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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** February 24, 2015  
**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 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 (February 2015)

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	February 2015 Rating	January 2015 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"> <li>Conducted regular RITT Stat Meetings</li> <li>Conducted Vendor Pre-bid conference for the Communication Hub on 2/6/15</li> <li>Updated Professional Development events for Comprehensive Training Plan calendar</li> </ul>	Proposals due Feb 22, anticipate fully executed contract by March 15 pending DoIT approval	<ul style="list-style-type: none"> <li>Complete all closeout documents for all projects for PY4</li> <li>Invitation to Bid (ITB) for Communication Hub to go out to bid (for 3 weeks)</li> <li>Conduct vendor presentations and review proposals and select vendor</li> </ul>
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> <li>CAIRE is completing analysis of fall 2014 surveys on the transition to Maryland College and Career-Ready Standards</li> </ul>		<ul style="list-style-type: none"> <li>Provide State and LEA report for Fall 2014 Survey</li> <li>Prepare Spring 2015 Survey</li> </ul>
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> <li>Delivered Batch 2 of formative assessment tasks</li> <li>Delivered Professional Development webinar, "Using Assessment Items to Elicit Evidence, Provide Feedback, and Revise SLOs" to 200 registered Maryland Educators</li> <li>Baltimore County and Allegany County (2 of 24 LEAs) have successfully imported Formative Assessment Tasks.</li> </ul>	All LEAs will import the Formative Assessment Tasks. This process has just started.	<ul style="list-style-type: none"> <li>Develop second batch of assessment tasks; conduct review sessions; and complete and deliver final version of Batch 2 assessment tasks</li> <li>FAME Participants</li> <li>Complete Modules 3 and 4 of the FAME course on Blackboard.</li> <li>Continue support and site</li> </ul>

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Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> <li>Four units for every grade level in ELA/Literacy are completed and uploaded in mdk12.org.</li> </ul>		<ul style="list-style-type: none"> <li>visits for FAME Communities of Practice</li> <li>Completion of Foundations of Technology STEM Course</li> <li>Completion of Financial Literacy Course</li> <li>Upload 30 additional fine arts lesson seeds</li> </ul>
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"> <li>To date, 14,582 students have taken the ITEEA pre assessment and 2,564 students have taken the ITEEA post assessment.</li> <li>Pre and post assessment data will be communicated to local supervisors on 2/27/15 at the Technology Education Local Supervisors' Meeting.</li> <li>Work on the Foundation of Technology online course is progressing (Project 04/03). Reviews are complete for all units. Course is being prepared for piloting with an LEA.</li> </ul>		<ul style="list-style-type: none"> <li>Compile pre-assessment data</li> <li>Communicate pre-assessment data to local supervisors and meet with them to discuss data and program implementation</li> </ul>
Data Systems	8/11: Develop Overall Technology Infrastructure	2	2	<ul style="list-style-type: none"> <li>Contacted all 24 LEAs to assess their readiness for single sign on.</li> <li>Four are in the process of implementing. 11 have requested technical support and nine have not responded. Following up with each LEA that has not responded.</li> <li>Set up security federation with LEAs to allow the secure single sign on.</li> </ul>	<p>Systems had 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 was approved and began work on January 12, 2015.</p>	<ul style="list-style-type: none"> <li>Integration of LEA security with MSDE security applications for single sign on</li> </ul>



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Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> <li>• MPT <ul style="list-style-type: none"> <li>○ MSDE is reviewing ELA and Mathematics Modules. MPT is making suggested content, design and accessibility revisions to previous modules and they are in development on line.</li> </ul> </li> <li>• AP Ventures – <ul style="list-style-type: none"> <li>○ Approximately 3,260 resources have been approved for the Online Instructional Toolkit (over 40%)</li> <li>○ The total number of searchable resources on the staging site is 4,685</li> <li>○ The vendor has moved data to the production environment and installation has been tested.</li> </ul> </li> </ul>		<p>Algebra PARCC course:</p> <ul style="list-style-type: none"> <li>• Modules 1-12 written and content reviewed by MSDE</li> <li>• Modules 1 – 4 built for online review by MSDE</li> </ul> <p>ELA Grade 10 PARCC course:</p> <ul style="list-style-type: none"> <li>• Modules 1–8 written and content reviewed by MSDE</li> </ul> <p>√ Modules 1,2,3 and 5 built for online review by MSDE</p> <p>Toolkit resources</p> <ul style="list-style-type: none"> <li>• Front facing of resources on Blackboard will be complete</li> <li>• Approved resources will be accessible via the catalog (repository) through Blackboard</li> </ul> <p>√ Additional 1,500 resources will be approved and added to the repository</p>	
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> <li>• 100% of phase 2 regional STEM teacher workshops complete.</li> <li>• STEM Coordinators briefing will occur on 2-18-15 in Wye Mills to focus on elementary STEM education.</li> <li>• “Launching STEM’s Future in Maryland” meeting will occur on 2/27/15 in partnership with NASA Goddard Space Flight Center.</li> </ul>		<p>√ Conduct second phase of the regional workshops – begin building integrated STEM lessons</p> <ul style="list-style-type: none"> <li>• STEM Coordinators will visit St Mary’s County for opportunity for collaboration (Emphasis: HS STEM projects)</li> <li>• Participate in site visits throughout the country to</li> </ul>	

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Data Systems	17/32: Implement a Test Item Bank System (TIBS)	3	3	<ul style="list-style-type: none"> <li>LEAs reported on progress of procuring and/or implementing comprehensive assessment systems</li> <li>Baltimore County and Allegany County (2 of 24 LEAs) have successfully imported Formative Assessment Tasks</li> </ul>	All LEAs will import the Formative Assessment Tasks.	<ul style="list-style-type: none"> <li>observe STEM best practices</li> <li>Second STEM coordinator workshop will occur, focus will be elementary STEM.</li> <li>Monitor grants and support LEAs</li> <li>Collaborate with Formative Assessment Collaborative Work Group</li> <li>Continue to work on collaboration of process for uploading tasks into LEA assessment systems.</li> </ul>
Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> <li>MSDE has reviewed 4 out of 6 Science modules- 2 storyboard modules and 2 online modules.</li> <li>MSDE has reviewed 12 Social Studies modules (9 storyboard and 3 online modules)</li> <li>MPT is revising all modules based on MSDE feedback</li> </ul>		<ul style="list-style-type: none"> <li>Science modules</li> <li>Modules 1-3, 7, 9, 18-19, 21, 25 written and content reviewed by MSDE</li> <li>Modules 1-3, 7, 9, 18-19, 21, 25 built for online review by MSDE</li> <li>Social Studies modules</li> <li>Modules 1-9 and 18-30 written and content reviewed by MSDE</li> <li>Modules 1-9 and 18-30 built for online review by MSDE</li> </ul>
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> <li>Compiled SLO Progress Survey Results and completed plan and design for preliminary reporting to MSBE</li> <li>Determined preliminary plans for WestEd's annual report on TPE</li> <li>Enhanced 22 TPE Sustainability Grants with additional funds for local</li> </ul>		<ul style="list-style-type: none"> <li>Convening with focus on Sustainability</li> <li>Complete mid-year Progress report</li> <li>Complete Evaluation Component Measure Analysis with WestEd</li> <li>Continue support of LEAs</li> </ul>

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Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	2	2	<ul style="list-style-type: none"> <li>use.</li> <li>Worked with the Office of the Chief Financial Officer to lay the structural and fiscal foundations for sustaining TPE and operationalizing the Office of Teacher and Principal Evaluation</li> <li>Data mapping issues within EIS Customer Relations Management (CRM) have been reported and a task is assigned to developers to systematically review the source of each item on the screen.</li> <li>Developers are actively working on the document migration.</li> <li>The team has gathered a listing of all customizations that were completed within CRM 03.</li> <li>OIT is in the process of developing test environments and separating domains for test production.</li> <li>The team continues to monitor database migrations to ensure the validity of the data and documents from the current system to the new system.</li> </ul>	<p>During final preparation for roll-out of the EIS system in December, stability and data migration issues were uncovered. The EIS system did not meet the December delivery.</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.</p>	<ul style="list-style-type: none"> <li>Build out of the EIS SharePoint Portal and CRM test and production sites.</li> <li>Data Validation of Migration efforts.</li> <li>Testing and validation of the EIS SharePoint Portal.</li> <li>Testing of the EIS - CRM system</li> <li>Testing and validation of all external systems</li> <li>Training of 125 EIS named users</li> <li>Public release of EIS SharePoint Portal</li> <li>Release of EIS-CRM by March 31, 2015</li> </ul>
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	4	4	<ul style="list-style-type: none"> <li>Received applications from the three eligible, participating LEAs to implement the program in Year 5.</li> <li>Reviewing the applications to ensure that they comply with the specifications of the project</li> <li>Communicating with the LEA project leads regarding any changes that need to be made to their applications in order to be approved by MSDE.</li> </ul>	<p>√ Review LEA applications for projects in Year 5</p> <ul style="list-style-type: none"> <li>Approve LEA applications for projects in Year 5</li> <li>Provide technical assistance to LEAs as needed with implementation of PY5 projects</li> </ul>	<ul style="list-style-type: none"> <li>Complete Regional Follow</li> </ul>
Great	39/25: Teacher	4	4	<ul style="list-style-type: none"> <li>Held a planning meeting with New</li> </ul>	<p>Regional Follow up Session</p>	<ul style="list-style-type: none"> <li>Complete Regional Follow</li> </ul>



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Teachers and Leaders	Induction Academies			<p>Teacher Center (NTC) to finalize agenda and materials for the second Regional Follow up sessions to support sustainability.</p> <ul style="list-style-type: none"> <li>Site visit was conducted with the Induction Coordinator in Harford County (1/7).</li> <li>Collaborated with NTC to plan roll-out of 2015 TELL Survey to the LEAs. The window runs February 23 – March 23, 2015.</li> </ul>	<p>#2 sites will be:</p> <ul style="list-style-type: none"> <li>February 3 – North Central (Harford)</li> <li>February 12 – South Central (Calvert)</li> <li>February 9 – West (Garrett)</li> <li>February 17 – East (Queen Anne's)</li> </ul>	<ul style="list-style-type: none"> <li>up Session #2 for all 4 sites</li> <li>Begin Site Visits</li> <li>Hold Teacher Induction Coordinators' February Quarterly Meeting</li> </ul>
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> <li>Sent an SLO survey to all principals, assistant principals, and teachers on December 11 to gauge their degree of comfort and experience with the SLO process since the September Statewide convening.</li> <li>Delivered an Executive Officer training on January 22 (snow date) to focus on the application of the teacher quality rubric and the introduction of the new principal rubric.</li> <li>Began Planning for the March convening of the Promising Principals Academy.</li> </ul>		<ul style="list-style-type: none"> <li>Professional Development on SLOs to executive officers, principals, and Institutes of Higher Education.</li> <li>Technical Assistance to be provided to LEAs</li> <li>Contract for Promising Principals Cohort II, Summer 2015 posted and Bid Process begun</li> <li>March 2015 Statewide SLO Convening II and Promising Principals Winter sessions will be conducted</li> </ul>
Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<ul style="list-style-type: none"> <li>Held Maryland State EdCamp on February 7 at MSDE. (follow-up to the summer conferences and in response to the professional learning needs survey distributed)</li> <li>Continued the webinar series as a follow-up to the summer conferences. January webinars offered were: <ul style="list-style-type: none"> <li>Habits of Discussion—How to raise</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Planning and implementation of final three of five regional educator symposiums to be held in Western, Central, and Northern Maryland</li> <li>Planning and implementation of state edCamp</li> <li>Master Teacher</li> </ul>

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				<p>the rigor of student academic discussion.</p> <ul style="list-style-type: none"> <li>○ Copyright &amp; Fair Use in a Digital Age—The MD CCR Standards and use of open-educational resources in the classroom.</li> <li>● Began Parent Webinar Series, “Preparing for PARCC: Lunch and Learn” The first webinar was held on 1/20/15 and 100 parents attended</li> <li>● Held an Educator Symposium in Baltimore County at Loch Raven High School. (40 educators attended)</li> <li>● Planning for Summer 2015 conferences:</li> <li>○ Master teacher application distributed.</li> <li>○ IHE math content experts to design and deliver sessions.</li> <li>○ Partnership between non-profit environmental literacy groups to submit proposals.</li> <li>● Maryland CCR Professional Learning Program testing completed by Master Teachers and focus group.</li> <li>● The link to the 35 videos from 2012 and 2013 academies are hosted on YouTube at: <a href="https://www.youtube.com/channel/UCBiW2dUvBiRz/Ho4uLlcujA">https://www.youtube.com/channel/UCBiW2dUvBiRz/Ho4uLlcujA</a></li> <li>● Completed planning for March Sustainability Convening for LEA Teams and the Promising Principals Academy</li> </ul>		<p>application for summer conferences complete and distributed.</p> <ul style="list-style-type: none"> <li>● Open Registration site for summer conferences</li> </ul>



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Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	3	3	<ul style="list-style-type: none"> <li>MSDE has reviewed and submitted all modules for the AP Venture Algebra II course.</li> <li>MSDE is in the reviewing process for the AP Venture Geometry course and Modules 3, 4 and 5 of Foundations of ELA Processes and Acquisitions of Reading course.</li> <li>Digital Portfolios for STEM, Practical Applications for ELA Methods (Primary) K-2, and Practical Applications of ELA Methods (Intermediate) 3-5 are available for spring course registrations.</li> <li>MSDE and Soul Tree are working on outlines and storyboards for three courses</li> </ul>		<ul style="list-style-type: none"> <li>Soul Tree courses migrated to Blackboard to complete development</li> <li>✓ Soul Tree second contract approved by BPW</li> <li>3 completed AP Venture courses in pilot phase</li> <li>Soul Tree completes development of STEM Centric Course</li> </ul>
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> <li>Leadership development specialists continued support of Aspiring Principal Fellows</li> <li>Content specialists for math and reading have provided monthly professional development for all instructional support staff in schools as well as district personnel.</li> <li>Student Support teams have met with the principals at schools and provided Professional development for schools.</li> </ul>		<ul style="list-style-type: none"> <li>Provide additional professional development for 100% of the Aspiring Principals' Institute fellows.</li> <li>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.</li> <li>Provide monthly professional development to 100% of the instructional leaders in identified schools.</li> <li>Provide differentiated</li> </ul>

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Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	3	3	<ul style="list-style-type: none"> <li>• Recommended Check and Connect training for the School Culture and Climate team. The recommendation for the award has been forwarded to procurement.</li> <li>• The RFQ has been reposted for additional bids on School Culture and Climate training and bids are due February 16, 2015.</li> <li>• The Requisition for Olweus Bullying Prevention training is being processed and an MSDE certified trainer for Olweus Bullying Prevention is in the process of identifying schools for training in Prince George's County Public Schools.</li> </ul>		<p>professional development and content based collaborative planning to instructional leaders</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Monitor and evaluate impact of training on grant outcomes.</li> </ul>

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Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<ul style="list-style-type: none"> <li>G. James Gholson Middle School in Prince George's County has expressed interest in reinstating the Gateway to Technology (GTT) program. MSDE and PGCPS central office staffs are collaborating with school administrators on an implementation plan.</li> <li>GTT site visit schedules have been confirmed for schools in Dorchester and Garrett Counties, and Baltimore City schools.</li> </ul>		<ul style="list-style-type: none"> <li>Provide technical assistance to school system staff on program implementation.</li> <li>Work with school systems and schools on preparing for upcoming site visits</li> <li>Compile and share site visit reports with school, central office, and Breakthrough Center staff.</li> </ul>
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> <li>Conducted Site Visits for Baltimore City</li> </ul>	<p>Site visits have also taken place in Anne Arundel, Baltimore, Frederick, Montgomery, Prince George's, and St. Mary's Counties charter schools.</p>	<ul style="list-style-type: none"> <li>Collaborate with and provide technical assistance for Prince George's County Expansion and Replication of high performing public charter school (two grants)</li> <li>Provide Technical Assistance to public charter school stakeholders, collect and disseminate information to various stakeholders, and accumulate information in Just In Time data collection</li> </ul>