



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchool.org

TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: January 27, 2015
SUBJECT: Race to the Top Project Update

PURPOSE:

To provide the State Board of Education a high-level assessment of the current status of the MSDE's RTTT projects with a No Cost Extension (NCE).

EXECUTIVE SUMMARY:

MSDE wishes to provide the State Board of Education with a monthly assessment of its RTTT projects that have an NCE. Each project has a Project Manager, an Executive Sponsor (Assistant State Superintendent), and a Program Director who work collaboratively on the projects. 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 submission and/or approval, delay in procurement, etc. The attached document provides the State Board with staff's progress on targets for a three month window (a √ indicates that the item is completed) and the 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.

Note: NR (No Rating) means that the project is complete

ACTION:

Information Only

Attachment



Monthly Project Report by Assurance Area (November/December 2014)

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.

Assurance Area	Project	January 2015 Rating	Nov./ Dec. 2014 Rating	Accomplishments	Comments	Targets for January 2015-March 2015
General	1/78: Office of Academic Reform and Innovation	3	3	<ul style="list-style-type: none"> Completing PY 4 Close-out reports on all projects and conducting calls with USDE on closeout reports Conducting Weekly RTTT Stat Meetings Submitted Invitation to Bid (ITB) for Communication Hub Executed contract with Melwater for media monitoring tool Completed and posted Professional Development events for Comprehensive Training Plan calendar 		<ul style="list-style-type: none"> Complete all closeout documents for all projects for PY4 Invitation to Bid (ITB) for Communication Hub to go out to bid (for 3 weeks) Conduct vendor presentations and review proposals and select vendor
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> Survey closed for all MD teachers, principals, and assistant principals on December 5th on the transition to Maryland College and Career-Ready Standards Currently analyzing the survey results 		<ul style="list-style-type: none"> Provide State and LEA report for Fall 2014 Survey Prepare Spring 2015 Survey
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> FAME Community of Practice #2 completed in all FAME schools. Formative Assessment Team supported 18 face to face Community of Practice meetings in the month of December. Batch 1 of formative assessment items and tasks delivered to MSDE for final 		<ul style="list-style-type: none"> Develop second batch of assessment tasks; conduct review sessions; and complete and deliver final version of Batch 2 assessment tasks FAME Participants Complete Modules 3 and

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				content review 12/23/14.		<ul style="list-style-type: none"> 4 of the FAME course on Blackboard. Continue support and site visits for FAME Communities of Practice
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> A contract for a facilitator for Video Gaming is being developed; pilot to begin soon Facilitators for Foundations of Technology and Financial Literacy have been identified 		<ul style="list-style-type: none"> Completion of Foundations of Technology STEM Course Completion of Financial Literacy Course Upload 30 additional fine arts lesson seeds
Standards and Assessment	5/4: Curriculum and Formative Assessment Development for International Technology and Engineering Educators Association (ITEEA)	4	4	<ul style="list-style-type: none"> Pre assessment data has been communicated to local supervisors Work on the Foundation of Technology online course is progressing (this course, developed in Project 5/4 is being made an online module in Project 04/03). The reviewers are completing the review documents for Units 1, 2, 3, and 4. 		<ul style="list-style-type: none"> Compile pre-assessment data Communicate pre-assessment data to local supervisors and meet with them to discuss data and program implementation
Data Systems	8/11: Develop Overall Technology Infrastructure	2	2	<ul style="list-style-type: none"> Security updates have been completed in Development, Test, and Production environments to bring the systems in compliance with Department of IT requirements to prevent a data breach on student and teacher data Upgrade of all Security related Oracle applications (Oracle Access Manager, Oracle Identity Manager, etc.) completed in Test 	<p>Systems have not been available to test with the LEAs because of the lack of OBIEE resource to implement federated security for the dashboards. This OBIEE position will be filled and will begin work on January 12, 2015.</p>	<ul style="list-style-type: none"> Integration of LEA security with MSDE security applications for single sign on

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Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> • Maryland Public Television (MPT) and MSDE and MPT are reviewing and revising English/language arts (ELA) Modules 1-5 and Mathematics modules 1, 2, 5 and 6. • AP Ventures – <ul style="list-style-type: none"> ○ Approximately 2,928 resources have been approved for the Online Instructional Toolkit ○ The total number of searchable resources on the staging site is 4,385 		<p>Algebra PARCC course:</p> <ul style="list-style-type: none"> • Modules 1-12 written and content reviewed by MSDE • Modules 1 – 4 built for online review by MSDE <p>ELA Grade 10 PARCC course:</p> <ul style="list-style-type: none"> • Modules 1 – 8 written and content reviewed by MSDE • Modules 1,2,3 and 5 built for online review by MSDE <p>Toolkit resources</p> <ul style="list-style-type: none"> • Front facing of resources on Blackboard will be complete • Approved resources will be accessible via the catalog (repository) through Blackboard • Additional 1,500 resources will be approved and added to the repository

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Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> The STEM education strategic plan was formally endorsed by the Maryland State Board of Education in December. 100% of phase 1 regional STEM teacher workshops complete- contractors were selected to provide PD to teachers, approximately 300 teachers participated in phase 1 of regional workshops. 		<ul style="list-style-type: none"> Conduct second phase of the regional workshops -- begin building integrated STEM lessons STEM Coordinators will visit St Mary's County for opportunity for collaboration (Emphasis: HS STEM projects) Participate in site visits throughout the county to observe STEM best practices Second STEM coordinator workshop will occur, focus will be elementary STEM.
Data Systems	17/32: Implement a Test Item Bank System (TIBS)	3	3	<ul style="list-style-type: none"> Awarded \$5,017,771 to 20 LEAs to either procure a new assessment system, or enhance or expand a current assessment system. LEAs reported on progress of procuring and/or implementing comprehensive assessment systems 	<p>5 LEAs have alerted MSDE that they are having difficulty uploading formative assessment items delivered in September into their systems. Measured Progress has agreed to help the LEAs rectify the issues with the conversions. Conversions are expected to be completed by 1-31-15. LEAs are currently accessing items through MSDE Blackboard until issues with their systems are rectified.</p>	<ul style="list-style-type: none"> Monitor grants and support LEAs Collaborate with Formative Assessment Collaborative Work Group Continue to work on collaboration of process for uploading tasks into LEA assessment systems.

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Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> MSDE has reviewed 4 Science modules and 10 Social Studies modules (8 storyboard modules and 2 online modules). MPT is revising based upon feedback. 		<p>Science modules</p> <ul style="list-style-type: none"> Modules 1-3, 7, 9, 18-19, 21, 25 written and content reviewed by MSDE Modules 1-3, 7, 9, 18-19, 21, 25 built for online review by MSDE <p>Social Studies modules</p> <ul style="list-style-type: none"> Modules 1-9 and 18-30 written and content reviewed by MSDE Modules 1-9 and 18-30 built for online review by MSDE
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> Conducted Statewide Communications Convening with 24 LEA Teams & MSEA Conducted Progress Survey of 9,000 teachers, assistant principals, and principals Completed Communication Bulletin #29: Special Edition; 2014 Educator Effectiveness Ratings with the analysis of rating data Received initial analysis of TPE component measures from WestEd: Analysis of Maryland School District's Teacher Ratings 		<ul style="list-style-type: none"> Convening with focus on Sustainability Complete mid-year Progress report Complete Evaluation Component Measure Analysis w/ WestEd Continue support of LEAs through supplemental grants
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate	2	3	<ul style="list-style-type: none"> Identified a new project manager and provided a business analyst to work with the Vendor's Quality Assurance Resource to uncover and troubleshoot the 	<p>During final preparation for roll-out of the EIS system in December, stability and data migration issues were</p>	<ul style="list-style-type: none"> Build out of the EIS SharePoint Portal and CRM test and production sites. Data Validation of

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	Additional Data			<ul style="list-style-type: none"> issues. Added resources to work with the existing technical resource to close reported issues and apply updates to stabilize the system. Monitoring database migrations to ensure the validity of the data and documents from the current system to the new system. Revised the design of the test and production sites and actively working with OIT to make the sites operational. Actively working on migrating data and documents to ensure all have been migrated successfully. <p>The team will be validating 10% of the data/document migration to ensure data has moved over correctly.</p>	<p>uncovered. The EIS system did not meet the December delivery.</p> <p>The team has identified issues with the migration from Customer Relations Management (CRM) 3.0 to CRM 2013. The team is actively working to finalize the development of the system and to ensure all data and documents will be migrated successfully.</p> <p>The new Project Manager and additional resources have drafted a project schedule with verifiable milestones and will be reviewing the scheduled work efforts weekly in a status meeting. This will ensure that the EIS system is operational by March 31, 2015.</p>	<ul style="list-style-type: none"> Migration efforts. Testing and validation of the EIS SharePoint Portal. Testing of the EIS - CRM system Testing and validation of all external systems Training of 125 EIS named users Public release of EIS SharePoint Portal Release of EIS-CRM by March 31, 2015
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	4	3	<ul style="list-style-type: none"> Sent out applications for project in Year 5 to eligible LEAs that responded they would be interested in participating this year – Baltimore City, Kent County, and Baltimore County. 		<ul style="list-style-type: none"> Review LEA applications for projects in Year 5 Approve LEA applications for projects in Year 5

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				<ul style="list-style-type: none"> Communicated with LEA contacts about application process and changes to this year's application (namely that all project work and payments have to be completed by June 2015 due to close of RTTT), and answered any questions that the LEAs had. 		<ul style="list-style-type: none"> Provide technical assistance to LEAs as needed with implementation of PY5 projects
Great Teachers and Leaders	39/25: Teacher Induction Academies	4	4	<ul style="list-style-type: none"> Held a planning meeting with NTC on December 9, 2014 for the second Regional Follow up sessions to support sustainability Induction Coordinator Quarterly Meeting was held on December 2, 2014. Site visits were conducted with Induction Coordinators in Montgomery (12/15), Howard (12/17), and Frederick (12/18). 	<p>Regional Follow up Session #2 sites will be:</p> <ul style="list-style-type: none"> February 3 – North Central (Harford) February 12 – South Central (Calvert) February 9 – West (Garrett) February 17 – East (Queen Anne's) 	<ul style="list-style-type: none"> Complete Regional Follow up Session #2 for all 4 sites Begin Site Visits Hold Teacher Induction Coordinators' February Quarterly Meeting
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> The second Statewide convening was held on the December 9 and 10 for LEA teams, consisting of Executive officers, principals, teachers, professional development and communications staff to focus on communication strategies LEAs could employ based on the data culled from the survey, Real Progress in Maryland, Student Learning Objectives and Teacher and Principal Evaluation An SLO survey was sent to all principals, assistant principals, and teachers on December 11 to gauge 		<ul style="list-style-type: none"> Professional Development on SLOs will be provided to executive officers, principals, and Institutes of Higher Education. Technical Assistance will continue to be provided to LEAs Contract for Promising Principals Cohort II, Summer 2015 posted and Bid Process begun March 2015 Statewide SLO Convening II and

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				<p>their degree of comfort and experience with the SLO process since the September Statewide convening.</p>		<p>Promising Principals Winter sessions will be conducted</p>
Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<ul style="list-style-type: none"> • Planning upcoming Maryland State EdCamp for February 7, 2015 and the 2014-2015 webinar series as a follow-up to the summer conferences. • LEA session proposal application for summer conferences distributed to assistant superintendents and to principals. Master Teacher application being finalized for January distribution. • Maryland CCR Professional Learning Program testing completed by Master Teachers and focus group. Ready for a pilot to tentatively start in January/February. • 35 of the videos from the summer 2012 and 2013 academies are in house and are posted on YouTube. They are being staged to post on MDK12 and Blackboard Learn. 40 videos are at captioning and will soon be ready to post. • Conducted the second Statewide convening of the Principal's Pipeline on December 9 and 10, 2014 		<ul style="list-style-type: none"> • Planning and implementation of final three of five regional educator symposiums to be held in Western, Central, and Northern Maryland • Planning and implementation of state EdCamp • Master Teacher application for summer conferences complete and distributed. • Open Registration site for summer conferences
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional	3	3	<ul style="list-style-type: none"> • Three AP Venture PD courses (Practical Applications of ELA Methods [Primary K-2 and Intermediate 3-5] and STEM 		<ul style="list-style-type: none"> • Soul Tree courses migrated to Blackboard to complete development

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	Improvement Content			<p>Digital Portfolios), are in the production environment and will be piloted during the spring 2015 session</p> <ul style="list-style-type: none"> Reviewed and submitted all modules for the AP Venture Algebra II course. Reviewing process for the AP Venture Geometry course and Module 3 of Foundations of ELA Processes and Acquisitions of Reading (Previously titled Foundations of Reading) course. MSDE and Soul Tree have met three times to discuss the quality and direction for the Developing STEM Centric Unit, Engineering and Technology – STEM, and Project Based Learning STEM courses and are working collaboratively to revise the courses to meet the needs of Maryland educators 		<ul style="list-style-type: none"> Soul Tree second contract approved by BPW 3 completed AP Venture courses in pilot phase Soul Tree completes development of STEM Centric Course
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> Leadership development specialists continued their support for the Aspiring Principal Fellows through a professional development session Instructional specialists met with their staff and instructional directors to map out upcoming PD and share status of progress with each school Provided student support through professional development on gender expansive students 		<ul style="list-style-type: none"> Provide additional professional development for 100% of the Aspiring Principals' Institute fellows. Mentor and coach 100% of the fellows in the development of a project structured around the Maryland Instructional Leadership Framework and their school improvement plan.

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Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	4	4	<ul style="list-style-type: none"> The Request for Quotation for intervention training for school teams to provide alternatives to suspension and enhancement to school safety and climate has been posted. Bids are due January 16, 2015. Quotes for materials required for Olweus Bullying Prevention training have been obtained and shared with procurement. 		<ul style="list-style-type: none"> Provide monthly professional development to 100% of the instructional leaders in identified schools. Provide differentiated professional development and content based collaborative planning to instructional leaders Procure intervention training for school teams (Tier I and Tier II schools) in order to provide alternatives to suspension and enhance school safety and climate. Coordinate action plan for implementing additional intervention training for school teams (Tier I and Tier II schools) in order to provide targeted support for providing alternatives to suspension and enhancing school safety and climate. Monitor and evaluate impact of training on grant outcomes. Provide technical assistance to school system staff on program
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) –	4	4	<ul style="list-style-type: none"> Gateway to Technology (GTT) program implementation guide has been made publically available on 		

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	Gateway to Technology (GTT)			<ul style="list-style-type: none"> the Maryland State Department of Education's website. Site visits to schools in Dorchester County, Garrett County, and Baltimore City GTT schools will occur in the spring. Teachers at Prince George's County Schools, Drew Freeman and Thurgood Marshall, remain actively involved in their GTT professional learning community. 		<ul style="list-style-type: none"> implementation. Work with school systems and schools on preparing for upcoming site visits Compile and share site visit reports with school, central office, and Breakthrough Center staff.
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> Site Visits for Frederick and St. Mary's County charter schools occurred. Contract for MD charter school publications webinar series draft completed RMC Research has provided draft forms of all Modules of the publications webinar series University of Baltimore completed the Charter School Program Study and presented the final Charter School Report to the State Board on 12/16/14. 	Site visits have now taken place in Anne Arundel, Baltimore, Frederick, Montgomery, Prince George's, and St. Mary's Counties charter schools.	<ul style="list-style-type: none"> Collaborate with and provide technical assistance for Prince George's County Expansion and Replication of high performing public charter school (two grants) Provide Technical Assistance to public charter school stakeholders, collect and disseminate information to various stakeholders, and accumulate information in Just In Time data collection