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State Superintendent of Schools

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

*Revised 3/21/13*

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

**DATE:** March 28, 2013

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

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**PURPOSE:**

To provide the State Board of Education a high-level assessment of the current status of the MSDE's 54 projects.

**EXECUTIVE SUMMARY:**

MSDE wishes to provide the State Board of Education with a monthly assessment of its 54 projects. Each project has a Project Manager assigned to it and a Program Director who is responsible for supervising the progress of it along with an Executive Sponsor (Assistant State Superintendent). The status of each project differs based on a wide variety of circumstances. A project that is on schedule during one month may be behind schedule two months later due to the loss of a key staff member, delay in amendment approval, delay in procurement, etc. The attached document provides the State Board with staff's current analysis of each project according to the following scoring guidelines:

- 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required;
- 2 = off-track and/or there are quality concerns; many aspects require significant attention;
- 3 = generally on-track and of high or good quality; only a few aspects require additional attention; and
- 4 = on-track with high quality.

**ACTION:**

Information Only

Attachment

Monthly Project Report by Assurance Area (March 2013)

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

General	Rating	Comments (if rating is a 1 or 2)
1/78: Office of Academic Reform and Innovation	4	
2/1: Program Evaluation	3	
<b>Standards and Assessments</b>	<b>Rating</b>	<b>Comments (if rating is a 1 or 2)</b>
3/2: Formative Assessments	1	RFPs and MOUs have been drafted. LEAs have been provided an overview of the proposed pilot process and an application. <b>MSDE is scheduled to meet in Washington, DC with USDE on 3/27/2013 to discuss the amendment request and how best to collaboratively move forward.</b>
4/3: Curriculum and Formative Assessment Development	3	
5/4: Curriculum and Formative Assessment Development for the International Technology and Engineering Educators Association (ITEEA)	4	
6/76: Curriculum and Assessment Development CTE-SREB	3	
7/5: World Languages Pipeline	4	
<b>Data Systems</b>		
8/11: Develop Overall Technology Infrastructure	3	
9/27: Accessing and Using State Data-Dashboards	3	
10/28: Multi-Media Training	3	
11/29: LEA System Application and Infrastructure Upgrades	4	
12/60: Expansion to LDS – Data Exchange	4	
13/61: Enhancement to LDS – Develop Workforce Data Warehouse and Center	4	
14/31: Develop and Implement a State Curriculum System	3	
15/07: Expand Instructional Toolkit	3	
16/20: STEM Instructional and Career Support	3	

17/32: Implement a Test Item Bank System	3	
18/33: Implement a Computer-Adaptive Test Delivery System	3	
19/34: Item Load and Integration Setup for Test Item Bank System	3	
20/35: Adaptive Testing Units for High Schools	3	
21/42: Implement a Statewide System to Support Student Instructional Intervention	2	Cost to procure and maintain a centralized system is prohibitive. Amendment request submitted to USDE in October is still pending. <b>MSDE is scheduled to meet in Washington, DC with USDE on 3/27/2013 to discuss the amendment requests and how best to collaboratively move forward.</b>
22/6: Develop Online Instructional Intervention Modules	4	
23/55: Develop Framework for Teacher Toolkit Portal	4	
24/56: Develop and Implement Course Registration System	4	
25/10: MSDE-IHE Teacher Preparation Workgroup	3	
26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment	4	
27/46: Equating of MSA for Use on Growth Model	NR	Project Complete
Great Teachers and Leaders	Rating	Comments (if rating is a 1 or 2)
28/47: Develop and Implement a Statistical Model to Measure Student Growth	4	
29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)/ Teacher Principal Evaluations (TPE)	2	Collectively this project is moving towards successful completion. The following has been accomplished during March: <ul style="list-style-type: none"> <li>Conducted data simulations to determine the fidelity of the state default evaluation model, to make model revisions, and to cross-walk actual results with traditional evaluative process</li> <li>Secured work plan from WestEd to conduct comprehensive analysis of TPE</li> <li>Submitted TPE Implementation mini-grants proposal to USDE for review</li> <li>Completed three-month field testing simulations with 22 LEAs</li> <li>Completed fidelity visits to all 22 LEAs; collecting qualitative</li> </ul>

<p>data and informal feedback</p> <ul style="list-style-type: none"> <li>Determine recommended methodology for addressing the use of lagging data</li> <li>Distributed TPE Communication #11 &amp; #12.</li> </ul> <p>Additionally, the three state Pilot Field Test LEAs are preparing to submit their intended plans for next year. Attention to technical assistance with the Field Tests, SLOs, and Professional Development continues. The TPE Team is proactively addressing educator angst and other issues collectively and individually with each LEA.</p> <p><b>MSDE is scheduled to meet in Washington, DC with USDE on 3/27/2013 to discuss the project status and how best to collaboratively move forward.</b></p>		
30/49: Expand Educator Information System to Accommodate Additional Data	3	
31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	4	
32/73: Teach for Maryland	3	
33/50: Compensation to Teachers and Principals in Lowest 5% of Schools	3	
34/51: Compensation Incentives for Teachers in Shortage Areas	3	
35/26: Elementary STEM Certification	3	
36/75: LEAs, Providers, and IHEs (UTeach Maryland)	3	
37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	NR	Project closed in 2012
38/53: Incentives for Teachers who Obtain ESOL Certification	4	
39/25 Teacher Induction Academies	4	
40/15: Professional Development for Executive Officers	4	
41/24: Educator Effectiveness Academies	4	
42/17: Priority Schools Academy	4	
43/21: Develop Online PD on Educator Instructional	3	

Improvement Content	Rating	Comments (if rating is a 1 or 2)
<b>Lowest-Achieving Schools</b>	<b>4</b>	
44/41: The Breakthrough Center	NR	Audits completed in Priority schools as of July 1, 2012
45/67: Restructuring Implementation Technical Assistance (RITA) Team Audits	2	In the process of hiring PBIS Specialist and two PBIS coach/trainers to form a School Climate and Culture Team to provide support to schools. In the process of designing a five-day summer institute for Priority schools. The professional development plan will be shared with Prince George's County on March 25, 2013 and Baltimore City on April 4, 2013.
47/45: Coordinated Student Services	3	
48/69: School Health Services	3	
49/63: Physical Activity	3	
50/58: Extended Learning	3	
51/71: Project Lead the Way – Gateway to Technology	3	
52/77: Primary Talent Development	3	
53/44: Charter Schools	2	Prince George's County Public Schools has communicated its intention to implement and complete an RFP/RFA process by March 29, 2013 to identify and select two charter schools for either replication or expansion. The Office of School Innovations will provide Prince George's County with an MOU to confirm the district's commitment and then submit an amendment to USDE.
<b>Other</b>	<b>Rating</b>	<b>Comments (if rating is a 1 or 2)</b>
54/79: Implement Statewide Centralized Student Transcript System	3	