTTT projects.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight.

Observed Risks

- Obtaining the assistance of subject matter experts (SMEs) within the collaborating agencies (MHEC and DLLR) poses a medium to high risk according to the project team. This risk is being mitigated by MSDE's hiring of 3 additional SME's for the project.
- A second risk is the possibility that information uploaded from the collaborating agencies (MHEC and DLLR) may be missing key data. If this occurs, the project would not be delayed; however, stakeholders' ability to effectively utilize the database could be affected.
- A third, minor risk is maintaining adequate staffing levels for the duration of the project.

Recommendations

None

13/61B - Enhancement to LDS to Develop MHEC and Workforce Data Warehouse Center

CAIRE EVALUATION REPORT May 29, 2012

Name of Project: Enhancement to LDS to Develop MHEC and Workforce Data Warehouse and Center
Project # (MSDE/USDE): 13/61B
Project Manager: Chandra Haislet
Date of Evaluation Meeting: May 16, 2012

Summary of Findings

The goal of RTTT Project #61B, titled *Enhancement to LDS to Develop MHEC and Workforce Data Warehouse and Center* is to enable the Maryland Higher Education Commission (MHEC) to modernize its database on students attending Maryland institutions of higher education (IHE). MSDE is currently working with MHEC on Phase 1 of this effort which involves the development of a new MHEC data structure that is normalized (3NF) and meets the requirements of both the MHEC and the P-20 LDS Center. The new database is almost finished; legacy MHEC data is expected to be loaded into the new system by September 2012.

Phase 2 involves enhancements to the MHEC data structure and rebuilding of the ETL programs used to “extract, transform and load” data captured by IHEs. The MHEC’s new data base will allow IHEs to easily modify flat file exports, as well as generate data marks needed for OBIEE reports. Phase 2 design work is proceeding concurrent with Phase I work.

The CAIRE evaluation process included a one hour meeting held at MSDE on May 16, 2012. Larry Martin, Bill Hansman, Jessica Grimm, Fred Schroeder and Dawn Bott comprised the CAIRE evaluation team. MSDE was represented by Rob London, Program Director and Chandra Haislet, Project Manager.

The consensus of CAIRE team members is that the project is being managed effectively and is on track to be completed in accordance with the current schedule.

Project Schedule

The project was delayed when MHEC had difficulty implementing an accelerated development schedule for the project. At this time, the project is on schedule according to the MS Project Schedule provided during the meeting. The new database is expected to be ready for the legacy data migration planned for September.

Project Dependencies

The MSDE team indicated that there are no interdependencies between this project and other RTTT funded projects. The only real dependency is migrating MHEC’s legacy data to their new database structure.

Stakeholder Involvement

The MDE Team noted that the main stakeholder is the Secretary of MHEC. Other stakeholders include:

- MHEC Research Director
- MHEC CIO
- MLDS Board – Secondary

- MD Association of Community Colleges (what system is going to display and data is accurate and focus groups)

Project Documentation

Due to the need for confidentiality all documentation is housed on the MSDE's internal server (GRUMPY). During the meeting Rob London and Chandra Haislet displayed and spoke about many of the documents. Chandra also led the CAIRE group through the State LDS site on the MSDE portal and pointed out the documentation publically available and how it pertains to this project.

The project's progress and current status appeared to be well documented.

Governance Activities

This project has its own governing board (MLDS Board) and is set up so that all parties report to each other. This was done intentionally to encourage a spirit of collaboration. The project governance process also follows the standard process established by MSDE for all RTTT projects.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight

Observed Risks

- There is a potential risk that MHEC's legacy data will not migrate as smoothly as anticipated. If this occurs, the development of the MHEC data structure would not be delayed, but stakeholders' ability to effectively utilize the database could be affected.

Recommendations

None

14/31 - Develop and Implement State Curriculum Management System

CAIRE EVALUATION REPORT

July 25, 2012

Name of Project: Develop and Implement State Curriculum Management System

Project # (MSDE/USDE): 14/31

Project Manager: Ron McCandless

Date of Evaluation Meeting: July 11, 2012

Summary of Findings

The goal of RTTT Project #31, titled “*Develop and Implement State Curriculum Management System*” is to develop an online resource that will provide design tools, lesson plans, and course syllabi to assist teachers in developing courses that are aligned with the common core curriculum standards and State formative and interim assessments.

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on July 11, 2012. Fred Schroeder, Katie Radchenko, and Bill Hansman comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Ron McCandless, Project Manager (PM), and Judy Jenkins (Assistant PM).

Ron and Judy provided an overview of the project’s purpose and current status, along with prepared responses to the starter questions submitted by the CAIRE Team. Originally, MSDE’s plan was to purchase a commercial off-the-shelf (COTS) product to house curricula materials. However, in early 2012, the decision was made to cancel the RFP in process and develop the CMS in-house, using Oracle developers contracted for that purpose. The Oracle platform and enterprise license that had been purchased for other projects is being utilized.

Because the CMS was a key topic at this summer’s Educator Effectiveness Academies (Academies), the project team engaged the DAADS team to first develop an interim product that could be used to demonstrate some of the CMS’ capabilities as well as display some of the content being developed under Project #03, titled “*Curriculum and Formative Assessment Development*.” Now that the interim program has been completed and the Academies are underway, the project team’s full attention has turned to finalizing the design for the fully developed CMS. Ron has developed an aggressive schedule that calls for the CMS to be available for pilot testers (60-70 Master and other teachers) to begin testing on August 13, 2012. One week later, on August 20, teachers throughout Maryland will be able to access and try out the system, and by September 20, a largely complete CMS should be ready for use.

Project Schedule:

The project’s schedule was developed using Microsoft Project and is maintained in MSDE’s project repository (KAZOO). The project schedule is updated weekly and reviewed bi-weekly by the Technical Program Director. Ron anticipates no difficulties in completing the project as long as the production environment is fully available by mid-August.

Project Dependencies:

Ron indicated that there are two projects which could affect the completion and/or effective use of the CMS: Project #3 “*Curriculum Development and Formative Assessment*”, which supplies the curriculum resources for storage in the CMS; and Project #7, “*Expand Instructional Toolkit*”, through which the CMS

will be accessed. There is also a relationship between this project and Project #42, “*Implement a Statewide System to Support Student Instructional Intervention.*”

Stakeholder Involvement:

The primary stakeholders are teachers, as the CMS will provide common core aligned resources for classroom use and STEM resources. Additional stakeholders, listed on MSDE’s RTTT Portal, include Jim Foran (Executive Program Director), Mary Cary (Executive Sponsor), and Donnell Josiah (Technical Program Director).

Project Documentation:

The MSDE RTTT Portal includes several key project documents, although some could not be opened; they include:

- Project Charter
- Requirements Traceability Matrix
- Microsoft Project Schedule
- Risk Matrix
- Issues Log
- Development Plan

A complete and up-to-date set of project documents is maintained on MSDE’s internal project repository (KAZOO).

Governance:

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

Minor risks mentioned were:

- Production environment needs to be ready by mid-August
- Portal page designs need to be completed
- Meta-taggers (6-7 persons) need to complete tagging so that search capability is effective
- First system to be rolled out into production

Recommendations

None

15/07 - Expand Instructional Toolkit

CAIRE EVALUATION REPORT

May 15, 2012

Name of Project: Expand Instructional Toolkit
Project # (MSDE/USDE): 15/07
Project Manager: Ron McCandless
Date of Evaluation Meeting: May 2, 2012

Summary of Findings

The goal of Project #7, titled *Expand Instructional Toolkit*, is to identify multi-media, instructional resources to expand the existing Online Toolkit, meta-tag items, and manage the online portal for the Instructional Improvement System. There are two major scopes of work (SOW). The first SOW consists of four deliverables to be provided by Maryland Public Television (MPT):

1. Align MPT's Thinkport resources with the Common Core Curriculum
2. Create new resources to package and use in new content areas
3. Prepare four professional development courses for teachers
4. Prepare public service announcements and arrange town hall meetings to begin October 1, 2012.

The second SOW involves the use of a contractor to analyze and align existing Online Toolkit resources and all new content with the Common Core Curriculum. In addition, the contractor will manage the meta-tag resources and website.

The CAIRE evaluation process included a one-hour meeting held at MSDE on May 2, 2012. Bob Telewicz, Susan Scher, Regina Asala, Fred Schroeder and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Ron McCandless, Project Manager and Angela Swainson, Assistant Project Manager.

Ron and Angela gave a clear and comprehensive overview of the project. They also provided written answers to the starter questions prepared by the CAIRE team and hard copy examples of several project-related documents.

The consensus of CAIRE team members is that the project is on track and will be completed as scheduled in 2014.

Project Schedule

The project's schedule was developed using Microsoft Project (.mpp file). Ron provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on the RTTT project repository (KAZOO). It is updated weekly and reviewed biweekly by the Program Director.

The project is on schedule, with two exceptions. One delay resulted from MSDE's concerns about the quality of an MPT deliverable and its alignment with the Common Core Curriculum (#3 – Algebra scripts). This concern has been addressed by MPT through a written corrective action plan. The project team is now examining how best to meet scheduled milestones

A second delay was associated with procuring the services of a contractor to assist with the online toolkit. Delayed approval of the project team's Request for Proposals (RFP) has pushed the expected issuance date back to late summer 2012, instead of early summer.

Project Dependencies

Ron indicated that there are no hard interdependencies between this project and other RTTT funded projects. However, there is a "soft" dependency with project #31, *Develop and Implement State Curriculum Management System (CMS)*. The resources developed by both MPT and the contractor to be hired later this year will be accessed through the CMS.

Stakeholder Involvement

Key stakeholders were identified as Maryland teachers since the toolkit provides Common Core aligned resources for classroom use. Instructional content specialists throughout MSDE were also identified as important stakeholders.

In addition, the MSDE portal identifies the following stakeholders: Jim Foran, Executive Program Director (DARI), Mary Cary, Executive Sponsor (DOI) and Donnell Josiah, Technical Program Director (DARI).

Project Documentation

Documentation currently available on the MSDE portal includes the Project Charter, Project Schedule, and Issues Log. Ron mentioned and/or presented copies of several other documents during the meeting, including a Requirements Traceability Matrix and Risk Matrix.

A complete set of project documents are maintained on MSDE's internal project repository (KAZOO).

Governance

Ron and Angela discuss the project's progress, risks and issues with MSDE's oversight groups, as appropriate. They felt that the existing governance process has been helpful in resolving issues that threatened the project's schedule.

Observed Risks

None

Recommendations

None

16/20 - STEM Instructional and Career Support

CAIRE EVALUATION REPORT

April 29, 2012

Name of Project: STEM Instructional and Career Support

Project # (MSDE/USDE): 16/20

Project Manager: Donna Clem

Date of Evaluation Meeting: April 18, 2012

Summary of Findings

The goal of RTTT Project #20, titled “*STEM Instructional and Career Support (STEM Net)*”, is to establish a partnership with the Maryland Business Roundtable (MBRT) for the purpose of supporting educator effectiveness and student engagement in delivering STEM instruction to students. This initiative is more of a program than a project, since the MBRT runs the STEM Net program.

This program has four (4) aspects:

- **STEM net Teachers Hub** - This aspect supports teachers and principals by establishing a STEM support hub that links industry experts and resources of their workplace to STEM instructional objectives. The STEM net Teachers Hub allows teachers to easily identify experts who can advise them on best practices, visit classes to share their authentic work, and potentially open up their workplace for students. Areas being piloted are:
 - Biology, which began during the 2011-2012 school year and was piloted in two (2) Local Education Agencies (LEAs). It will be expanding to six (6) in the coming school year.
 - Algebra is next to be piloted during the 2012-2013 school year.
 - Physics and Chemistry will be the last areas to be piloted.
- **STEM Challenge Program** - The second aspect is the development or discovery of STEM challenges (competition) that students could participate in such as robotic or engineering challenge. Some of these challenges will be developed by MBRT others will be posted and have the students become engaged in it.
- **STEM Career Exploration** - The third aspect is developing career exploration information and community building strategies such as potential internships and having companies take students under their wings. This will occur mostly during years 3 and 4.
- **STEM Resource Clearinghouse** – This is an On-line tool is being developed to house the lessons and curriculum materials produced through the specialist in the classroom program along with other resources developed by MBRT

The overall goal of this project is to maintain and expand this program and will include specialists across Maryland. However, logistical concerns may impact the way in which this program is developed and implemented across the State.

The evaluation process included a one hour meeting held at MSDE on April 18, 2012. Bill Hansman, Dawn Bott, Katie Radchenko, Bob Telewicz and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Donnell Josiah, Program Director and Donna Clem, Project Manager.

Project Schedule

The project's schedule was developed using Microsoft Project. Donna Clem indicated that she had recently uploaded a new version to the MSDE Portal.

As discussed during the meeting and supported by the project schedule, the MSDE team is on schedule as planned, even though there was an original delay of changing the Memorandum of Understanding with the MBRT to a contract.

Project Dependencies

The MSDE team indicated that there are no interdependencies between this project and other RTTT funded projects. Interdependencies among tasks within the project are identified in the project schedule.

Stakeholder involvement

The MSDE portal identifies key internal stakeholders and their relationship to the project. In addition, project team members reported frequent interactions with MBRT, LEAs, Institutions of Higher Education (IHE) and governmental agencies.

Project Documentation

Key documents addressing the management of the project are maintained on an internal RTTT Project Repository (KAZOO) and in hard copy maintained by the Project Manager. They include the project's schedule, monthly reports to MSDE leaders and quarterly reports to the United States Department of Education (USDE).

The project's progress and current status appeared to be well documented.

Governance Activities

Project team meetings are regularly held. Additional meetings are held with MBRT and with the Program Director.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight.

Observed Risks

None

Recommendations

None

17/32, 18/33, 19/34 & 20/35 - Test Bank Multiple Projects

CAIRE EVALUATION REPORT

June 11, 2012

Name of Projects & Project #s (MSDE/USDE):

- *Implement a Test Item Bank System* - #17/32
- *Implement a Computer Adaptive Test Delivery System* - #18/33
- *Complete an Item Load and Set Up for the Item Bank and CAT System and Adaptive Testing Units for High Schools* - #19/34
- *Adaptive Testing Unit for High Schools* - #20/35

Project Manager: Chris Cantler

Date of Evaluation Meeting: May 23, 2012

Summary of Findings

Projects #32, #33, #34, and #35 are all interrelated. Therefore, this report covers the CAIRE team's observations about all four projects. Below is a brief summary of each project:

32 – Implement a Test Item Bank System

The goal of RTTT Project #32, titled *Implement a Test Item Bank System*, is to procure and implement a computer-based system that teachers can use for formative assessments of student performance and growth. It will provide extensive import and export capabilities and enable teachers to develop multiple equivalent paper test forms in a variety of formats, as well as deliver computer-based tests online.

33 – Implement a Computer Adaptive Test Delivery System

The goal of RTTT Project #33, titled *Implement a Computer Adaptive Test Delivery System*, is to implement a computer adaptive testing (CAT) system that will be used to assess student performance and growth, as well as inform instruction and remediation throughout the school year. The system will be interoperable with standard item test banks, and integrate with the Maryland Longitudinal Data System (MLDS) reporting system.

34 – Complete an Item Load and Set Up for the Item Bank and CAT System

The goal of RTTT Project #34, titled *Complete and Item Load and Set Up for the Item Bank CAT System*, is to provide subject matter expertise (SME) and technical support in assessing and loading test items into MSDE's system. These test items may come from various sources, including outside vendors' and LEA test item banks. This project also provides integration between banks to ensure secure imports and exports of test items.

35 – Adaptive Testing Unit for High Schools

The goal of RTTT Project #35, titled *Adaptive Testing Unit for High Schools*, is to purchase and distribute low-cost mobile Internet WIFI devices that are browser enabled and compatible with any Internet based testing system. This project is not scheduled to begin until 2014.

The evaluation process included a one hour meeting held at the Maryland State Department of Education (MSDE) on May 23, 2012. Bill Hansman, Susan Scher, Regina Asala, Fred Schroeder and Bob Telewicz comprised the CAIRE evaluation team. MSDE was represented by Rob London, Program Director, and Dr. Diane Garavaglia, (SME). The new Project Manager (PM) for all four projects, Chris Cantler, just started work (May22) but was not available to participate.

Rob and Diane gave a comprehensive overview of all four projects and how they relate to each other. The projects are currently behind schedule, but Rob believes that all four projects will be completed by 2014.

The consensus of CAIRE team members is that recent accomplishments including the in-house approval of a critical RFP and the hiring of a new PM should help in getting the projects back on track.

Project Schedule

Projects #32 and #33 are both behind their original schedules. One reason is that the one-year timeframe for each project originally proposed, proved to be unrealistic, necessitating USDE approval of amendments. In addition, the procurement process has taken longer than anticipated. Initially, separate RFP's were prepared for these two projects. However, the Maryland Department of Information Technology (DoIT) recommended that they be merged into a single RFP with individual statements of work. The combined RFP has been approved by MSDE's Assistant Attorney General (AG); it is currently being reviewed by DoIT. At this point, Rob expects that Contractor proposals will be submitted in September 2012, implementation should begin around November 1, 2012 and testing will occur by the end of December 2012.

It is also important to note that the PM assigned to these projects resigned about 6 weeks ago. A new PM has been hired and began work on May 22. One of his first tasks will be to update the MS Project schedules for all four projects.

Project #34 is delayed because the technical details of the CAT system are not yet known. Project #35 has been pushed back until year 4, in part because LEAs are in disagreement over wi-fi templates.

Despite these delays, Rob believes that the first two projects will be back on track soon and that all four projects will be completed by 2014.

Project Dependencies

Rob indicated that there are interdependencies among the projects. As noted earlier, the procurement of needed products and services for the first two projects are tied together into a single RFP. However, the RFP includes separate statements of work and once the Contractor is selected, it is possible that these projects can proceed in parallel. Work on Project #34 cannot proceed until the technical details of the procured system are known. Finally, Project #35 is dependent on the implementation of Projects #32, #33 and #34.

All of these interdependencies are documented in the team's Concept Proposal and budget sheets.

Stakeholder involvement

The MSDE portal identifies key internal stakeholders and their relationship to the projects. The stakeholders involved with Project #32 are the Local Education Agencies (LEA's) and MSDE/RTTT. Projects #33, #34 and #35 all have the same stakeholders: LEAs, Janice Johnson, Program Director (DAADS) and Carolyn Wood, Executive Sponsor.

Project documentation

Details about project documentation have been identified in the [Project Documentation](#) section of Attachment 1 below.

A complete set of project documents is maintained on MSDE's internal project repository (Grumpy).

Governance

Project governance is achieved through the standard MSDE process, which is described in a separate report from the CAIRE team.

Observed Risks

Further delays in issuing the RFP could affect the schedule of all four projects. (NOTE: This was a general “lessons learned” comment, applicable to other projects as well.)

In regard to Project #33, there is a medium to high risk that no one will bid on the CAT system, necessitating the development of a customized system. In addition, the cost of the system may be expensive.

Recommendations

Develop mitigation strategies/plans for dealing with delays in issuing the RFP for Projects #32 and #33, and/or the risk to Project #33 identified above.

21/42 - Implement a Statewide System to Support Student Instructional Intervention

CAIRE EVALUATION REPORT April 16, 2012

Name of Project: Implement a Statewide System to Support Student Instructional Intervention

Project # (MSDE/USDE): 21/42

Project Manager: Harry Holt

Interview Date: April 4, 2012

Summary of Findings

The goal of RTTT Project #42, titled “*Implement a Statewide System to Support Student Instructional Intervention*”, is to provide teachers with a student instructional intervention system (SIIS) that will enable them to develop and document instructional interventions to improve class and individual learning, while documenting progress. This type of documentation is especially important when moving a child from one tier of education to another (e.g., moving a child into special education classes).

MSDE’s plan is to purchase a commercial off-the-shelf (COTS) SIIS through the issuance of a Request for Proposals (RFP). It will enable the teacher to document the following actions:

1. Identifying students in need of intervention
2. Providing intervention strategies and tools
3. Tracking the effectiveness of the intervention strategies and tool utilized
4. Providing other intervention options
5. Continuing to track student progress

The SIIS will be made available to LEAs at no cost. However, the LEA will be expected to bear the cost of implementing the SIIS locally and integrating it with other systems.

Since this is a major IT project, Maryland’s Software Development Lifecycle (SDLC) is being followed and the Maryland Department of Information Technology (DoIT) is monitoring the project’s progress.

The evaluation process included a two hour meeting held at MSDE on April 4, 2012. Bill Hansman, Dawn Bott, Jessica Grimm, Bob Telewicz, Fred Schroeder and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Harry Holt, Project Manager (PM), Donnell Josiah, Program Director, and Judy Jenkins, Director of Curriculum.

The consensus of CAIRE team members is that although the project experienced a couple of delays, it now appears to be on track to be completed by the end of 2012.

Project Schedule

The project’s schedule was developed using Microsoft Project. Schedule changes are made by the PM as needed and the updated version is then posted to the portal. In addition, the PM and Program Director formally review the project schedule every two weeks. The version currently available on MSDE’s portal is up to date.

There have been two delays affecting the project’s progress. The first delay was caused by need to establish procedures for allocating and expending RTTT funds as they were initially made available. The

second delay occurred as a result of complexities and extended interaction with other agency partners associated with developing the RFP; it was finalized just before our visit.

At this point, the project is expected to move forward without further delays and be fully completed by December 2012. Note that after a vendor is selected to provide the SIIS, the vendor's contract must be approved by the State Board of Public Works (BPW); the PM expects the contract to be discussed during June 2012 BPW meeting.

Project Dependencies

The Project Team indicated that there are no interdependencies between this project and other RTTT funded projects. Interdependencies among tasks within the project are identified in the project schedule.

The Project Team is planning for several "soft" dependencies or relationships between the SIIS and these other MSDE activities:

- *Curriculum* Management System
- *Grading* System
- *Adaptive* Testing System
- *Race to the Top* (RTTT) Portals
- Test Item Bank
- E-Learning System and Resources
- *Student* Performance Dashboards
- Benchmark Progress Dashboards

Stakeholder involvement

The MSDE portal identifies key internal stakeholders and relationships to the project. Internal stakeholders have been updated on the project through regularly scheduled meetings. Other stakeholders, including LEAs, members of the Curriculum and Special Education Departments, are deeply involved with the RFP process. LEAs will be active stakeholders when the piloting phase of the project commences.

Project Documentation

Key documents addressing the management of this project include all applicable SDLC documentation identified in the Project Management Plan, monthly reports to MSDE leaders, and quarterly reports to the United States Department of Education (USDE).

Since this is an IT project relying on the purchase of a COTS system, some documents will be supplied by the vendor (i.e., implementation plan, configuration plan). However, it will be MSDE's responsibility to incorporate those documents into the Project Management Plan.

Governance

Project team meetings typically are held weekly. Additional meetings with the Program Director are held bi-weekly. Issues or risks may be discussed at these meeting, but mitigation planning occurs at the Executive and the Steering Committee meetings. Meeting information is documented and evidence is placed in the RTTT project repositories.

The effectiveness of the governance process is evidenced by the use of MSDE's RTTT oversight groups to avoid further delays in the publication of the RFP. This issue was discussed at the Executive Committee and then escalated to the Steering Committee. It was finally resolved through a meeting between top leaders of MSDE and DoIT.

Observed Risks

The current risks are identified in the Risk Register in the Project Management Plan (PMP).

Recommendations (optional)

None

22/06 - Develop Online Instructional Intervention Modules

CAIRE EVALUATION REPORT June 19, 2012

Name of Project: Develop Online Instructional Intervention Modules

Project # (MSDE/USDE): 22/06

Project Manager: Judy Jenkins

Date of Evaluation Meeting: May 30, 2012

Summary of Findings

The goal of RTTT Project #06, titled “*Develop Online Instructional Intervention Modules*”, is to procure the services of one or more Contractors to provide or develop on-line instructional modules as part of MSDE’s instructional improvement effort. Approximately 250 modules are anticipated to be developed each year beginning in Year 2, for a total of 750 modules. They will cover a variety of subject areas appropriate for grades K – 12. Teachers will be able to use them (in addition to local LEA provided modules) to either enrich classroom instruction or remediate student skill weaknesses identified through formative assessments. A few modules will be developed to aid in the professional development of teachers.

A Request for Proposals (RFP) to solicit assistance in developing the first group of 250 modules was issued in early April 2012. During each of Years 3 and 4, additional RFPs will be issued.

The CAIRE evaluation process included a one-hour meeting held at MSDE on May 30, 2012. The CAIRE team was comprised of Fred Schroeder, Bob Telewicz, Christine Tennes, Katie Radchenko, and Larry Martin. MSDE was represented by Judy Jenkins, Project Manager (PM), and Harry Holt.

Judy Jenkins gave an overview and history of Project #6 and its relationship to Project #43 “*Learning Management System*”, which is where the modules will be housed. The first group of 250 modules will address the needs of teachers of English Language Arts (ELA) and mathematics (approximately 125 in each area). In Years 3 and 4, decisions about the focus of modules will be decided based on input from a variety of stakeholders, including participants in the Educator Instructional Improvement Academies held each summer.

The consensus of the CAIRE team is that the project is well managed and proceeding according to schedule.

Project Schedule

The project’s schedule was developed using Microsoft Project. It is maintained in MSDE’s project repository (KAZOO) and was last updated May 21, 2012. Judy anticipates no difficulties in completing the project as planned in 2014.

Project Dependencies

Judy indicated that no hard dependencies with other projects exist. However, there are two soft dependencies:

- 1) Project #43 entails the development and deployment of MSDE’s Learning Management System (LMS), which will house the modules developed through this project. The LMS is anticipated to be available in late August.

- 2) Project #24 entails the planning and conduct of Educator Instructional Improvement Academies (aka Educator Effectiveness Academies) each summer. Participants will be asked to provide feedback on existing modules and suggest modules for future development.

Stakeholder Involvement

Key stakeholders include Jim Foran (Executive Program Director), Mary Cary (Executive Sponsor), and Donnell Josiah (Technical Program Director). Additional stakeholders are the classroom educators, parents and students. Master teachers, classroom teachers, and principals were involved in identifying standards for ELA and Mathematics.

Project Documentation

Project documentation is available on the MSDE public portal in the RTTT project folder. A complete set of project related documents is maintained on MSDE's internal project repository (KAZOO).

Documents include:

- Project schedules
- Monthly status reports
- Requirements documents
- Request for proposal (RFP)
- Implementation plans
- Training plan
- Operations manual
- User manuals and training materials
- Maintenance manual
- Defect log
- Acceptance test plan.

Governance

Project governance is achieved through the standard MSDE process, which is described in a separate report from the CAIRE team.

Observed Risks

None

Recommendations

None

23/55 - Develop Framework for Teacher Toolkit Portal

CAIRE EVALUATION REPORT August 27, 2012

Name of Project: Develop Framework for Teacher Toolkit Portal

Project # (MSDE/USDE): 23/55

Project Manager: Cecilia Roe

Date of Evaluation Meeting: August 15, 2012

Summary of Findings

The goal of RTTT Project #55, titled “Develop Framework for Teacher Toolkit Portal”, is to identify the professional learning resources for teachers and principals that will be available online as part of the Online Instructional Toolkit. The toolkit will provide educators with access to a variety of online and face to face professional development tools linked to the state common core curriculum, multiple dashboards for student, teacher and principal performance, and teacher and principal evaluation systems. Finally the toolkit will include tools that will help educators plan their individual professional development plans and provide opportunities to collaborate online. The toolkit, as currently conceived, includes the following systems:

- Learning Management System (LMS)
- Educator Evaluation System (EES)
- Course Registration System (CRS)
- Educator Information System (EIS)
- Curriculum Management System (CMS)
- Longitudinal Data System (LDS)

The CAIRE evaluation process included a one-hour meeting held at MSDE on August 15, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Jessica Grimm. MSDE was represented by Cecilia Roe, Project Manager (PM) who recently replaced Scott Pfeiffer, Karla Williams, Dan Capozzi, and Donnell Josiah, Program Director.

Cecilia, Karla and Dan explained that the project not only entails designing the portal and deciding what to include in the first iteration of the Toolkit, but also determining the protocols to use in reviewing and approving new learning resources as they become available. The portal's functionality, along with testing and final deployment of the Toolkit resources shall occur before the end of Year 3. The project team anticipates continuous growth in the sources, variety, and volume of instructional resources available through the portal.

This project is linked with a number of other RTTT projects that are aimed at developing learning resources and/or tracking the participation of teachers in online professional development (PD) courses. Because of these dependencies, a variety of MSDE and local LEA stakeholders have provided input on the portal/Toolkit's design and content.

The consensus of the CAIRE team members is that the project is well managed and on target to meet its scheduled tasks by the end of Year 3.

Project Schedule

The project's schedule was developed using Microsoft Project. The latest schedule was provided during the meeting.

According to Cecilia, the project is on schedule and is expected by the end of Year 3 of the RTTT grant period.

Project Dependencies

The roll-out of the portal is dependent upon the completion of several other RTTT projects, particularly Projects #56, 48 and 49.

Internal task dependencies are identified in the Project Schedule.

Stakeholder involvement

Per discussion at the meeting and notes provided in response to CAIRE's starter questions, key stakeholders include:

- Teachers
- LEA staff
- Project teams handling projects #24/56, #29/48, and #30/49
- Providers (current and future) of online learning resources
- MSDE Division of Instruction (DOI)
- MSDE Division of Certification and Accreditation

Project documentation

A few documents are located on MSDE's public facing RTTT Portal, but most are maintained on the shared drive (aka KAZOO). Documents provided at the meeting included:

- Current Project Schedule
- "Rubrics for Quality Review Committee to Determine if PD Offerings Should be Included on the Online Educator PD Portal"
- PD Protocol Diagram
- MD Educator Professional Development Application

Governance

Project governance is provided through the standard process established by MSDE for all RTTT projects. No major issues have arisen that required the assistance of higher level MSDE oversight groups.

Observed Risks

None

Recommendations

None

24/56 - Develop and Implement a Course Registration System

CAIRE EVALUATION REPORT August 27, 2012

Name of Project: Develop and Implement a Course Registration System

Project # (MSDE/USDE): 24/56

Project Manager: Chima Obinna

Date of Evaluation Meeting: August 15, 2012

Summary of Findings

The goal of RTTT Project #56, titled “*Develop and Implement a Course Registration System*”, is to procure and implement a centralized course registration system to be used in conjunction with the learning management system (LMS) being procured by MSDE through Project #26/43, *Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment*.

The CAIRE evaluation process included a one-hour meeting held at MSDE on August 15, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Jessica Grimm. MSDE was represented by Chima Obinna, Project Manager (PM), Donnell Josiah, Program Director, Harry Holt, PM for Project #26/43, and Judy Jenkins, Assistant PM for #26/43. Harry and Judy participated in the discussion because their project is so closely linked with Project #56.

Chima explained the LMS solution selected by MSDE already includes the functionality required for a course registration system. The LMS will provide a single point of access for educators to register for a variety of online, instructor, and academy programs. It will also be able to transfer training and certification history data to the agency’s Educator Information System.

As noted in the CAIRE report on Project #26/43, roll-out of the Software-as-a Service (SaaS) solution selected by MSDE as its LMS has been delayed, most recently due to delays in the procurement process. A specific date for making the system available will depend on when the procurement process is fully completed; at that point, available modules procured through Project #22/06 and other RTTT projects, will be loaded onto the system, along with other available materials from legacy MSDE systems. It should be noted that the LMS content will grow and change over time as new modules and other information is approved for inclusion.

The consensus of the CAIRE team members is that the project is moving toward completion in Year 3 as quickly as possible.

Project Schedule

The project’s schedule was developed using Microsoft Project. A copy of the latest schedule was presented at the meeting.

The project has experienced a few delays, most recently due to delays in procuring the LMS. Once that occurs, the roll-out process should be relatively quick.

Project Dependencies

The MSDE team indicated that while this project is not dependent upon other projects, there are many projects that are dependent upon its completion. Among them are Projects #2, #3, #6, and #21—all of which will generate modules and other information that will reside on the LMS.

Stakeholder involvement

Stakeholders include:

- Teachers and LEA supervisors/administrators throughout Maryland
- MSDE teams responsible for RTTT projects that are producing or procuring LMS content
- MSDE Division of Academic Reform and Innovation (DARI)
- MSDE Division of Instruction (DOI)
- Students
- Parents

Project documentation

Harry provided a notebook containing a variety of documents related to the project, including a PowerPoint presentation to LEAs in April 2012 and recent status reports and meeting minutes. He also provided written responses to CAIRE's starter questions.

While some documents are located on MSDE's public facing RTTT portal, most documentation is saved on the shared drive set up for RTTT project documents (KAZOO).

Governance

Project governance is provided through the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

25/10 - MSDE IHE Teacher Preparation Workgroup

CAIRE EVALUATION REPORT September 4, 2012

Name of Project: MSDE IHE Teacher Preparation Workgroup

Project # (MSDE/USDE): 25/10

Project Manager: Norma Allen

Date of Evaluation Meeting: August 22, 2012

Summary of Findings

The goal of RTTT Project #25, titled “*MSDE-IHE Teacher Preparation Workgroup*,” is to ensure that the teacher preparation programs offered by Maryland institutions of higher education (IHEs) incorporate training on the effective use of MSDE’s planned instructional improvement systems. RTTT funding is being used to cover the meeting and travel expenses associated with several rounds of workshop sessions that have been or will be conducted by MSDE staff for the benefit of IHE representatives.

The CAIRE evaluation process included a one-hour meeting held at MSDE on August 22, 2012. Fred Schroeder, Bill Hansman, Katie Radchenko and Regina Asala comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Norma Allen, Project Manager (PM), Judy Jenkins, Director of the Curriculum Office, and Lyle Patzkowsky, Program Director.

Norma explained that the project is a joint venture between the Curriculum Office within MSDE’s Division of Instruction, and the Program Approval and Assessment Branch (PAAB) of the Division of Certification and Accreditation. It began in spring 2011 with a presentation of the project’s purpose to the IHE Deans and Directors of Maryland Approved Programs (MAP) in teacher education, and to the Coordinators of Maryland Approved Alternative Preparation Programs (MAAPPs). MSDE then conducted workshops at 5 different locations during September and October 2011 to introduce the Common Core Standards to IHE faculty, as well as a November 2011 presentation at the Fall Network Meeting of the MAAPP. IHE interest was lacking at first; however, it increased significantly as a result of this first round of workshop sessions. By the time of the last presentation, over 283 names had been added to PAAB’s database of IHE representatives. Planning for the next round of workshops, to be offered during Year 3, is occurring now.

In summary, the project appears to be on track to achieve its goal of ensuring that newly graduated teachers understand the Common Core Standards and are able to effectively utilize new products and services planned by MSDE.

Project Schedule

The project’s schedule was developed using Microsoft Project and is reportedly updated at least twice a year.

Project Dependencies

Norma indicated that the content presented at workshop sessions reflects the content covered at the summer Educator Effectiveness Academies. Otherwise, there are no interdependencies between this project and other RTTT projects.

Stakeholder Involvement

Stakeholders include the Deans and Directors of the 2 and 4 year higher education institutions and the Coordinators of Maryland Approved Alternative Preparation Programs (MAAPP).

Project Documentation

Norma provided a number of project documents including the agendas and handouts from the 2011 workshops, examples of monthly program reports and lists of the IHE representatives who have attended or expressed interest in the MSDE workshops. Project documents are maintained on MSDE's internal, shared drive (KAZOO) or in the PAAB office.

Governance Activities

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

26/43 - Implement a System to Support E-Learning for Intervention, Enhancement, and Enrichment

CAIRE EVALUATION REPORT August 27, 2012

Name of Project: Implement a System to Support E-Learning for Intervention, Enhancement, and Enrichment

Project # (MSDE/USDE): 26/43

Project Manager: Harry Holt

Date of Evaluation Meeting: August 15, 2012

Summary of Findings

The goal of RTTT Project #43, titled “*Implement a System to Support E-Learning for Intervention, Enhancement, and Enrichment*”, is to provide teachers with access to learning modules that will augment their instruction through an advanced, web-based, multi-media learning environment, commonly referred to as a learning management system (LMS). The LMS is one of three systems that make up the Online Teachers Toolkit, the others being the Educator Information System (EIS) and the Student Instruction and Intervention System (SIIS).

The CAIRE evaluation process included a one-hour meeting held at MSDE on August 15, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Jessica Grimm. MSDE was represented by Harry Holt, Project Manager (PM), Judy Jenkins, Assistant PM, Donnell Josiah, Program Director, and Chima Obinna, PM for Project #56. Chima participated in the discussion because his project is so closely linked with Project #43.

Harry and Chima provided an overview of the project. They said that a Software-as-a-Service (SaaS) solution that meets MSDE’s LMS requirements has been identified through a process that involved educators from across the State; efforts to procure it are occurring now. Judy noted that in addition to the linkage with Project #56, this project is also closely linked with Project #06, *Develop Online Instructional Intervention Modules*, which will supply many of the learning modules to be included on the LMS. The selection of other modules, many of which are expected to be provided by LEAs, will be evaluated based on their documented effectiveness in low achieving classrooms, with alternate learners, or with students needing accelerated education.

The roll-out of the LMS has been delayed, most recently due to delays in the procurement process. The current plan is roll out the first iteration during Year 3. A specific date for making the system available will depend on when the procurement process is fully completed; at that point, available modules procured through Project #06 will be loaded onto the system, along with other available materials. It should be noted that the LMS content will grow and change over time as new modules and other information is approved for inclusion.

The consensus of the CAIRE team members is that the project is moving toward completion in Year 3 as quickly as possible.

Project Schedule

The project’s schedule was developed using Microsoft Project. A copy of the latest schedule was presented at the meeting.

The project has experienced a few delays, most recently due to delays in procuring the LMS. Once that occurs, the roll-out process should be relatively quick.

Project Dependencies

The MSDE team indicated that while this project is not dependent upon other projects, there are many projects that are dependent upon its completion. Among them are Projects #2, #3, #6, and #21—all of which will generate modules and other information that will reside on the LMS.

Stakeholder involvement

Stakeholders include:

- Teachers and LEA supervisors/administrators throughout Maryland
- MSDE teams responsible for RTTT projects that are producing or procuring LMS content
- MSDE Division of Academic Reform and Innovation (DARI)
- MSDE Division of Instruction (DOI)
- Students
- Parents

Project documentation

Harry provided a notebook containing a variety of documents related to the project, including a PowerPoint presentation to LEAs in April 2012 and recent status reports and meeting minutes. He also provided written responses to CAIRE's starter questions.

While some documents are located on MSDE's public facing RTTT portal, most documentation is saved on the shared drive set up for RTTT project documents (KAZOO).

Governance

Project governance is provided through the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

27/46 - Equating MSA for Use on Growth Model

CAIRE EVALUATION REPORT

July 2, 2012

Name of Project: Equating of MSA for Use on Growth Model

Project # (MSDE/USDE): 27/46

Project Manager: Janet Bagsby

Date of Evaluation Meeting: June 20, 2012

Summary of Findings

The goal of RTTT Project #46 titled “Equating of MSA for Use on Growth Model” is to support pilot research on multiple ways to use Maryland School Assessment (MSA) scores in growth measures. The main goal of this project was to take the existing MSA assessment test and see how it could be verticalized through a statistical method from year to year. RTTT engaged the National Psychometric Council’s psychometricians who are well versed with the history and structure of the Maryland MSA tests to produce a report.

The project used the Colorado, Thum, regression and transition models. At the completion of this project there was a residual of \$100,000. Residual funds may be used to supplement other related projects without the need for an amendment. This project was completed last year and at this time there are no plans to seek an amendment. It should be noted that in 2015, the MSA will no longer be used, as it will be replaced by the Partnership of Assessment of Readiness for College (PARC).

The CAIRE evaluation process included a one-hour meeting held at MSDE on June 20, 2012. The CAIRE team was comprised of Bill Hansman, Bob Telewicz, Katie Radchenko and Dawn Bott. MSDE was represented by Rob London, Program Director and Janet Bagsby, Project Manager.

Project Schedule

The project’s schedule was developed using Microsoft Project. The project is completed.

Project Dependencies

There are no hard dependencies. However RTTT Projects 27/47 (Develop and Implement a Statistical Model to Measure Student Growth) and 29/48 (Educator Evaluation System) could use some of this information.

Stakeholder Involvement

National Psychometric Council was involved and produced the final report for this project.

Project Documentation

Details about project documentation have been identified in the Project Documentation section of Attachment 1 below.

A complete set of project documents is maintained on MSDE’s internal project repository (Kazoo).

Governance

Project governance is achieved through the standard MSDE process, which is described in a separate report from the CAIRE team.

Observed Risks

None

Recommendations

None

28/47 - Develop and Implement a Statistical Model to Measure Student Growth

CAIRE EVALUATION REPORT May 22, 2012

Name of Project: Develop and Implement a Statistical Model to Measure Student Growth

Project # (MSDE/USDE): 28/47

Project Manager: Rob London

Date of Evaluation Meeting: May 9, 2012

Summary of Findings

The goal of RTTT Project #47, titled “*Develop and Implement a Statistical Model to Measure Student Growth*”, is to develop and implement a student growth model that includes student performance outcome measures to be used in educator evaluations (see Project #48 - *Develop and Implement an Educator Evaluation System*). The data captured will also enable the tracking and reporting on student performance changes over time. As part of this project, MSDE will calculate student growth percentiles, value matrix locations, student attendance information, student, teacher and principal attribution information, and a school performance index for each school.

The CAIRE evaluation process included a one-hour meeting held at MSDE on May 9, 2012. The CAIRE team was comprised of Fred Schroeder, Bob Telewicz, Christine Tennes, Katie Radchenko, Bill Hansman and Larry Martin. MSDE was represented by Rob London, Project Manager (PM), Steve Schwei, PM for Project #48, Dr. Carolyn Wood, Executive Sponsor, and Janice Johnson, Executive Director.

Rob London gave an extensive overview of Project #47, its history and its relationship to Project #48. Because this project is part of the very challenging effort to create a fair and effective educator evaluation process, its direction has been greatly impacted by the various stakeholders who have been working on this task. At this point, the student growth model has been developed and it was recently presented to LEA superintendents for their comment.

Barring additional changes to the requirements for the student growth model, Project #47 is expected to be completed within 60 – 90 days.

Project Schedule

The project’s schedule was developed using Microsoft Project and is maintained in MSDE’s project repository (KAZOO). Rob noted that the project schedule needs updating. However, this may not be done until MSDE receives stakeholder comments on the model, as well as federal approval of its No Child Left Behind (NCLB) waiver request.

Project Dependencies

The PM indicated that there are two hard dependencies. Project #47 is dependent on the definitions of student growth measures developed under Project #48 “*Develop and Implement an Educator Evaluation System*.” In addition, this project is dependent on the approval of Maryland’s NCLB waiver.

Stakeholder Involvement

Key stakeholders in the project include the Governor’s Education Effectiveness Council, USDE, MSDE’s Core Team, and three LEAs (Anne Arundel, Somerset, and Calvert County) who are currently testing the

student growth model. Additional stakeholders are the LEA superintendents and teachers' unions (involved at multiple levels).

Project Documentation

Some documentation is available on MSDE's portal (RTTT site); however, it has been split between Project 47 and 47A and mostly dates back to 2011. In addition, documentation relevant to this project can be found under both Project 48 (Technology Projects) and Project 48 (old – DAADS RTTT IT Projects). Presumably, documentation about the project's management also exists within the MSDE project repository (KAZOO), though the CAIRE team was not able to access that server.

Note also that there is considerable documentation available on the MSDE portal about the Maryland Longitudinal Data System (MDLS), which is the data source for the student growth model.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

In addition to potential requirement changes stemming from Project #48, PARCC standards could also drive changes to the student growth model.

Recommendations

None

29/48 - Develop and Implement an Educator Evaluation System

CAIRE EVALUATION REPORT July 17, 2012

Name of Project: Develop and Implement an Educator Evaluation System

Project # (MSDE/USDE): 29/48

Project Manager: Steve Schwei

Date of Evaluation Meeting: July 3, 2012

Summary of Findings

The goal of RTTT Project #48, titled “*Develop and Implement an Educator Evaluation System*” is to procure and implement an educator evaluation system. The system will provide the ability to plan educator performance objectives, and then measure achievement of those objectives. It will also provide the ability to define different educator performance measures based on the individual’s role (e.g., teacher, principal), and utilize student growth data, where appropriate, as a component of the evaluation formula.

The CAIRE evaluation process included a meeting held at the Maryland State Department of Education (MSDE) on July 3, 2012. Larry Martin, Dawn Bott, Regina Asala, and Christine Tennes comprised the CAIRE team. MSDE was represented by Steve Schwei, Project Manager (PM), Ben Feldman, Subject Matter Expert, Donnell Josiah, Technical Program Director, and Jim Foran, Executive Sponsor. Steve started with this project in January.

Jim Foran explained that at its simplest form, this project is about procuring or building a “calculation engine”. Teacher and principal ratings could be done using a system developed at either the State level (MSDE) or by each LEA. The initial step was to ascertain via letter if LEAs preferred to calculate their own ratings or have MSDE provide the system. As of the meeting date, MSDE had received responses from all but two LEAs; the majority preferred to calculate their own ratings and submit results to MSDE. MSDE’s Core Team plans to discuss the responses and determine next steps.

MSDE prepared an RFP to procure a COTS solution, which is now being reviewed internally. The RFP will then be submitted to DoIT for review/approval. MSDE is also considering the idea of building the education evaluation system in-house. MSDE’s decision to buy or build must be made by August 22nd.

The consensus of CAIRE team members is that this project is “on track”.

Project Schedule

The project’s schedule was developed using Microsoft Project. Steve provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on MSDE’s internal project repository (KAZOO). It is updated weekly.

Project Dependencies

Though no hard dependencies exist, Jim described Project #47 (*Develop and Implement a Statistical Model to Measure Student Growth*) as a “predecessor” project. Also, Project #49 (*Expand Educator Information System to Accommodate Additional Data*) will utilize data captured by the educator evaluation system.

Stakeholders

Many stakeholders exist for this project. Teachers, principals, LEA leaders, union leaders and even the general public are all very interested in this project. MSDE stakeholders are also highly invested, including:

- Assistant Superintendents
- Jim Foran
- Donnell Josiah
- MSDE Core Team
- Maryland Educator Effectiveness Council (not a policy group but a “recommending group”).

Project Documentation

The project is well documented, much of which is stored on LDS Portal. Steve noted that they are using the applicable SDLC documents. These documents include:

- Concept Proposal
- Project Management Charter
- Project Plan dated 8/31/2011
- Systems Boundary Document
- Ed. Evaluation Risk Management Plan

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects. Donnell noted that all risks associated with this project are being carefully documented and tracked.

Observed Risks

None

Recommendations

None

30/49 - Expand Educator Information System to Accommodate Additional Data

CAIRE EVALUATION REPORT

April 16, 2012

Name of Project: Expand Educator Information System to Accommodate Additional Data

Project # (MSDE/USDE): 30/49

Project Manager: Chima Obinna – Project Manager / Joann Ericson – Associate Project Manager

Date of Evaluation Meeting: April 11, 2012

Summary of Findings

The goal of RTTT Project #49, titled *Expand Educator Information System to Accommodate Additional Data*, is to expand the data and reporting capabilities of the Maryland Educator Information System (EIS). The EIS provides functionality that facilitates the determination and issuance of certificates for more than 260,000 educators.

Maryland's education reforms for RTTT implement a number of educator professional development, credentialing, evaluation and assignment initiatives that require additional educator information to be tracked. This project supports the additional data collections to meet the Maryland education reforms in the following sections of the RTTT grant application:

- Alternate certifications,
- Evaluation of teachers
- Assignments, distributions of teachers in low achieving schools, retention of teachers and training in subjects where teachers are hard to find
- Expanded credentialing programs

The expanded EIS also will be used to improve teacher preparation and principal preparation programs and close or deny program approval to those with consistently poor track records or weaknesses in preparing teachers and principals.

The project will require a contractor to work with the Department in designing, testing and implementing the new EIS capabilities.

The CAIRE evaluation process included a one-hour meeting held at MSDE on April 11, 2012. Bob Telewicz, Lisa Walker, Regina Asala, Fred Schroeder and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Chima Obinna, Project Manager, and Donnell Josiah, Program Director.

Chima gave an overview of the project. He said that while the EIS will be expanded to accommodate the collection of additional data, existing business processes for teacher certification and recertification will remain the same. System requirements are being gathered now and an in-house contractor has been designated to perform the system enhancements.

The consensus of the CAIRE team is that the project appears to be on track to meet its completion date of April 2014.

Project Schedule

The project's schedule was developed using Microsoft Project (i.e., .mpp file). An up-to-date schedule is maintained in the MSDE's project repository (KAZOO) and is periodically posted to the MSDE portal.

At this time the project appears to be on track to complete all work by the scheduled completion date.

Project Dependencies

Chima and Donnell indicated that there are no interdependencies between this project and other RTTT funded projects. However, when completed, the expanded EIS will enable the accommodation of data from Project #48, *Educator Evaluation System*.

Interdependencies among tasks within the project are identified in the project schedule.

Stakeholder Involvement

The MSDE portal identifies some of the key internal stakeholders and their relationship to the project. Additional stakeholders were identified during the meeting.

Project team members meet frequently with MSDE stakeholders, including staff from the Division of Certification and Accreditation. Additionally, team members meet periodically with LEA administrators and teachers to discuss requirements for system enhancements. Stakeholders from all 24 LEAs are invited to join these sessions, although not all LEAs choose to send representatives.

The project team meets periodically with the Maryland Department of Information Technology (DoIT) to review required documentation associated with the State's System Development Life Cycle (SDLC) model.

Project Documentation

The key documents addressing the management of the project are the project's schedule, monthly reports to MSDE leaders, quarterly reports to the United States Department of Education (USDE) and System Development Lifecycle (SDLC) documentation that is required by DoIT. The documentation is available on the portal and appears to be current.

The project's progress and current status appear to be well documented.

Governance Activities

Project team meetings are typically held each week. Additional meetings are sometimes held prior to the project team's meeting with the Program Director. The project team also maintains close contact with their finance person regarding encumbrances and expenditures. The team meets regularly with DoIT to ensure that all required documentation is completed. In addition, the project team regularly updates their Executive Sponsor, Jean Satterfield, on the project's progress.

In summary, governance activities appear to be occurring as scheduled and providing effective oversight.

Observed Risks

Risks identified by the team are documented in the project's Risk Issue Log. The CAIRE team did not identify any risks.

Recommendations

None

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

CAIRE EVALUATION REPORT September 10, 2012

Name of Project: Building Leadership Capacity in Low-Achieving Urban and Rural Districts

Project # (MSDE/USDE): 31/13

Project Manager: Norma Allen and Louise Tanney

Date of Evaluation Meeting: August 29, 2012

Summary of Findings

The goal of RTTT Project #13, titled “*Building Leadership Capacity in Low-Achieving Urban and Rural Districts*”, is to select and train potential principals for urban and rural low-achieving schools that have high percentages of minority and poor students. More specifically, it seeks to increase the number of effective and highly effective leaders in urban Baltimore City and Prince George’s County, and 5 rural Eastern Shore Counties (Dorchester, Somerset, Talbot, Wicomico and Worcester).

The CAIRE evaluation process included a one hour meeting held at MSDE on August 29, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Jade Clayton. MSDE was represented by Norma Allen and Louise Tanney, Project Managers and Lyle Patzkowsky, Program Director.

Norma and Louise explained that sub-grants of RTTT funds were awarded through an RFP process to two entities: New Leaders for New Schools (NL), a non-profit organization already operating in Maryland; and Salisbury University (SU), which had partnered with the University of Maryland Eastern Shore (UMES). Following negotiations with these entities and Notre Dame of Maryland University (NDMU), which had expressed interest in the project, three different approaches to training were developed:

1. New Leaders for Maryland – This approach is directly managed by NL and is a continuation of their work in Baltimore City and Prince George’s County. Interested educators from Maryland and other states apply for the program, and undergo a rigorous selection process after which they participate in the NL’s research-based, mentored (coached), cohort-based, highly acclaimed program aimed at preparing persons to become effective principals in high-poverty and high-minority urban areas. As part of their agreement with MSDE, NL also provides guidance and support for the other two approaches described below, including the licensing of their online Effective Practice Incentive Community (EPIC) Knowledge System.
2. Salisbury/UMES – This project allowed the superintendents of 5 rural school districts to each select 5 teacher-leaders, 25 in total, who were enrolled in either the UMES doctoral program or the SU Masters program. NL is a consultant to the programs, sharing its concepts and practices, as well as offering the candidates and their coaches access to EPIC, the award winning online program for staff development. NL also assists the schools in developing the practices for recruiting and selecting promising candidates from among those recommended by one of the 5 Eastern Shore school systems.
3. Notre Dame of Maryland University (formerly College of Notre Dame) – This approach involves the development of a new course, again based on NL concepts and practices with NL serving as the consultant. The course will be offered as part of 4 different educational administration programs, beginning this fall. The candidates in the courses will be trained and also have access to EPIC. NDMU has agreed to track the academic careers of course participants for 5 years to determine who is promoted and the effectiveness of the candidates as principals.

The consensus of the CAIRE team members is that the project is on target to surpass its participant goals by 2014. Two cohorts from the urban school districts have completed training and all 30 participants from those cohorts have been placed this fall in a school as a principal or assistant principal. A new cohort was recruited and began their training this summer. They will begin their residency phase this coming academic school year. Louise and Norma are confident that the program is sustainable past RTTT funding, as New Leaders Maryland was functioning in the two urban LEAs prior to RTTT funding.

Project Schedule

The project's original schedule was developed using Microsoft Project. A copy of the most recently updated project schedule was provided at the meeting. The project is on track to exceed the expected goals for number of principals-in-waiting to complete the program by 2014.

Project Dependencies

No interdependencies exist between project #13 and other RTTT projects. Dependencies exist only between New Leaders Maryland and relevant departments within each participating University.

Stakeholder involvement

Per documents provided at the time of the meeting and information available on the Portal, key stakeholders include:

- Division of Academic Reform and Innovation (DARI)
- Jean Satterfield, Division of Certification and Accreditation (DCA)
- LEAs - Baltimore City, Prince George's, Dorchester, Somerset, Talbot, Wicomico, and Worcester.
- Institutions of Higher Education (IHEs)
- New Leaders for New Schools/New Leaders Maryland
- Education Administrator Network

Project documentation

Project documents are located mainly on MSDE's KAZOO server for RTTT projects or PAAB.

Copies of necessary documentation not available on the public portal were provided by Norma and Louise at the time of the meeting or were otherwise provided via email.

Governance

As discussed during the meeting, the project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

32/73 - Teach Maryland

CAIRE EVALUATION REPORT September 24, 2012

Name of Project: Teach for Maryland (a.k.a. Maryland Teaching Consortium)

Project # (MSDE/USDE): 32/73

Project Manager: Maggie Madden and Cheri Wittmann

Date of Evaluation Meeting: September 12, 2012

Summary of Findings

The goals of RTTT Project #73, titled “*Teach for Maryland*” (also known as “*Maryland Teaching Consortium*”), are: 1) to increase the number of teachers prepared to teach in high poverty, high minority schools; 2) to increase teacher retention in high poverty/high minority schools; and 3) to eliminate the inequitable distribution of effective teachers in those schools.

The CAIRE evaluation process included a one-hour meeting held at MSDE on September 12, 2012. Fred Schroeder, Bill Hansman, and Jade Clayton comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Dr. Maggie Madden and Dr. Cheri Wittmann, Project Managers (PMs), and Lyle Patzkowsky, Program Director; Cheri joined the conversation by phone.

MSDE has approached the project’s goals by providing various forms of assistance to institutions of higher education (IHEs) having teacher preparation programs and their associated local education agencies (LEAs) and Professional Development Schools (PDS). The Maryland Teaching Consortium, comprised of project stakeholders, was created to encourage discussion and provide support for local efforts to increase the number of effective teachers working in high poverty, high minority schools. Both State and nationally known experts participate in the Consortium’s bi-monthly meetings, as well as their annual summer institutes. One of the expected products from this project is a document tentatively titled “*Guidelines for Preparing Teachers for High Poverty/High Minority Schools*”.

The current plan is to provide sub grants to nine IHEs, with the goal of preparing 160 teachers. Years 1 and 2 served as pilot years during which 10 teachers were expected to be prepared by each of 5 IHEs. In Year 3, seven IHEs partnerships will be established, and in Year 4 nine partnerships. In addition to funding, IHEs also receive technical assistance with the development of overarching requirements and standards, as well as evidence-based guidelines for their teacher preparation programs.

The consensus of the CAIRE team members is that the project is on schedule and well managed.

Project Schedule

The project’s schedule was developed using Microsoft Project. It is updated on a monthly basis.

Project Dependencies

There are no reported interdependencies between this project and other RTTT projects.

Stakeholder involvement

Key stakeholders include:

- MSDE Division of Certification and Accreditation (DCA)

- Institutions of Higher Educations (IHEs) offer teacher preparation programs
- Local Education Agencies (LEAs)
- Professional Development Schools (PDS)

Project documentation

Project documentation includes agendas, meeting feedback, results of technical assistance, budgets, grant documents, and identified working guidelines developed for “*Preparing Teachers for High Poverty/High Minority Schools.*” Quarterly reports are submitted by sub-grantees and monthly reports on the project’s progress are prepared by the PMs.

Copies of documentation, including the PDS Implementation Manual (available on the MSDE website), the most recent Microsoft Project update, and the most current RFP, were provided by Maggie at the time of the meeting.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

33/50 - Compensation to Teachers and Principals in the Lowest 5 Percent Schools

CAIRE EVALUATION REPORT September 17, 2012

Name of Project: Compensation to Teachers and Principals in the Lowest 5 Percent Schools

Project # (MSDE/USDE): 33/50

Project Manager: Laura Motel

Date of Evaluation Meeting: September 5, 2012

Summary of Findings

The goal of RTTT Project #50, titled “*Compensation to Teachers and Principals in the Lowest 5 Percent Schools*,” is to provide incentives for highly effective teachers and principals to work in the lowest achieving Tier I and Tier II schools, and to remain in those schools. The creation of this new incentive program was directed by Maryland’s Education Reform Act of 2010.

The CAIRE evaluation process included a one-hour meeting held at MSDE on September 5, 2012. Fred Schroeder, Bill Hansman, Katie Radchenko and Regina Asala comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Laura Motel, Project Manager (PM), and Mary Gable, Assistant State Superintendent for Academic Policy.

Laura explained that the project provides funds to Baltimore City and Prince George’s County Public Schools through an application process. Funding amounts are based on a formula that takes in to account the LEA’s number of Tier I and Tier II schools and the enrollment size of eligible schools. Funds are to be used in accordance with MSDE guidelines and the LEA’s incentive plan included in their application. The plan is locally developed and must be submitted annually for approval by the MSDE Project Manager/Assistant State Superintendent for Academic Policy.

A teacher/principal selected to receive an incentive for the 2011-12 or 2012-13 school years must have a proven track record demonstrating his/her ability to significantly improve student academic performance, or a certification from the National Board of Professional Teacher Standards. Because the new evaluation system will not go into effect until the 2013-2014 school year, teachers and principals will not yet have had an opportunity to be evaluated as “highly effective” under the new system until the end of the 2013-2014 school year. The incentive amount per individual must range from \$2,000 to \$10,000.

This three year project will continue through the 2013-14 school year. Baltimore City’s application for 2012-13 funding has already been approved; Prince George’s application has not yet been received by MSDE but is expected shortly.

The consensus of the CAIRE team is that the project is on schedule and on track to meet its goals by the end of the RTTT grant period.

Project Schedule

The project’s schedule was developed using Microsoft Project and is updated quarterly. Laura indicated that the project was late in starting due to having to await USDE approval of the State Scope of Work in the first year of the grant, but they are now on track to meet the Education Reform Act provisions and planned project milestones.

Project Dependencies

Laura indicated that there are no hard interdependencies between this project and other RTTT projects. However, there is a connection with the teacher/principal evaluation systems being developed by LEAs, which has necessitated an amendment request to the USDE. The LEA evaluation systems were originally scheduled to be completed by Year 2 of the RTTT grant period (i.e., during the 2011-12 school year). However, MSDE received approval of an amendment to allow an extra year of field testing during the 2012-2013 school year, with implementation during the 2013-14 school year. Therefore, this project's plan has to be amended to delay use of the MSDE approved LEA definition of a "highly effective" teacher/principal as a criteria for receiving an incentive, until after 2013-14.

Stakeholder Involvement

Stakeholders include the LEAs and schools involved in this project (i.e., Baltimore City and Prince George's County Public Schools).

Project Documentation

Laura provided a number of project documents during the meeting, including a current project schedule, application guidelines for the 2011-12 and 2012-13 school years, and the amendment request to the US Department of Education. Additional documents include yearly grant applications, notice of grant awards, cover letters and reporting requirements. All documents, other than the project schedule, are stored in the PM's private folder on MSDE's internal, shared drive (KAZOO).

Governance Activities

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

34/51 - Compensation Incentives for Teachers in Shortage Areas

CAIRE EVALUATION REPORT September 17, 2012

Name of Project: Compensation Incentives for Teachers in Shortage Areas

Project # (MSDE/USDE): 34/51

Project Manager: Laura Motel

Date of Evaluation Meeting: September 5, 2012

Summary of Findings

The goal of RTTT Project #51, titled “*Compensation Incentives for Teachers in Shortage Areas*,” is to provide incentives for “highly effective” STEM (science, technology, engineering, or mathematics), special education, and ELL (English language learners) teachers to work in low-achieving, high-minority, high-poverty schools.

The CAIRE evaluation process included a one-hour meeting held at MSDE on September 5, 2012. Fred Schroeder, Bill Hansman, Katie Radchenko and Regina Asala comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Laura Motel, Project Manager (PM) and Mary Gable, Assistant State Superintendent for Academic Policy.

Laura explained that a total of \$1,320,000 will be distributed over the 3-year life of the project to LEAs that have Tier III schools, based on their share of those schools. Tier III schools were identified through the School Improvement Grant (SIG) process and are among the lowest performing schools in Maryland. LEAs receiving incentive grants through this project for both the 2011-12 and 2012-13 school years include Baltimore City, Baltimore County, Kent County and Prince George’s County. Dorchester County was eligible to receive funds in 2011-12 and 2012-13, and Harford County was eligible in 2012-13, but neither applied.

A teacher selected to receive an incentive for the 2011-12 or 2012-13 school years must have a “proven track record demonstrating his/her ability to significantly improve student academic performance”; the local school system superintendent is charged with further defining this criterion. Because the new evaluation system will not go into effect until the 2013-2014 school year, teachers and principals will not yet have had an opportunity to be evaluated as “highly effective” under the new system until the end of the 2013-2014 school year. The incentive amount per individual must be \$2,500.

The consensus of the CAIRE team is that the project is on schedule and on track to meet its goals by the end of the RTTT grant period.

Project Schedule

The project’s schedule was developed using Microsoft Project and is updated quarterly.

Laura stated that she does not anticipate any difficulties completing the project as scheduled because there is close monitoring of the LEAs to make sure that they submit their invoices in a timely fashion.

Project Dependencies

Laura indicated that there are no hard interdependencies between this project and other RTTT projects. However, there is a connection with the teacher/principal evaluation systems being developed by LEAs,

which has necessitated an amendment request to the USDE. The LEA evaluation systems were originally scheduled to be completed by Year 2 of the RTTT grant period (i.e., during the 2011-12 school year). However, MSDE received approval of an amendment to allow an extra year of field testing during the 2012-2013 school year, with implementation during the 2013-14 school year. Therefore, this project's plan has to be amended to delay use of the MSDE approved LEA definition of a "highly effective" teacher as a criteria for receiving an incentive, until after 2013-14.

Stakeholder Involvement

The key stakeholders in this project are administrators and teachers within the following LEAs:

- Baltimore City Public Schools
- Baltimore County Public Schools
- Kent County Public Schools
- Prince George's County Public Schools

Laura communicates frequently with designated contacts from all LEAs. She helps the contacts with developing the LEA's applications and in coordinating the project in the LEA.

Project Documentation

Laura provided a number of project documents during the meeting, including a current project schedule, application guidelines for the 2011-12 and 2012-13 school years, and the amendment request to the US Department of Education. Additional documents include yearly grant applications, notice of grant awards, cover letters and reporting requirements. All documents, other than the project schedule, are stored in the PM's private folder on MSDE's internal, shared drive (KAZOO).

Governance Activities

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

35/26 - Elementary STEM Certification

CAIRE EVALUATION REPORT September 24, 2012

Name of Project: Elementary STEM Certification
Project # (MSDE/USDE): 35/26
Project Manager: Elissa Hozore and Elizabeth Neal
Date of Evaluation Meeting: September 12, 2012

Summary of Findings

The goals of RTTT Project #26, titled “*Elementary STEM Certification*,” are: 1) to develop standards of practice for elementary STEM teachers (science, technology, engineering and mathematics); 2) to create and have approved an elementary STEM teacher certificate; and 3) to facilitate the development of teacher preparation programs for elementary STEM.

The CAIRE evaluation process included a one-hour meeting held at MSDE on September 12, 2012. Fred Schroeder, Bill Hansman, and Jade Clayton comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Elissa Hozore and Elizabeth (Liz) Neal, Project Managers (PMs), (and Lyle Patzkowsky, Program Director).

MSDE has approached the project goals by providing various forms of assistance primarily to or through the Elementary STEM Certification Network. This is a group representing institutions of higher education (IHEs) with teacher preparation programs, and their associated local education agencies (LEAs) and Professional Development Schools (PDS) as well as Maryland Approved Alternative Preparation Programs (MAAPPs). Since the start of the project in March 2011, Elissa and Liz said they have planned and conducted eleven meetings and two summer institutes for members. Both State and national level experts have been included in these sessions to further discussion and provide support for expanding and improving elementary STEM education.

In regard to developing standards of practice, Elissa and Liz have worked closely with Donna Clem, MSDE’s Coordinator of STEM Initiatives, to develop STEM Standards of Practice for teachers. These standards parallel the student STEM Standards of Practice that were previously approved by the State Board of Education. Program partners are currently revising their existing elementary preparation programs for undergraduates to allow them to enhance the existing Elementary Education approved program with a concentration in STEM. To address the issue of a teacher certificate for in-service teachers, Elissa and Liz have presented their ideas to the MSDE Professional Standards Board and Teacher Education (PSTEB) about the creation of an endorsement for elementary STEM that could be added to a teacher’s license. That remains one of their objectives for the upcoming year.

In regard to teacher preparation programs, the project has provided annual subgrants to 7 IHEs to develop and implement elementary STEM education programs for undergraduates and post-graduates; it is notable that because of cost savings, two more IHEs, Towson University and a Maryland Approved Alternative Preparation Program (MAAPP) operated by Prince George’s County Public Schools, will receive funding beginning this fall 2012.

The consensus of the CAIRE team members is that the project is on schedule and on target having exceeded its goal of involving 7 IHE partners. The PMs continue to be enthusiastic about the increasing

interest at both the IHE and LEA/school levels about expanding and improving elementary STEM education.

Project Schedule

The project's schedule was developed using Microsoft Project and is updated each month on average.

Project Dependencies

There are no current interdependencies between this project and other RTTT projects. Earlier, the project had been dependent on the MSDE Office of STEM Initiatives to develop STEM Standards of Practice for students. However the Standards were completed and approved by the State Board of Education in April 2012.

Stakeholder involvement

Per documents provided at the time of the meeting and information available on MSDE's RTTT Portal, key stakeholders include:

- Jean Satterfield, MSDE Assistant State Superintendent, Division of Certification and Accreditation (DCA)
- Institutions of Higher Education (IHEs) with Maryland Approved Programs (MAP):
 - Frostburg State University
 - Hood College
 - Johns Hopkins University
 - Notre Dame of Maryland University
 - Salisbury University
 - University of Maryland College Park
 - Washington College
 - Towson University
 - MAAPP operated by Prince George's County Public Schools
- Local Education Agencies (LEAs) with Professional Development Schools (PDS) associated with the IHEs listed above
- Professional Development Schools (PDS) associated with the IHEs listed above
- Donna Clem, MSDE Coordinator of STEM Activities
- Other MAPs, MAAPPs, and LEAs

Project documentation

Project documents are located mainly within physical files/binders maintained by the PMs, and/or their computer. Answers to CAIRE's starter questions were provided by the PMs at the time of the meeting.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

36/75 - Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (UTeach Maryland)

CAIRE EVALUATION REPORT

August 13, 2012

Name of Project: Maryland Approved Programs (MAP) Cost for LEAs, Providers, and IHEs (UTeach Maryland)

Project # (MSDE/USDE): 36/75

Project Manager: Michelle Dunkle

Date of Evaluation Meeting: August 1, 2012

Summary of Findings

The current goal of RTTT Project #75, titled “*MAP Cost for LEAs, Providers, and IHEs (UTeach Maryland)*”, is to implement the UTeach Secondary STEM (science, technology, engineering and math) Teacher Preparation Program Model at Towson University (TU). The UTeach program model was created at the University of Texas at Austin in the late 1990s. Since then it has been replicated in 30 colleges and universities nationwide.

The CAIRE evaluation process included a 1½ hour meeting held at MSDE on August 1, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Jade Clayton. MSDE was represented by Michelle Dunkle, Project Manager, and Lyle Patzkowsky, Program Director.

Michelle and Lyle described the history of the project and its current status. Originally, the goal was to create a program that was similar to UTeach but not part of the UTeach network. In late 2011, with the offer of additional funding from the National Math and Science Initiative (NMSI), MSDE decided to work with both NMSI and the UTeach Institute (UTI) to establish a UTeach program in up to two Maryland universities. A Memorandum of Understanding (MOU) among these 3 organizations establishes the guidelines for the program through August 31, 2016.

In December 2011, UTI released a Request for Proposals to Maryland universities to assess their interest and capability to implement the UTeach model; Towson University was selected in May 2012. TU’s first cohort of students will begin this fall (2012) by participating in the “Step One” course, which is a no-cost, one-credit course jointly developed by the College of Science and Mathematics and the College of Education following UTI guidelines. It is designed to explain and encourage students to become teachers in Maryland’s secondary school STEM program. If students opt to continue, they will then participate in the Step Two course, another one-credit course that explains Maryland’s middle school STEM program. After that, students will enter into a teacher certification program, which follows UTI guidelines but is aligned with Maryland’s educational requirements. The program involves a full-year internship at one of Maryland’s schools approved as a professional development school (PDS).

TU expects to have four cohorts participating in the UTeach program by the end of the RTTT grant period. Recruitment is focused on students whose major is in a STEM subject and who will be entering their junior year. As noted above, the first cohort will participate in the Step One course this fall. A second cohort will be recruited this fall and begin its participation during the spring 2013 semester.

The consensus of the CAIRE team members is that the project is on target to meet its amended RTTT objectives by the end of the grant period. However, the ultimate goal of both MSDE and TU is to have the program continue after all external funding has stopped.

Project Schedule

The project's schedule was developed using Microsoft Project. A copy of the most recent schedule was provided at the meeting.

The original project schedule was amended and results will not be realized until after RTTT funding. However, MSDE has received approval from the U.S. Department of Education to follow through on their new timeline. The project is on track to be completed as scheduled.

Project Dependencies

Michelle and Lyle indicated that the success of this project is dependent on the effective collaboration of Towson University and the UTeach Institute in implementing the UTeach model. There are no dependencies between this project and other RTTT projects.

Stakeholder involvement

Per documents provided at the time of the meeting and information available on Portal, key stakeholders include:

- MSDE's Division of Academic Reform and Innovation (DARI)
- MSDE's Division of Certification and Accreditation (DCA)
- Towson University
- UTeach Institute
- National Math and Science Initiative (NMSI)
- Michael and Susan Dell Foundation

Project documentation

Project documents are located on MSDE's KAZOO server where most of the RTTT project documentation is maintained. Copies of key documents were provided at the time of the meeting, or afterward, via e-mail.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects. However, it is important to note that UTI will play a major role in overseeing the implementation of the UTeach model at Towson University. The focus of the MSDE project team will be on ensuring that the certification program developed by TU is aligned with Maryland's teacher certification rules.

Observed Risks

None

Recommendations

None

38/53 - Incentives for Teachers Who Obtain ESOL Certification

CAIRE EVALUATION REPORT

October 1, 2012

Name of Project: Incentives for Teachers Who Obtain ESOL Certification

Project # (MSDE/USDE): 38/53

Project Manager: Susan Spinnato

Date of Evaluation Meeting: September 19, 2012

Summary of Findings

The goal of RTTT Project #53, titled “*Incentives for Teachers Who Obtain ESOL Certification*”, is to provide a financial incentive for teachers in low-achieving, high-minority, and high-poverty schools with a significant number of English Language Learners (ELLs), to become more proficient in teaching ELLs.

The CAIRE evaluation process included a one hour meeting held at MSDE on September 19, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Regina Asala. MSDE was represented by Susan Spinnato, Project Manager.

Susan explained that as part of the project all LEAs are given the opportunity each year to submit a proposal for providing a \$2,500, one-time incentive payment to five eligible teachers. The LEA must identify both the schools that meet MSDE’s stated criteria and the teachers who may be offered the payment. To actually receive the payment, the teacher must pass two ESOL-related professional development courses (one required by MSDE), and the ESOL Praxis II test offered by ETS (Educational Testing Service). Susan noted that \$100,000 was added to the project’s budget when Project #54, “*International Partnerships to recruit Teachers in Critical Needs Areas*”, was discontinued, which will allow for more teachers to receive incentives than originally planned.

This project began in Year 1 and will continue through Year 4. The consensus of the CAIRE evaluation team is that it is well-managed and on schedule to meet its goals.

Project Schedule

The project’s schedule was developed using Microsoft Project and is updated twice a year. Susan indicated that the project is on schedule and does not anticipate any difficulties in staying on schedule through Year 4.

Project Dependencies

Susan indicated that there are no interdependencies between this project and other RTTT projects.

Stakeholder Involvement

The key stakeholders in this project are certain content area teachers in low-achieving/high-minority/high-poverty schools with a significant number of English language learners (ELLs). MSDE focused its funding on the following teachers for Years 1 and 2:

- Year 1:
 - General content area teachers
- Year 2:
 - English, mathematics, social studies, science and elementary classroom teachers

Project Documentation

Susan provided a number of project-related documents during the meeting, including a Notice of Grant Award (NOGA), Race to the Top Supplemental Funding Application, and a chart showing the numbers of teachers in each LEA who have completed the incentive payment requirements to date, those who have not yet completed the requirements, and those who are have dropped out.

Project documents are located in the Title III or ELL office.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

39/25 - Teacher Induction Academies

CAIRE EVALUATION REPORT October 1, 2012

Name of Project: Teacher Induction Academies
Project # (MSDE/USDE): 39/25
Project Manager: Heather Lageman
Date of Evaluation Meeting: September 19, 2012

Summary of Findings

The goal of RTTT Project #25, titled “*Teacher Induction Academies*”, is to ensure that teachers at every Maryland public school participate in a high quality program of induction into the teaching profession.

The CAIRE evaluation process included a one hour meeting held at MSDE on September 19, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman and Regina Asala. MSDE was represented by Heather Lageman, Project Manager, Gail Coffin, and Cecilia Roe.

Heather and Gail described the different strategies employed in this project for training LEA Induction Program Coordinators and teacher mentors how to plan and conduct effective mentoring programs for new teachers: 1) conducting 3 summer Teacher Induction Academies; 2) providing online follow-up support sessions for Academy participants; 3) holding quarterly meetings with LEA Coordinators; 4) conducting visits with LEA Coordinators; and 5) providing online, teacher induction-related resources. The project team is currently planning the third Academy to be held next summer (2013), as well as continuing to provide various forms of assistance, including presentations on nationally recognized research and professional learning.

The consensus of the CAIRE evaluation team is that it is well-managed and on schedule to meet its milestones and objectives.

Project Schedule

The project’s schedule was developed using Microsoft Project and is updated monthly. Heather said that the project is on schedule now and she does not anticipate any difficulties in staying on schedule through the end of this 3-year project (ends 9/30/2013).

Project Dependencies

Heather said that there are no interdependencies between this project and other RTTT projects.

Stakeholder Involvement

The primary beneficiaries of this project are the 24 LEA Teacher Induction Program Coordinators and a subset of new teacher mentors who attend one or more of the summer Teacher Induction Academies and/or participate in the follow-up sessions provided after each Academy. New teachers also ultimately benefit from the instruction and guidance provided through the project.

Other key stakeholders include LEA administrators and supervisors, and MSDE’s Division of Instruction.

Project Documentation

Heather provided a number of project-related documents during the meeting. Project documents are located on Heather’s computer and/or on KAZOO, MSDE’s internal shared drive reserved for RTTT project documentation.

Governance

The project governance process established for this project follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

40/15 - Professional Development for Executive Officers

CAIRE EVALUATION REPORT August 20, 2012

Name of Project: Professional Development for Executive Officers

Project # (MSDE/USDE): 40/15

Project Manager: Ilene Swirnow

Date of Evaluation Meeting: August 8, 2012

Summary of Findings

The goal of RTTT Project #15, titled “*Professional Development for Executive Officers*,” is to provide professional development and guidance for LEA executive officers as the LEAs develop and implement a teacher/principal evaluation system.

The CAIRE evaluation process included a one-hour meeting held at MSDE on August 8, 2012. Fred Schroeder, Bill Hansman, Katie Radchenko and Regina Asala comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Ilene Swirnow, Project Manager (PM), and Lyle Patzkowsky, Program Director.

Ilene explained that the project employs 3 experienced school administrators, who provide professional development services related to the planning and implementation of teacher/principal evaluation systems, usually in response to LEA requests. The need for their services has been expanding as the new school year approaches. By State law, all LEAs must have in place this coming school year an evaluation system that takes into account “student growth”. Most LEAs are developing their own teacher evaluation system; more have stated that they are planning to use the State Model for principals. Three LEAs (Anne Arundel, Calvert, and Somerset) will be piloting the State Models for both the teacher and principal evaluation.

Project Schedule

The project’s schedule was developed using Microsoft Project and it is updated bi-monthly.

Project Dependencies

Ilene indicated that this project is directly dependent upon progress made on the implementation of the Statewide Pilot; it is related to several other RTTT projects, particularly those providing student growth information. However, there are no hard interdependencies with other projects.

Stakeholder Involvement

Stakeholders include:

- United States Department of Education (USDE)
- Jim Foran – Executive Program Director/Executive Sponsor
- Lyle Patzkowsky – Academic Program Director
- Internal MSDE personnel
- LEA Executive Officers and other Central Office staff
- Principals

Project Documentation

The project documentation includes internal monthly reports, USDE reports and the project schedule. The documents are located internally on KAZOO, the PM's hard drive, and hard copies in a master binder.

Governance Activities

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

41/24 - Educator Effectiveness Academies

CAIRE EVALUATION REPORT

April 18, 2012

Name of Project: Educator Effectiveness Academies

Project # (MSDE/USDE): 41/24

Project Manager: Scott Pfeifer

Date of Evaluation Meeting: April 18, 2012

Summary of Findings

The goal of RTTT Project #24, titled “*Educator Effectiveness Academies*”, is to deliver high quality professional development to administrators and tenured teachers from each of Maryland’s 1,400+ schools, through the funding of Educator Effectiveness Academies. MSDE worked with local education agencies (LEAs) to identify invitees from each school who are the leaders in the content areas of reading/English language arts, mathematics and STEM. In return, these master teachers will be expected to replicate the training they received within their own schools. The Academies will be held over the next three years; during the fourth year the Project Manager will oversee the implementation of on-line resources.

The Educator Effectiveness Academies are being held in seven regions throughout the State to reduce the need for teachers to travel long distances. The Academies focus on effective strategies for implementing the Common Core Curriculum and using new formative, interim, and summative assessments. A final goal is to implement an on-line instructional toolkit that teachers can use to implement the Curriculum.

The CAIRE evaluation process included a one-hour meeting held at MSDE on April 18, 2012. The CAIRE evaluation team was comprised of Bob Telewicz, Dawn Bott, Katie Radchenko, Bill Hansman and Larry Martin. MSDE was represented by Scott Pfeifer, Project Manager, and Lyle Patzkowsky, Program Director.

Scott Pfeifer gave a clear comprehensive overview of the project. He also provided RTTT monthly project status reports for March and April.

The consensus of the CAIRE team members is that the project is on track and will be completed as scheduled in 2014.

Project Schedule

The project’s schedule was developed using Microsoft Project. Scott provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained in MSDE’s Project Repository (KAZOO). The schedule is updated monthly. In addition, weekly meetings are held with the team, during which the schedule is reviewed.

Project Dependencies

Scott indicated that there are no hard dependencies. However, there is a soft dependency with project #31 “*Develop and Implement State Curriculum Management System*”, which is developing the online tool kit. The online toolkit is expected to be implemented during the summer of 2012; however, there are contingency plans in place if it is not complete. All of the dependencies are documented in the most recent United States Department Education (USDE) report.

Stakeholder Involvement

Key stakeholders are the 24 LEAs, which includes the central office down to the school staff. Also, the Partnership for Assessment of Readiness for College and Careers (PARCC) is involved in the development of the Common Core Curriculum and the assessment tools. All stakeholders are fully involved in the process of this project.

Project Documentation

Key documents addressing the management of this project include the project schedule, monthly project status reports to the Program Director and additional reports to the USDE. Additional documents which include information about last summer's Academies are stored on the MDK12 website.

Governance

Project team meetings are held weekly. Additional meetings with the Program Director are held bi-weekly. Scott meets with the MSDE Superintendent and Assistant Superintendent on a regular basis. When needed, issues are escalated to MSDE's senior management. Monthly meetings are also held with LEAs.

Observed Risks

None

Recommendations

None

42/17 - Expand Maryland Principals' Academy to Target Low Achieving Schools

CAIRE EVALUATION REPORT August 20, 2012

Name of Project: Expand Maryland Principals' Academy to Target Low Achieving Schools

Project # (MSDE/USDE): 42/17

Project Manager: Ilene Swirnow

Date of Evaluation Meeting: August 8, 2012

Summary of Findings:

The goal of RTTT Project #42, titled "*Expand Maryland Principals' Academy to Target Low Achieving Schools*" is to provide professional development opportunities for principals of the lowest achieving schools in Maryland.

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on August 8, 2012. Fred Schroeder, Bill Hansman, Regina Asala, and Katie Radchenko comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Ilene Swirnow, Project Manager (PM), and Lyle Patzkowsky, Program Director.

Ilene and Lyle began the discussion by briefly describing the traditional Principals' Academy, which has been successfully operating for many years, offering professional development opportunities for relatively new principals (1-5 years on the job). The new academies, which will be held during Years 2 and 3 of the RTTT grant period, are designed for principals of low achieving schools, regardless of their experience. MSDE has also decided to invite the Local Education Agency (LEA) executive officers who supervise them.

The first academy was held on July 24-25, 2012 at Henry A. Wise Jr., High School in Prince George's County. The session's content was based on the Institute of Education Sciences (IES) Practice Guide and focused on 22 specific, research-based practices for turning around schools. Approximately 80 participants from 7 LEAs attended (Anne Arundel, Charles, Dorchester, Montgomery, Prince Georges, Somerset and St. Mary's).

Planning for next year's academy has begun, which will involve principals and executive officers from LEAs not invited this year. MSDE will continue to work with the Breakthrough Center in determining which schools meet the criteria for being classified low achieving. From this list the second group of schools to participate will be chosen. The initial feedback from this year's attendees was positive. MSDE has sent out a formal survey, the results of which will be utilized to tailor next year's agenda.

Project Schedule:

The project's schedule was developed using Microsoft Project and it is updated bi-monthly. The project is currently on schedule and Ilene does not anticipate any difficulties in completing the project as planned.

Project Dependencies:

The project does not have any hard dependencies. However, Ilene and Lyle noted that this project is connected to Project #40, titled "*Professional Development for Executive Officers*," in that MSDE has

identified a need to provide professional development to the executive officers to better support turnaround schools and invite them to participate in the Turnaround Academy.

Stakeholder Involvement:

Ilene identified the LEA and principals invited to the academies as primary stakeholders. Additional stakeholders include:

- Division of Academic Reform and Innovation (DARI) colleagues—Breakthrough Center work
- Lyle Patzkowsky—Academic Program Director
- Jim Foran—Executive Program Director and Executive Sponsor

Project Documentation:

The project documentation includes internal monthly reports, USDE reports and the project schedule. The documentations are located on the PM’s hard drive, on Kazoo, and hard copies are kept on file. There are no documentation expectations that the PM is not able to meet.

Governance:

The project is subject to the same governance structure and processes as other RTTT projects.

Observed Risks

None

Recommendations

None at this time.

43/21 - Develop OnLine PD on Educator Instructional Improvement Content

CAIRE EVALUATION REPORT

July 10, 2012

Name of Project: Develop OnLine PD on Educator Instructional Improvement Content

Project # (MSDE/USDE): 43/21

Project Manager: Sheila LoCastro

Date of Evaluation Meeting: June 27, 2012

Summary of Findings

The goal of RTTT Project #21, titled “*Develop OnLine PD on Educator Instructional Improvement Content*”, is to extend the impact of the Educator Instructional Improvement Academies by making the information presented at them, available to teachers through online modules. A series of 12 modules are being developed to deliver information about the Common Core Curriculum, Assessments, and effective use of the Instructional Improvement System in relation to the following courses:

- Elementary school English Language Arts/Literacy, mathematics, and STEM;
- Middle school English Language Arts/Literacy, mathematics, and STEM; Geometry, Algebra II, English 10 and 11; and
- 2 high school STEM courses.

Development will take place in the most cost effective manner—by either buying existing modules and adapting them to Maryland’s needs, or hiring a consultant to develop modules.

The CAIRE evaluation process included a one-hour meeting held at MSDE on June 27, 2012. The CAIRE team was comprised of Larry Martin, Bill Hansman, Jessica Grimm and Susan Scher. MSDE was represented by Sheila LoCastro, Project Manager.

Sheila gave a clear overview of the project. Although it was not scheduled to begin until Year 3, Sheila realized upon inspection of the project goals and deadlines that it would be nearly impossible to finish the project within the allotted time. Therefore, she requested—and received—USDOE permission to start the project early; work began in the 1st quarter of Year 2.

The consensus of the CAIRE team members is that the project is on target.

Project Schedule

The project schedule was developed using Microsoft Project. A copy of the schedule is posted on the MSDE Portal. An updated version of the project schedule was provided during the evaluation meeting.

As discussed during the meeting, the project schedule is modified weekly. Due to the project’s early start, it is ahead of schedule at this time and is expected to be completed on time.

Project Dependencies

Sheila indicated that the success of the project is dependent on the completion of the RTTT Portal. A contingency plan would be to utilize the Learning Management System (LMS), which would not fully meet the project’s needs.

Stakeholder involvement

Per documents provided at the time of the meeting and information available on the MSDE Portal, key stakeholders include:

- MSDE Department of Instruction (DOI)
- MSDE Division of Academic Reform and Innovation (DARI)
- MSDE Curriculum Coordinators in the Division of Instruction
- MSDE content experts
- Educators in Maryland public schools

Project documentation

Project documents are located internally on Kazoo.

Sheila provided a copy of the Project Goals, which includes the progress to date, the Project Schedule, a comment sheet for the Race to the Top Online Professional Development Modules, a copy of the Model for Online Professional Development for 2014 Educator Effectiveness Academies, and written answers to the CAIRE team's evaluation questions.

Governance

As discussed during the meeting, the project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

Timely availability of the RTTT Portal

Recommendations

None

44/41 - The Breakthrough Center
CAIRE EVALUATION REPORT
July 10, 2012

Name of Project: The Breakthrough Center

Project # (MSDE/USDE): 44/41

Project Manager: Robert Glascock

Date of Evaluation Meeting: June 27, 2012

Summary of Findings

The goal of RTTT Project #41, titled “*The Breakthrough Center*”, is to support an initiative begun in 2008 by MSDE to provide effective and successful support to low achieving schools. The Center serves as the interface among MSDE, LEAs and chronically underperforming districts and schools, with the mission to ensure that the right services are delivered to the right districts and schools at the right time, in order to: (1) accelerate school performance; and (2) cultivate people by improving the capacity of individuals through Breakthrough Leading and Teaching. Four intervention models are available to address the challenges facing underperforming districts/schools: Turnaround, Restart, Closure, and Transformation.

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on June 27, 2012. Bill Hansman, Susan Scher, Jessica Grimm, and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Lyle Patzkowsky, Program Director, and Robert (Bob) Glascock, Project Manager.

Lyle and Bob gave a comprehensive overview of the project. The scope of this project was described as constantly changing, in part due to the expectation that the Breakthrough Center will continue beyond the RTTT grant period. Lyle emphasized that project team members take an integrative approach, encouraging communication among all stakeholders. This strategy is considered to be more effective than earlier compliance-driven strategies that addressed challenges one at a time, in a siloed approach.

The consensus of CAIRE team members is that the Breakthrough Center is on track.

Project Schedule

The project schedule for the Breakthrough Center is integrated with items that were defined prior to the RTTT initiative.

The Knowledge Management System is about 6 months behind because of personnel turnover. The other tasks defined in the Project Schedule are on schedule.

Project Dependencies

There are several other projects that are interdependent—as each piece of the Breakthrough Center has its own schedule to meet—with the Breakthrough Center. These interdependent projects include:

- 31/13 – Leadership Development in Low-Achieving Urban and Rural School Districts
- 32/73 – Teach for Maryland
- 34/51 – Compensation for Teachers in Shortage Areas
- 45/67 – RITA Team Audits in 20 Tier I and Tier II Schools
- 46/57 – Extend Student Learning and Improve School Culture, Climate, and Student Support
- 47/45 – Coordinated Student Services

- 48/49 – Coordinated Health School Services
- 49/63 – Increasing Physical Activity
- 50/58 – Extended Student Learning
- 51/71 – STEM Project Lead the Way
- 52/77 – Primary Talent Development

Stakeholder involvement

According to Bob, key stakeholders include the following:

- Jim Foran – Executive Program Director
- Ann Chafin – Executive Sponsor
- Lyle Patzkowsky – Academic Program Director
- National Network of State School Improvement Leaders (indirect stakeholder)

Project documentation

According to Bob, the following items are documented:

- Partnership agreements
- Monthly reports (internal)
- USDE reports
- State Board Meeting Reports
- Quarterly progress report (for schools in participating districts)
- Monthly news update (i.e., one-page snippet about progress for external entities)

Project documents are located internally on Kazoo and Bob’s hard drive. Additionally, Title I documentation is stored on various websites.

Governance

Project governance is achieved through the standard MSDE process, which is described in a separate report from the CAIRE team.

Observed Risks

Staff turnover may impact the Breakthrough Center’s schedule.

Recommendations

We recommend close monitoring of project staffing levels to ensure project success.

45/67 - RITA Team Audits in 20 Tier I and Tier II Schools

CAIRE EVALUATION REPORT September 17, 2012

Name of Project: RITA Team Audits in 20 Tier I and Tier II Schools

Project # (MSDE/USDE): 45/67

Project Manager: Maria Lamb

Date of Evaluation Meeting: September 5, 2012

Summary of Findings

The goal of RTTT Project #67, titled “*RITA Team Audits in 20 Tier I and Tier II Schools*”, was to conduct Restructuring Implementation Technical Assistance (RITA) audits at 20 feeder schools for the schools selected to receive School Improvement Grants (SIG I) grants in 2009. The project was completed in May 2012.

The CAIRE evaluation process included a one hour meeting held at MSDE on September 5, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman, Regina Asala and Katie Radchenko. MSDE was represented by Maria Lamb, Project Manager, Tina McKnight, and Lyle Patzkowsky, Program Director.

Maria and Tina explained that the project focused on the selected schools in Baltimore City and Prince George’s County. Five RITA Teams were formed using mostly former Maryland educators. Each audit provided a comprehensive look at the entire school’s program, including interviews with both staff and parents. A variety of information about and from the audits was presented to the team during the meeting.

The consensus of the CAIRE team was that the project was completed within the originally planned timeframe, and produced a wealth of information that continues to be utilized by other RTTT project teams.

Project Schedule

The project was completed in May 2012, in accordance with its Microsoft Project schedule and the original plan. No further activities in Years 3 and 4 of the RTTT grant period are planned.

Project Dependencies

This project was an extension of an annual school audit process initiated by MSDE in 2007. While this project was not dependent on the progress or achievements of other RTTT funded projects, findings from this project have been used by both MSDE and local school officials. More specifically, the audit results were reviewed and/or utilized by a number of other RTTT projects:

- #13 – Building Leadership Capacity in Low Achieving Urban and Rural Districts
- #17 – Expand Maryland Principals’ Academy to Target Low-Achieving Schools
- #41 – The Breakthrough Center
- #45 – Coordinated Student Services
- #50 – Compensation to Teachers and Principals in Lowest 5% Schools
- #57 – Extend Student Learning and Improve School Culture, Climate and Student Support
- #58 – Extended Learning
- #63 – Physical Activity

- #69 – School Health Services
- #71 – STEM Project Lead the Way
- #73 – Teach for Maryland
- #77 – Primary Talent Development

Stakeholder involvement

Stakeholders included:

- Baltimore City Public Schools:
 - District leadership for RTTT feeder schools and the Turnaround Office staff
 - RTTT feeder schools and their school communities
- Prince George’s County Public Schools:
 - District leadership for RTTT feeder schools and the Turnaround Office staff
 - RTTT feeder schools and their school communities
- MSDE:
 - Division of Student, Family, and School Support (DOSFSS)
 - Breakthrough Center Cross Functional Team

Maria and Tina also identified in detail how these stakeholders had been involved in the RITA audits.

Project documentation

Project documents are located mainly in binders or files at MSDE (4th floor). Copies of many of the documents cited by Maria and Tina were given to the CAIRE team during the meeting.

Governance

The project governance process followed the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

46/57 - Extend Student Learning and Improve School Culture, Climate and Student Support

CAIRE EVALUATION REPORT September 4, 2012

Name of Project: Extend Student Learning and Improve School Culture, Climate and Student Support
Project # (MSDE/USDE): 46/57
Project Manager: Steven Douglas
Date of Evaluation Meeting: August 22, 2012

Summary of Findings:

The goal of RTTT Project #57, titled “*Extend Student Learning and Improve School Culture, Climate and Student Support*” is to assist low achieving schools in Baltimore City and Prince George’s County in implementing the principles of the Positive Behavioral Intervention and Support (PBIS) model. The PBIS model was introduced into Maryland over a decade ago by Sheppard Pratt Health System’s Forbush School. Since then it has been embraced by many Maryland schools as a means of positively influencing the school’s learning environment.

The PBIS model emphasizes four integrated elements: 1) data for decision making; 2) measurable outcomes supported and evaluated by data; 3) practices with evidence that these outcomes are achievable; and 4) systems that efficiently and effectively support implementation of these practices. It is not a curriculum, intervention, or practice; rather it provides a decision making framework that guides a school’s selection, integration, and implementation of the best evidence-based academic and behavioral practices likely to lead to improved academic and behavioral outcomes for all students in the school.

The evaluation process included a one-hour meeting held at the Maryland State Department of Education (MSDE) on August 22, 2012. Fred Schroeder, Bill Hansman, Katie Radchenko and Regina Asala comprised the Center for Application and Innovation Research in Education (CAIRE) evaluation team. MSDE was represented by Steven Douglas, Project Manager and Lyle Patzkowsky, Program Director.

Steve described his work as serving as a resource for local “PBIS teams” in Baltimore City and Prince George’s County as they plan and implement the PBIS model in their low achieving schools. The team, which includes the local turnaround office, school leaders and department heads, must first identify desired behavioral changes and academic achievements that take into account the unique characteristics of the school’s climate and culture. Then appropriate activities and changes to the school are planned that will likely result in the desired outcomes. As part of this planning process, the team must determine what data to collect and how best to measure the impacts of planned activities and changes. Steve mentioned that all schools routinely report certain data on students (office referrals, attendance, suspensions and expulsions) that are used in monitoring changes in the school’s climate and culture.

Despite the project’s emphasis on utilizing the PBIS model, Steve noted that even if a school does not choose to use it as their school-wide behavioral intervention model, he will still provide the same level of service. His ultimate goals are to make sure that the PBIS model is implemented with fidelity and that the school can sustain whatever approach it chooses, after RTTT funding has ended.

Project Schedule:

The project's schedule was developed using Microsoft Project. It is updated and reviewed by Lyle on a monthly basis.

The project is scheduled to continue until the end of the RTTT grant period (fall 2014).

Project Dependencies:

The project does not have any "hard" interdependencies with other RTTT projects. However, Steve noted that it is closely related to three projects: Project #45 titled "*Coordinated Student Services*"; Project #58 titled "*21st Century Grant*"; and Project #69 titled "*School Health Services*". In addition, the project has a close working relationship with the Maryland Safe and Supportive Schools (MDS3) grant since both efforts address school culture and climate, and both project teams work with leaders in the PBIS movement statewide.

Stakeholder Involvement:

The key stakeholders identified by Steve were:

- Baltimore City and Prince George's County LEAs
- Students in low achieving schools within the two LEAs, and their families and communities
- Teachers and other staff in the low achieving schools
- Turnaround Offices responsible for the low achieving schools
- State of Maryland
- Maryland State Department of Education (MSDE)
- United States Department of Education (USDE)

The MSDE portal also identifies the following stakeholders: Jim Foran, Executive Program Director, Ann Chafin, Executive Sponsor and Lyle Patzkowsky, Academic Program Director.

Project Documentation:

A complete set of project documents is maintained on KAZOO. Such documents include the Microsoft project schedule, monthly RTTT status reports, service tracking reports, USDE reports, amendments (narrative and budget), mileage and other budget reports and notes from meetings.

The project documentation is also located in the PM's files and folders in his work space and at the Breakthrough Center.

Governance:

The project is subject to the same governance structure and processes as other RTTT projects.

Observed Risks:

None

Recommendations:

None

47/45 - Coordinated Student Services

CAIRE EVALUATION REPORT April 16, 2012

Name of Project: Coordinated Student Services

Project # (MSDE/USDE): 47/45

Project Manager: Lynne Muller

Date of Evaluation Meeting: April 11, 2012

Summary of Findings

The goal of RTTT Project #45, titled *Coordinated Student Services*, is to assess the functionality and effectiveness of student support services teams in the 16 lowest performing schools (i.e., Tier I and Tier II Breakthrough Zone schools), all of which are located in Baltimore City and Prince George's County.

In Year one, an informal audit was conducted by the PM, Lynne Muller, to determine if the teams were functioning; the information collected was shared with the LEAs' Turnaround Student Support Services Liaisons. In Year two, the PM will be working with LEA central office staffs and Turnaround Student Services Liaisons to compare the student needs with the support services being provided. In Years three and four, the PM will assess the capability of the student services team in each school to work independently.

The CAIRE evaluation process included a one-hour meeting held at MSDE on April 11, 2012. Bob Telewicz, Lisa Walker, Regina Asala, Fred Schroeder and Larry Martin comprised the CAIRE evaluation team. MSDE was represented by Lynne Muller, Project Manager.

Lynne gave a clear and comprehensive overview of the project. She also provided examples of project documentation, which included a recent monthly status report, an updated project schedule, a school visit feedback form, and a progress update evaluation.

The consensus of CAIRE team members is that the project is on track and will be completed as scheduled in 2014.

Project Schedule

The project's schedule was developed using Microsoft Project (.mpp file). Lynne provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained in MSDE's project repository (KAZOO). Lynne updates the schedule as needed; she and Lyle Patzkowsky, Program Director, formally review the schedule each month.

It is important to note that the "process/product" phase of this project is essentially complete. Lynne has already developed tools and plans for how to proceed once she is granted access to a school. She has also developed metrics by which the project's success can be measured: 1) student attendance; 2) student engagement in school activities, and 3) student graduation.

Project Dependencies

Lynne indicated that there are no interdependencies between this project and other RTTT funded projects. However, she is currently waiting on Baltimore City's grant office and Turnaround office to collect and submit data on students in need of support services and other required documentation.

Stakeholder Involvement

The key stakeholders are the Turnaround office staff, liaison and student support services teams, and central office staff in both Prince George's County and Baltimore City. The MSDE Family and Student Support Branch is another key stakeholder.

Project Documentation

Key documents addressing the management of this project include project schedule, monthly reports to the Program Director and additional reports to the United States Department of Education (USDE). A variety of other documents (identified below) were also mentioned.

Governance

After Lynne conducts an audit, she meets with the LEA Student Services team (psychologist, social worker, nurse, and other student service personnel) to brainstorm solutions on why students are not meeting the goals for success. Additional meetings with the Program Director are held monthly.

Observed Risks

The project's schedule may be affected by school delays in granting the PM access to become involved with its student support services team. However, Lynne hoped that before the project ends, all 16 schools will be fully engaged.

Recommendations

None

48/69 - School Health Services

CAIRE EVALUATION REPORT July 17, 2012

Name of Project: School Health Services
Project # (MSDE/USDE): 48/69
Project Manager: Mary Jo Harris
Date of Evaluation Meeting: July 3, 2012

Summary of Findings

The goal of RTTT Project #69, titled “*School Health Services*”, is to implement the Children’s Health Alert Network (CHAN) in low-performing schools within Prince George’s County and Baltimore City. CHAN is a software program managed by the Department of Health and Mental Hygiene (DHMH) that electronically tracks school absenteeism rates on a daily basis. The data collected can assist school staff, central office staff and State and local health department officials in tracking outbreaks of illness, and perhaps lead to improved school attendance.

The CAIRE evaluation process included a one-hour meeting held at MSDE on July 3, 2012. The CAIRE team was comprised of Larry Martin, Dawn Bott, Regina Asala, Susan Scher and Christine Tennes. MSDE was represented by Mary Jo Harris, Project Manager.

Mary Jo Harris gave an overview of the project, which has three essential parts: (1) providing IT infrastructure in school health suites, (2) data collection management, and (3) training and outreach for health professionals. By September 30th, 2012, each school involved in this project must have a health problem list for all students. Mary Jo intends to start training and providing family outreach in October. By 2014, she would like to see schools have the ability to track absenteeism by class schedule.

Project Schedule

The project’s schedule was developed using Microsoft Project. Mary Jo provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on MSDE’s internal project repository (KAZOO). It is updated at least quarterly and sometimes monthly.

The project is on schedule with some exceptions. The Baltimore City and Prince George’s County school systems both have IT challenges. There are issues with connectivity and the implementation of IT upgrades. Within Baltimore City, there is also a processing delay because the City Health Department and school system both oversee staffing, funding and management of the health suites.

Project Dependencies

Mary Jo indicated that there are no interdependencies between this project and other RTTT projects. However, this project is one of several that are associated with the Breakthrough Center project.

Stakeholder Involvement

Key stakeholders were identified and are listed below:

- Jim Foran, Executive Program Director
- Ann Chafin, Executive Sponsor
- Lyle Patzkowsky, Academic Program Director

- Health Staff (including School Health Assistants, Nurses, Nursing Supervisors, Nursing Directors, Directors of Student Services, Principals and administrators, Student Services' team members in schools -- counselors, social workers, psychologists)
- Information Technology Staff
- Attendance team members
- Community Partners (including Mid Atlantic Equity Consortium, University of Maryland , the Asthma Program at Baltimore City Health Department)
- Student Services RTTT team members (including Coordinated Student Services, Behavioral Specialist, Physical Activity Education Specialist, SIG and RITA team members, leadership in Division of Student Services, PM from the Administrative team)

Project Documentation

A complete set of project documents are maintained on KAZOO. Documents include the project schedule, monthly status reports, breakthrough center reports, and nurse care plans for the schools.

Governance

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

There are some risks associated with the IT challenges within the Baltimore City and Prince George's County school systems noted in the preceding description of the project schedule. The project team appears to be working successfully to mitigate these risks.

Recommendations

None

49/63 - Physical Activity

CAIRE EVALUATION REPORT July 2, 2012

Name of Project: Physical Activity
Project # (MSDE/USDE): 49/63
Project Manager: Alberto Baca
Date of Evaluation Meeting: June 6, 2012

Summary of Findings

The goal of RTTT Project #63, titled “*Physical Activity*”, is to increase student activity through-out the school day. Specifically by infusing physical activities in the Core Disciplines, the objective is to improve classroom atmosphere and thus create a positive environment for learning, and to develop life-long positive habits concerning exercise, primarily in the Tier I Breakthrough Zone schools. Originally, there were 16 schools in this category, all located in either Baltimore City or Prince George’s County. Recently, 20 more schools have been added to the list, although the priority will be to support the original 16 schools.

Tito gave an overview of the project, which has two phases. Phase I is aimed at putting schools in position to assess any changes to the physical fitness of the students, and involves providing fitness assessment equipment for the schools. Phase II is to create and implement wellness policies specific to each school. These two phases were originally planned to occur sequentially. However, due to delays the phases are now being concurrently implemented.

For Phase 1, funding is being provided to physical education teachers to provide them fitness assessment equipment to test the fitness levels of all students. Further, a select group of these teachers are being trained to utilize a web-based computer program entitled “Fitness Gram” that will allow them to enter and save fitness assessment data to track fitness level changes in all students.

Phase 2 entails working with school and central office personnel to develop and implement school-based wellness policies. In doing so, wellness plans will then be created to infuse programming into the classrooms that is aligned with those school-based wellness policies.

The CAIRE evaluation process included a one-hour meeting held at MSDE on June 6, 2012. The CAIRE team was comprised of Fred Schroeder, Dawn Bott, Jessica Grimm, Bill Hansman and Bob Telewicz. MSDE was represented by Alberto (Tito) Baca, who is working part-time as the Project Manager (PM), and Lyle Patzkowsky, Program Director (PD).

The consensus of the CAIRE team members is that this project is being effectively managed and on track to be completed by 2014.

Project Schedule

The project’s schedule was developed using Microsoft Project. A copy of the schedule is posted on MSDE’s public portal.

As discussed during the meeting, the project schedule is updated monthly. There have been many challenges in Baltimore City, such as slow responses from teachers and administrators, which have caused delays. However, the project is expected to be completed as scheduled.

Project Dependencies

Tito and Lyle indicated that there are no hard interdependencies between this project and other RTTT funded projects. However, the project's success depends upon the ability of grant personnel at each LEA and MSDE to process paperwork in a timely manner, and to gain the support of school administrators. Also, there is a relationship (soft dependencies) between this program and the other programs associated with the Breakthrough Center on the RTTT Coordinated Student Services Team with limited collaborations possible.

Stakeholder Involvement

Per documents provided at the time of the meeting and information available on portal, key stakeholders include:

- MSDE's Division of Students, Family, and School Support (DOSFSS)
- MSDE's Department of Instruction (DOI)
- MSDE's Division of Academic Reform and Innovation (DARI)
- Prince George's County Public Schools
- Baltimore City Public Schools
- MSDE administrators and staff and Student Support Branch

Project Documentation

Most of the project documentation is maintained on the RTTT project repository (KAZOO, or on the project team's computers. Hard copies of key documents are also maintained.

Tito provided a copy of the project's Goals and Outcomes and written answers to the CAIRE team's evaluation questions at the meeting.

Governance

As discussed during the meeting, project oversight is provided by MSDE, USDE and through the Breakthrough Center leadership team. The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

- Access to schools

Recommendations

None

50/58 - Extended Learning

CAIRE EVALUATION REPORT

June 12, 2012

Name of Project: Extended Learning
Project # (MSDE/USDE): 50/58
Project Manager: John Grymes
Date of Evaluation Meeting: June 6, 2012

Summary of Findings

The goal of RTTT Project #58, titled *Extended Learning*, is to assist the State's Tier I and Tier II Breakthrough Zone schools and their feeder pattern/cluster schools with preparing a 21st Century Community Learning Centers (CCLC) grant request to fund after-school, before school, weekend, and summer programs. The grant process is competitive, and is aimed at providing educational opportunities that must take place outside of school hours. These "extended learning" activities must have both an academic and an enrichment component, and offer families of participating students literacy instruction and related educational development.

RTTT funds are being used, in part, to fund the position of a specialist who will plan and coordinate, in conjunction with the Breakthrough Zones schools and the local school system, successful grant applications and the implementation of the 21st CCLC programs in these schools. Because of year one and two personnel savings, RTTT funds will be used to implement extended learning opportunities based upon 21st CCLC funding guidelines in one of the Breakthrough Zone schools or their feeder pattern/cluster schools during the 2012-13 school year. These RTTT funds will be awarded to the school earning the highest score after FY12 21st CCLC funds are exhausted.

The CAIRE evaluation process included a one-hour meeting held at MSDE on June 6, 2012. The CAIRE team was comprised of Dawn Bott, Jessica Grimm, Bill Hansman and Bob Telewicz. MSDE was represented by John Grymes, Project Manager.

The consensus of the CAIRE team members is that this project is being effectively managed and on track to be completed by 2014.

Project Schedule

The project's schedule was developed using Microsoft Project. John provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on the RTTT project repository (KAZOO). It is updated weekly and reviewed monthly by the Program Director.

Project Dependencies

John indicated that there are no hard interdependencies between this project and other RTTT funded projects. However, there is a relationship (soft dependencies) between this program and the other programs associated with the Breakthrough Zone schools and their feeder pattern/cluster schools.

Stakeholder Involvement

Key stakeholders were identified the Baltimore City Public Schools (BCPS) Turnaround Office and the network support staff, BCPS RTTT schools and their community-based and/or faith-based partners, the Prince Georges County Public Schools (PGCPS) Turnaround Office staff, the PGCPS RTTT schools and

their community-based and/or faith-based partners, the MSDE Division of Students, Family, and School Support (DOSFSS), the Youth Development Branch (YDB) of DOSFSS and the Breakthrough Center.

John is active in communicating with all these stakeholders on a regular basis and the stakeholders are actively involved in the 21st Century Grant process.

Project Documentation

A complete set of project documents are maintained on MSDE's internal project repository (KAZOO).

Governance

As discussed during the meeting, project oversight is provided by MSDE, USDE and through the Breakthrough Center leadership team. The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

51/71 - STEM Project Lead the Way (PLTW)

CAIRE EVALUATION REPORT

July 30, 2012

Name of Project: STEM Project Lead the Way (PLTW)

Project # (MSDE/USDE): 51/71

Project Manager: Lynne Gilli, Division of Career and College Readiness

Date of Evaluation Meeting: July 18, 2012

Summary of Findings

The goal of RTTT Project #71, titled “*STEM Project Lead the Way*”, is to implement the Gateway To Technology (GTT) program in ten low-performing middle schools. Project implementation is well underway. Three schools in Prince George’s County began implementation in September 2011, and three more County schools are scheduled to implement the program in September 2012. The remaining four schools, which are expected to be in Baltimore City, are in the process of being identified. The criteria used to select schools include:

- Knowledgeable faculty members
- Administrator and counselor support
- Classroom and laboratory space
- Ability to sustain the program when grant funds are no longer available

The CAIRE evaluation process included a one-hour meeting held at MSDE on July 18, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman, Jessica Grimm and Jade Clayton. MSDE was represented by Lynne Gilli, Project Manager, and Marquita Friday, Lead Specialist.

Lynne and Marquita explained that the GTT is a national program that was developed by Project Lead the Way (PLTW), a non-profit organization focused on providing rigorous and innovative STEM programs for U.S. middle and high schools. GTT includes six independent units: Design and Modeling; Automation and Robotics; the Magic of Electrons; the Science of Technology; Flight and Space; and Energy and the Environment. It is an activities-oriented program designed to help students in grades six through eight see the connections among math, science, and technology through hands-on projects. It also gives students the foundational knowledge and skills needed to be successful in the high school PLTW Engineering program, as well as other STEM-related majors. Participating schools must implement at least two of the six units.

RTTT funds are being used to purchase necessary materials and supplies as indicated in the PLTW purchasing manual for GTT. Funds are also used to pay for teachers to attend a two-week course offered at UMBC each summer in which they learn how to implement the program.

The consensus of the CAIRE team members is that the project is being well managed and on target to achieve its objectives. Since the process/products involved in this project (i.e., GTT curriculum, required materials, and teacher training) were already developed, the project team is focused on supporting its implementation (i.e., utilization phase).

Project Schedule

The project's schedule was developed using Microsoft Project. An up-to-date copy was distributed at the meeting. As noted above, four more schools will be identified this fall; they will implement the program beginning in September 2013.

The project is on schedule at this time and is expected to be completed by 2014.

Project Dependencies

Lynne and Marquita indicated that there are no hard dependencies with other RTTT projects. However, the project team is reliant on MSDE's Breakthrough Center staff to establish clear lines of communication and rapport with central office staffs in the two LEAs, as well as staff in the selected schools. The Breakthrough Center also has been of assistance in identifying candidate schools and assessing their readiness to effectively implement the GTT program, and in helping the LEAs manage their MSDE sub-grants that support program implementation.

Stakeholder involvement

Per documents provided at the time of the meeting and information available on Portal, key stakeholders include:

- Division of Career and College Readiness (DCCR)
- Division of Academic Reform and Innovation (DARI)
- MSDE Breakthrough Center staff
- School system staff in Baltimore City and Prince George's County

Project documentation

Project documents are located on KAZOO, MSDE's server that houses most of the RTTT project documentation. Much of the documentation related to the GTT program and its implementation is located on the PLTW website (<http://www.pltw.org>).

During the meeting, Marquita provided a copy of PLTW/GTT Implementation Guidelines, as well as written answers to the CAIRE team's evaluation questions.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects. Therefore, it was not discussed in detail.

Lynne and Marquita indicated that additional project oversight is provided by Career and Technology Education (CTE) staff, Breakthrough Center staff, and central office staff from both Baltimore City and PG County.

Observed Risks

- The turnover of LEA faculty and staff is a risk since the program requires careful planning and teacher training.
- Timely procurement of resources by the local education agency—can slow down implementation process.

Recommendations

None

52/77 - Primary Talent Development (PTD)

CAIRE EVALUATION REPORT

August 20, 2011

Name of Project: Primary Talent Development (PTD)

Project # (MSDE/USDE): 52/77

Project Manager: Susan Spinnato

Date of Evaluation Meeting: August 8, 2011

Summary of Findings

The goal of RTTT Project #77, titled “*Primary Talent Development*,” is to introduce the Primary Talent Development (PTD) program into several low-achieving schools. PTD offers a science-based, expert thinking curriculum grounded in gifted education and early childhood education theory and practice. The current 2009 curriculum is based on a model from Baltimore County that was developed by MSDE through a federal Jacob K. Javits grant for gifted and talented education. PTD provides opportunities for all children in pre-kindergarten through second grade (Pk-2) to develop and demonstrate advanced learning behaviors. Other program objectives are to enable schools to build a profile of student strengths that could be used to identify children who will succeed in gifted and talented programs, and to encourage new teaching strategies involving the analysis of attributes, questioning and creative problem solving. The PTD curriculum is available at no cost to all Maryland schools; it is currently being used in 12 LEAs.

The CAIRE evaluation process included a one-hour meeting held at MSDE on August 8, 2012. Fred Schroeder, Bill Hansman, Katie Radchenko, and Regina Asala comprised the CAIRE evaluation team. MSDE was represented by Susan Spinnato, Project Manager (PM), Jeanne Paynter, Specialist for Gifted Education, and Lyle Patzkowsky, Program Director.

Jeanne and Susan described the history of the project and its current status. The project team has worked with MSDE’s Breakthrough Center, and the Prince George’s County’s and Baltimore City’s “turn around” teams, to identify low achieving schools that are prepared to undertake the program and willing to support it beyond of the end of RTTT funding. In January 2012, the first PTD learning modules for pre-kindergarten and kindergarten classes (two modules each) were introduced into 3 low achieving schools in Prince George’s County and 2 in Baltimore City. In the upcoming school year (2012-13), the two modules designed for 1st and 2nd grade will be introduced in those same schools, with the exception of one Baltimore City school (Commodore J. Rodgers), which has opted to discontinue the program. Jeanne was accepting of that decision, but is hopeful that Baltimore City will decide to incorporate the PTD curriculum in some of its other elementary schools.

The modest budget for this project is being used purchase curriculum guides and materials for the four schools, employ a few consultants (i.e., experienced users of PTD) to work with the low achieving schools in correctly implementing PTD, and stipends to enable teachers to take an online course explaining the program. The project will continue with just the four schools; no new schools will be added to replace the City school that has opted out.

The consensus of CAIRE team members is that this project is well managed and on track to meet its objectives by 2014.

Project Schedule

The project's schedule was developed using Microsoft Project. Susan provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on MSDE's internal project repository (KAZOO). It is updated quarterly.

Project Dependencies

The MSDE project team indicated that there are no interdependencies between this project and other RTTT projects. However, this project is tied in with the Breakthrough Center project (#44/41). As noted above, the project team has worked closely with Center team members and LEA turnaround teams to select schools that can succeed.

Stakeholder Involvement

Stakeholders include:

- MSDE's Breakthrough Center
- Baltimore City and Prince George's Public Schools
- Feeder elementary schools to the lowest performing schools in Baltimore City:
 - Samuel Coleridge-Taylor Elementary School
 - Commodore Rodger Elementary/Middle Schools
- Feeder elementary schools to the lowest performing schools in Prince George's County:
 - Judge Sylvania Woods Elementary School
 - Robert R. Gray Elementary School
 - Capitol Heights Elementary School

Project Documentation

A complete set of project documents are maintained on KAZOO. During the meeting, Jeanne provided a copy of her 2012 PTD Portfolio Reviews, in which each school's documentation on student responses to the program were analyzed and graded. She also provided answers to the starter questions posed by the CAIRE team.

Governance Activities

The project governance process follows the standard approach established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

53/44 - Charter School

CAIRE EVALUATION REPORT June 21, 2012

Name of Project: Charter Schools
Project # (MSDE/USDE): 53/44
Project Manager: Hilda Ortiz
Date of Evaluation Meeting: June 13, 2012

Summary of Findings

The goal of RTTT Project #44, titled “*Charter Schools*”, is to ensure the quality of Maryland’s charter schools, of which there are approximately 50. Baltimore City supports the majority (33) of these schools.

RTTT funds are being used to implement several related strategies:

- Design Charter School Quality Standards that will serve as the framework for charter schools to conduct self-assessments, similar to the public school accreditation process
- Pilot the self-assessment process in two different LEAs during Years 2 and 3; one school will serve K-8 students, while the other will serverPK-8 students
- Provide incentive to Baltimore City to convert three (3) additional low-performing traditional schools to charter schools (four in total); project staff will provide technical support and ensure that resources are allocated for the schools in order to provide mentoring and coaching on proven practices
- Strengthen the charter school authorizing process

The CAIRE evaluation process included a meeting held at MSDE on June 13, 2012. The CAIRE team was comprised of Larry Martin, Bill Hansman, Regina Asala and Christine Tennes. MSDE was represented by Monica Taylor, Project Lead.

Monica gave an overview of the project. She explained that high performing charter schools must meet federal and local benchmarks for proficiency in student achievement and must have the financial means to operate successfully. In addition, she clarified the difference between charter schools and public schools. Charter schools have a 5-year time-frame to meet the performance goals, or they risk closure.

Project Schedule

The project’s schedule was developed using Microsoft Project. Monica provided the CAIRE team with a hard copy of the up-to-date schedule, which is maintained on MSDE’s internal project repository (KAZOO). It is updated monthly and reviewed by Hilda Ortiz, Project Manager, and Lyle Patzkowsky, Program Director.

The project is on schedule, with one exception. There have been difficulties in getting Baltimore City to devise a list of potential low performing schools, which poses a delay in the schedule.

Project Dependencies

Monica indicated that there are no interdependencies between this project and other RTTT projects.

Stakeholder Involvement

Key stakeholders were identified as the Maryland Local Education Agencies (LEA's) and Maryland Charter School Operators. In addition, the MSDE Student Services is considered a non-direct stakeholder for this project.

Project Documentation

A complete set of project documents are maintained on KAZOO. Documents include the project schedule, monthly status reports, emails to charter schools, amendments (narrative and budget), notes from meetings, on-site monitoring visit reports; concept papers/white papers, project proposals and an annual newsletter for Maryland's charter school authorizers.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

Baltimore City's delay in identifying their choice of 3 low performing schools to transform into charter schools may cause delays in accomplishing this task. An extension of the RTTT grant is not allowed, thus Baltimore City could lose funds provided by the MSDE.

Recommendations

None

54/79 - Implement Statewide Centralized Student Transcript System

CAIRE EVALUATION REPORT July 30, 2012

Name of Project: Implement Statewide Centralized Student Transcript System

Project # (MSDE/USDE): 54/79

Project Manager: Mike Curtis

Date of Evaluation Meeting: July 18, 2012

Summary of Findings

The goal of RTTT Project #79, titled “*Implement Statewide Centralized Student Transcript System*” is to implement a transcript service capable of supporting national standards that will provide Maryland’s schools with the ability to efficiently produce, maintain, and transmit student transcripts. The implementation of this system is mandated by Chapter 19 of Maryland Senate Bill (SB) 275, which will ensure its usage in all LEAs.

The CAIRE evaluation process included a meeting held at MSDE on July 18, 2012. The CAIRE team was comprised of Fred Schroeder, Bill Hansman, Jessica Grimm and Jade Clayton. MSDE was represented by Mike Curtis, Project Manager, and Rob London, Program Director.

Mike and Rob gave an overview of this one-year (Year 2) project, which was initially being managed by the University System of Maryland (USM). After MSDE assumed responsibility for the project around the beginning of 2011, it changed the project’s direction by deciding **not** to purchase the services of the National Transcript Center (NTC), which was originally planned. Instead MSDE chose to implement the free transcript system already being used by USM institutions to share transcripts. As a result of this change in planned systems, the project’s budget was significantly reduced.

The project’s current scope of work includes enabling LEAs to electronically send student transcripts to members of the USM system; it does not include the development of protocols to enable LEAs to send transcripts to non-members of the USM system, or to each other.

According to Rob and Mike, the project has largely involved grant management tasks; no development on the part of MSDE staff. In Maryland, only a handful of vendors (SunGard, Pearson Chancery, Aspen, CIMS, Harris, STARS) have been involved in developing and managing the LEA data systems. Through this project, MSDE provided sub-grants to LEAs so that each could employ its vendor to modify the LEA’s transcript file format so it could be received by the USM system using the SPEED EDI format.

At this time, the project appears to be well managed and on target to be largely completed by the end of September 2012. One or two LEAs could be delayed in modifying their system but this was not considered a significant problem.

Project Schedule

During the meeting, Mike provided a chart showing the status of each LEA’s effort to modify its student transcript files. The project’s schedule was developed using Microsoft Project and is maintained on an internal server housing other RTTT project documentation.

As mentioned above, the project is on schedule at this time and expected to be completed by the end of Year 2.

Project Dependencies

Mike and Rob mentioned that the implementation of the transcript system is dependent on funding provided to the LEAs through Project #29 (*LEA System Application Upgrades and Infrastructure Upgrades*).

Stakeholder involvement

Per documents provided at the time of the meeting, key stakeholders include:

- LEAs
- USM
- MSDE RTTT team

Project documentation

Project documents are located internally on GRUMPY, on the RTTT Portal, and hard copies of certain documents are also kept on file.

Mike provided a project status report, as well as written answers to the CAIRE team's evaluation questions at the meeting.

Governance

The project governance process follows the standard process established by MSDE for all RTTT projects.

Observed Risks

None

Recommendations

None

RTTT Project Governance Structure and Operation

Summary of Findings

June 19, 2012

Participants

MSDE

- Dr. James Foran, Executive Program Director
- Lyle Patzkowsky, Academic Program Director
- Dr. Donnell Josiah, Technical Program Director
- Rob London, DAADS P12-LDS Program Director

CAIRE Team

- Larry Martin
- Fred Schroeder
- Susan Scher

Introduction

The Center for Application and Innovation Research in Education (CAIRE) has been conducting reviews of the process/product phases of each of the RTTT projects. The CAIRE evaluation team has been focused on documenting the management of projects from five perspectives:

- 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 regard to the last perspective, Governance, the CAIRE evaluation team quickly recognized that a standard governance process had been established by MSDE for all RTTT projects, and that the answers to the first question from Project Managers (PMs) – what is the process? – were much the same. In order to make the CAIRE review process more efficient, the CAIRE Team decided to prepare a separate report describing the standard MSDE governance process, and use the time with Project Managers to ask whether the process was working for them.

On May 24, 2012, members of the CAIRE evaluation team met with key personnel overseeing the RTTT effort to discuss and document the standard governance approach. For the purpose of this report, the CAIRE team used the Wikipedia definition of project governance:

Project governance is the management framework within which project decisions are made. The role of project governance is to provide a decision making framework that is logical, robust and repeatable to govern an organization's capital investments. In this way, an organization will have a structured approach to conducting both its business as usual activities and its business change, or project, activities.

This review strictly focused on the processes MSDE uses to internally control the development and direction of RTTT projects. We have attempted to explain those processes through a narrative step-by-step description and a flow diagram. We have also attached (Attachment I) a chart used during the meeting to help clarify relevant aspects of the process (i.e., why, who, when, and how). Attachment 2 is a list of some additional entities that were mentioned during the meeting, which may affect the direction of projects, however, these entities were perceived to **not** have “decision-making” authority, as described in the definition above.

Entities involved in RTTT project governance

The following persons/groups are the key entities involved in MSDE's standard governance process:

- RTTT Project Managers
- RTTT Executive Sponsors
- RTTT Program Directors
- Dr. James Foran, Assistant State Superintendent, DARI
- RTTT Leadership Team
- CORE Team

Governance process description

The MSDE governance process includes five stages of handling project issues. While there is the expectation that issues will be escalated in the sequence shown, there may be reasons to skip a stage depending upon the nature of the problem.

Stage 1: The RTTT Project Manager is presented with the issue that impacts the project. The Project Manager will first try to resolve the issue with the project's Executive Sponsor.

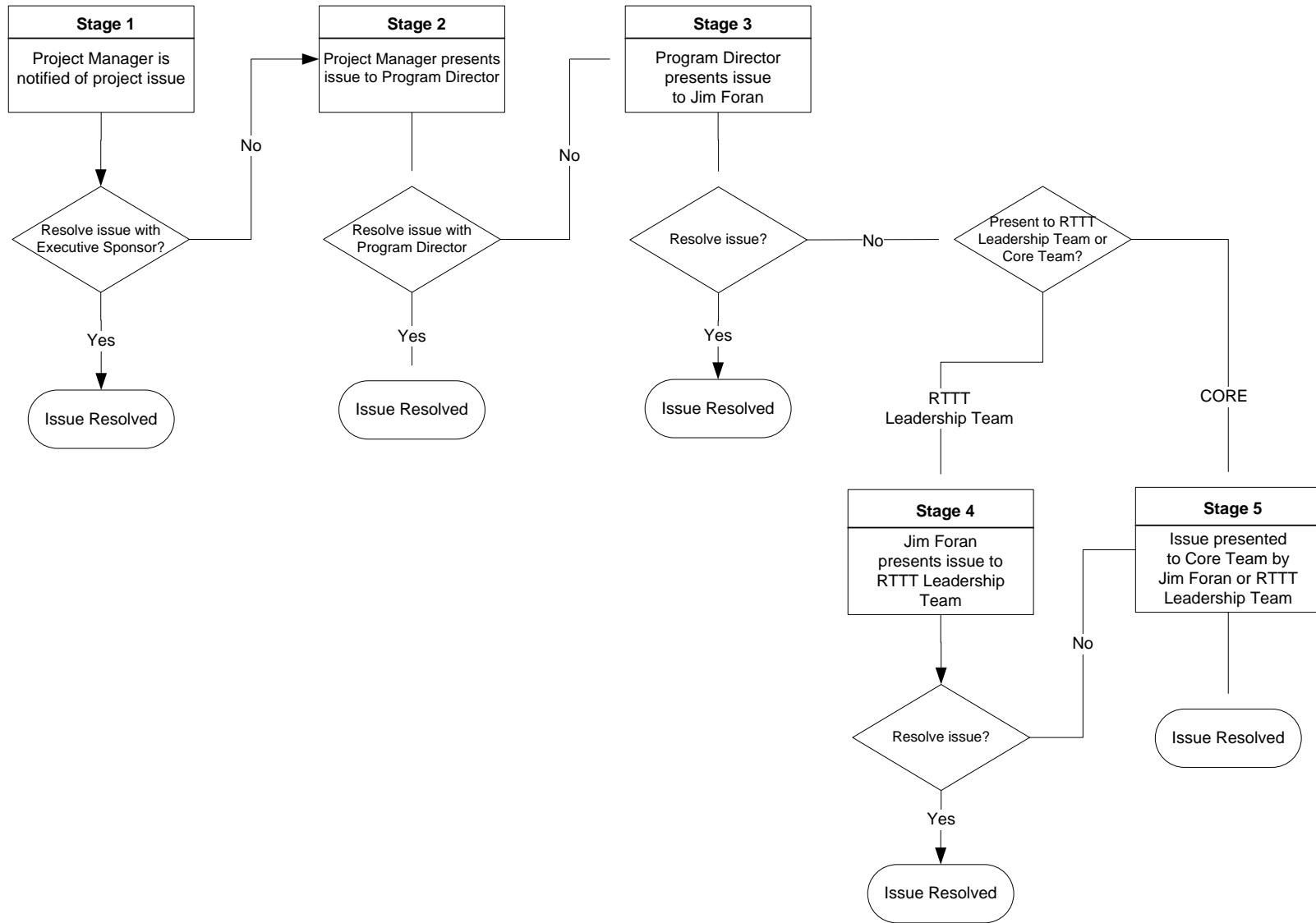
Stage 2: If the Project Manager and Executive Sponsor cannot resolve the issue, then the Project Manager will present the issue to the appropriate RTTT Program Director.

Stage 3: If the Program Director cannot resolve the issue, then the Program Director will present the issue to Dr. Foran, Assistant State Superintendent, DARI.

Stage 4: If Dr. Foran cannot resolve the issue, he will present the issue to either the RTTT Leadership Team or the CORE Team. For major issues, he may take the issue directly to the CORE Team.

Stage 5: If the RTTT Leadership Team (or Dr. Foran) cannot resolve the issue, then they will present the issue to the CORE Team. The CORE Team includes the Superintendent of Schools and is the final stage in MSDE's governance process.

Flow Diagram of MSDE’s Standard Governance Process



ATTACHMENT 1 – MEETING NOTES

Governance Entity / Parameters	Executive Sponsor	RTTT Program Director	Asst. State Supt. Division of Academic Reform and Innovation (DARI)	RTTT Leadership Team	CORE Team
Primary purpose (Why?)	Works with Project Manager (PM) to resolve problems	<ul style="list-style-type: none"> Provides leadership for all assigned projects Handles issues related to budgets, amendments, and procurements 	<ul style="list-style-type: none"> Supervises Program Directors Discuss Issues Resolve problems 	Discuss issues; resolve problems	Discuss issues; resolve problems
Members (Who?)	<ul style="list-style-type: none"> Executive Sponsor Project Manager 	<ul style="list-style-type: none"> Program Director Project Manager 	<ul style="list-style-type: none"> Dr. James Foran 	<ul style="list-style-type: none"> Dr. James Foran Rob London Dr. Donnell Josiah Lyle Patzkowsky Patrick Kellinger, (Finance) A second accountant may also attend in the future 	<ul style="list-style-type: none"> Bernard Sadusky, Interim State Supt Jim Foran, Asst. State Supt. Division of Academic reform and Innovation Steve Brooks, Deputy State Supt., Finance Mary Cary, Asst. S.S Div. of Instruction Ann Chafin Asst. S. S. Div of Student, Family, and School Support Mary Gable, Asst. S. S. Div. of Academic Policy Kathy Oliver, Asst. S. S. Div. of career and College Readiness Beth Perlman, Asst. S. S. Div of information technology Jean Satterfield, Asst. St. S. Div. of Certification and Accreditation John Smeallie, Deputy State Supt., Administration Carolyn Wood, Asst. S. S. Div. of Accountability, Assessment, and Data Systems
Schedule (When?)	As needed	<ul style="list-style-type: none"> Direct team as needed (and the schedule may vary for Program Directors) 	As needed	Weekly	As needed

		<ul style="list-style-type: none"> • Have standing meetings <ul style="list-style-type: none"> ○ Lyle monthly ○ Others weekly or bi-weekly 			
Format/Process (How?)	Will work out most issues with PM before going to Program Director; a number of items are resolved at this level.	Varies	Varies	Dr. Foran prepares an agenda for each meeting	Dr. Foran prepares an agenda for each meeting
Artifacts/Results	<ul style="list-style-type: none"> • 	Status report	Move issues to RTTT Leadership Team or Core Team as needed	This is an action oriented team so no formal minutes are prepared. However, Dr. Foran takes notes that are maintained in his files. He is able to go back to any agenda to see what decisions were made.	This is an action oriented team so no formal minutes are prepared. However, Dr. Foran takes notes that are maintained in his files. He is able to go back to any agenda to see what decisions were made.

ATTACHMENT 2 – ADDITIONAL STAKEHOLDERS/ENTITIES

The following additional entities were mentioned during the meeting. They represent stakeholders and other person/groups with interests and/or involvement in one or more RTTT projects. However, they do not have direct authority to make project decisions.

- Advisory Groups
- LEA Collaboration Groups
- Department of Information Technology (DoIT)
- P-20 Governance team
- OPM/OPE
 - 2-tier technology oversight that includes Donnell, Rob, Beth and DPSCS (Kevin Combs) to oversee all IT projects
 - Starts just before the Tuesday meetings (see Technology Conference Call below)
 - Minutes and issues documented (ITL, management portal used)
- Executive Steering Committee
 - Meet every 2 weeks
 - Created from MLDS to deal with Program Directors, major core stakeholders, CTE, other groups that float in and out.
 - Major focus is on technical, procurement, and finance issues
 - Operational since beginning of grant.

The following meetings were also mentioned during the meeting. MSDE holds regularly scheduled meeting with the following stakeholders.

- Technology Conference Call (MSDE OIT/DPSCS)
 - Meet every Tuesday
 - Produce and distribute minutes
- Project Budget Review Meeting
 - Meet every Tuesday
 - Look at budgets and compare to the grants
 - Includes Patrick, Rob, Carolyn, and several accounting people
- MSDE OIT Collaboration meeting
 - Meets every Wednesday with Beth Pearlman
 - Discuss purchasing/procurement issues related to RTTT
- Executive Advisory – stakeholders from across the state
 - Chancellors, IHE, Teacher. Meet quarterly to hear the status of the RTTT effort.

RTTT Finance Control

CAIRE EVALUATION REPORT

March 26, 2012

Name of Project: RTTT Finance
Project # (MSDE/USDE): N/A
Project Manager: Steve Brooks

Summary of Findings

The RTTT Finance controls were evaluated by CAIRE. This evaluation was not an audit of the finance controls for RTTT but to evaluate a process exist. Given its importance to the overall success of Maryland's RTTT program and that all projects are being financially managed by MSDE finance team, one evaluation is necessary. It should be noted that this evaluation was focused on three (3) areas; 1) reporting to United States Department of Education (USDE), 2) Local Educational Agency (LEA) and 3) Project Management (individual projects).

In addition to obtaining answers to its questions, the CAIRE team also tried to identify any evidence (e.g., documents) to support the answers. Process documentation was submitted as part of this evaluation.

USDE

Financial control of the 54 projects is being maintained in the State's Financial Management Information System (FMIS) where each project is listed by phase. Utilizing this system provides openness to stakeholders on the funding and expenses of each project as the RTTT progresses. Advantage of this system, it's a State developed system that has been in operation a long time and is used to manage all of the States projects and budgets.

LEA's

Each LEA was to submit a request to MSDE indicating the type of project(s) required to meet the RTTT initiatives. This request included the break down by project the estimated funding needed to successfully complete the project. The project selections were based on the criteria of meeting some or all of the four (4) Assurance Areas defined by MSDE. Each LEA is allocated funding for the total projects requested however, the LEA must request to MSDE to start a project. All projects are reimbursable; therefore the LEA must pay for and complete the project to claim reimbursement. Any change in funding either increase or decrease is required to complete a budget amendment with approval from MSDE and DBM.

MSDE performs on-site evaluations to each of the LEAs on an annual basis; part of that evaluation is the review of the financial controls of the RTTT funds for against their approved projects.

Project Managers

Project Managers have been given training on the control of appropriated funds to their project as it relates to Maryland financial controls and the Federal controls. Being on two different fiscal years has placed additional burden on the PMs to monitor their expenditures and request for funding. The use of RSTARS is helpful in managing Maryland's fiscal policies.

Observed Risks

Project Managers are having difficulty managing the Federal and State's fiscal year's budget requirements. This risk has been mitigated through training for the PM's and the creation of reports specifically showing the budget allocations and expenditures for each.

Recommendations

None