



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: March 24, 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 (March 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"> • Continuing to conduct regular RTTT Stat Meetings • Selected Vendor for the Communication Hub • Submitted Vendor contract to the Department of Information Technology (DoIT) for approval • Updated Professional Development events for Comprehensive Training Plan calendar 	Vendor for Communication Hub - anticipated start date April 1, 2015	<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"> • CAIRE presented analysis of fall 2014 surveys on the transition to Maryland College and Career-Ready Standards to MSDE team. Revisions in process based on feedback. 		<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"> • Batch 1 of Formative Assessment Tasks delivered to LEAs. • Formative Assessment for Maryland Educators (FAME) participants have completed Community of Practice #3. • FAME Road Trip held for 110 Maryland Educators to learn, share, and discuss topics in Formative Assessment. • Three Maryland FAME school leaders presented at CCSSO Formative Assessment Conference on the role of school leaders in school-wide formative assessment implementation. 	All LEAs will import the Formative Assessment Tasks. Measured Progress has agreed to extend all passage copyright permissions indefinitely, at no additional costs, since MSDE is co-owner of all Formative Assessment Tasks.	<ul style="list-style-type: none"> ✓ Develop third batch of assessment tasks; conduct one regional review sessions; and complete and deliver final version of all winter assessment tasks • Conduct second of two regional review sessions • FAME Participants • Complete Modules 3 and 4 of the FAME course on Blackboard. ✓ Continue support and site visits for FAME

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Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> Foundations of Technology and Financial Literacy courses are nearing completion. Four units for every grade level in ELA/Literacy are completed and uploaded in mdk12.org 		<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"> To date, 16,462 students have taken the ITEEA pre assessment and 2,387 students have taken the ITEEA post assessment. This data has been communicated to Technology Education Local Supervisors. Work on the Foundation of Technology online course is progressing (Project 04/03). The course is being prepared for piloting with an LEA. 		<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"> Contacted LEAs to assess their readiness for single sign on. Determined that four are in the process of implementing, half have requested technical support, and MSDE staff are following up with the remaining LEAs. Set up security federation with LEAs to allow the secure single sign on 		<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"> • MPT <ul style="list-style-type: none"> ○ ELA Modules 1-3 and 5 have been reviewed on line, approved with comments, and are pending accessibility review and video additions. ELA Storyboards for Modules 4 and 6 have been completed and approved. Math Storyboards for modules 1 – 8 have been approved by MSDE and development is in progress. Math module 1 is complete pending addition of video and accessibility check. • AP Ventures – <ul style="list-style-type: none"> ○ Approximately 3,793 resources have been approved for the Online Instructional Toolkit (over 40%). ○ 5,354 searchable resources are on the staging site. 		<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
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> • STEM staff has visited 2 LEAs so far, Somerset and Wicomico, to learn about STEM teaching and learning in schools. • Visited STEM innovative schools in Sarasota County from February 1-3 with representatives from MSDE, Allegany, and Somerset Counties. • Conducted STEM Coordinators briefing on February 25 in Wye Mills, MD. The focus was on elementary STEM education and coordinators had the opportunity to learn from our higher education partners and other LEA 		<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 country to observe STEM best practices

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Data Systems	17/32: Implement a Test Item Bank System (TIBS)	3	3	<p>STEM leaders.</p> <ul style="list-style-type: none"> Conducted "Launching STEM's Future in Maryland" meeting on February 27 in partnership with NASA Goddard Space Flight Center for the purpose of collaboration building, sharing the vision of STEM in Maryland, and next steps. All original 4,900 formative assessment items that were originally delivered in Question and Test Interoperability (QTI) format were also delivered in PDFs to all 24 LEAs. 	All LEAs will import the Formative Assessment Tasks.	<ul style="list-style-type: none"> Second STEM coordinator workshop will occur, focus will be elementary STEM. 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.
Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> MSDE has reviewed seven out of seven storyboard Science modules and two online modules. MSDE has reviewed 16 storyboard Social Studies modules and 8 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

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Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> Presented and posted Teacher Principal Evaluation Component Measure Report to State Board Conducted MOU Webinar and presented and posted SLO Survey Progress Results to State Board Delivered TPE and SLO Professional Development to Principals Advisory Council, Executive Officers, MSDE Instructional Content Staff, and Institutes of Higher Education 		<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 Additional Data	2	2	<ul style="list-style-type: none"> MSDE/OIT is generating profiles to grant the external users access to Customer Relations Management (CRM) via the SSL Virtual Private Network (VPN) appliance at MSDE. This will allow the LEA and Certification Staff to access the existing and new EIS systems from remote location and strengthen security. The MSDE team of Developers has: <ul style="list-style-type: none"> Successfully executed a proof of concept for migrating and linking the 1.2 million educator supporting documents. Staff is developing a task order documenting the process to allow the contractor to complete the full document migration. Obtained the SharePoint Code from the contractor and was able to resolve the configuration issues and allow MSDE Cert staff to perform limited testing as new educators. Migrated 21 data tables and generated reports to allow the stakeholders to validate the data. The team will continue to monitor database migrations of the remaining 9 tables and ensure the validity of the data. 	<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 team has identified issues with the migration from Customer Relations Management (CRM) 3.0 to CRM 2013.</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"> Build out of the EIS SharePoint Portal and CRM test and production sites. Data Validation of 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

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				<ul style="list-style-type: none"> Solved the Payment Collection over the SharePoint 2013 Portal and will continue testing with PayPal accounts. 		
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	4	4	<ul style="list-style-type: none"> The applications from two out of the three participating LEAs have been reviewed, revised, and approved (Kent County and Baltimore County). 	Baltimore City is still working to revise its application after receiving feedback from the MSDE project manager.	<ul style="list-style-type: none"> Review LEA applications for projects in Year 5 Approve LEA applications for projects in Year 5 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"> Conducted the Induction Coordinator Quarterly Meeting on February 26. Topics included: Invaluable Pieces of New Teacher Orientation, Mentoring: Variations on a Theme in Years 1-3, Observation and Evaluation of Mentors and Independent Reflection and Collegial Conversations. Conducted site visit with the Induction Coordinator in Allegany County (2/9). Collaborated with the New Teacher Center to plan roll-out of 2015 TELL Survey to LEAs (2/23 - 3/23). 	Regional Follow up Session #2 sites were: <ul style="list-style-type: none"> February 3 - North Central (Harford) February 12 - South Central (Calvert) February 9 - West (Garrett) 	<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 Principals Advisory Council met on February 5. The professional development sessions focused on the application of the teacher quality rubric, the introduction of the new principal rubric, and refining expertise in scoring, annotating, and target settings for the SLO process. Conducted an SLO professional development session on Feb. 11 to teams of three from Institutes of Higher Education (IHE). 19 of 23 IHEs participated (approximately 75 people 		<ul style="list-style-type: none"> Professional Development on SLOs to executive officers, principals, and Institutes of Higher Education. Technical Assistance to be provided to LEAs Contract for Promising Principals Cohort II, Summer 2015 posted and Bid Process begun March 2015 Statewide SLO

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Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<p>including representatives from USDoE and MACC/WestED).</p> <ul style="list-style-type: none"> • Held Maryland State EdCamp on February 7 at MSDE • Continued the webinar series as a follow-up to the summer conferences. • Held an Educator Symposium in Baltimore County at Loch Raven High School. (40 educators attended) • Maryland CCR Professional Learning Program testing completed by Master Teachers and focus group. • Conducted Sustainability Convening for LEA Teams and the Promising Principals Academy 		<p>Convening II and Promising Principals Winter sessions will be conducted</p> <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 Improvement Content	3	3	<ul style="list-style-type: none"> • Reviewed and submitted all modules for the AP Venture Algebra II course. • Reviewing process the AP Venture Geometry course and Modules 3, 4 and 5 of Foundations of ELA Processes and Acquisitions of Reading course. • Digital Portfolios for STEM, Practical Applications for ELA Methods (Primary) K-2, and Practical Applications of ELA Methods (Intermediate) 3-5 have full enrollments and courses have begun • Soul Tree delivered the storyboards for the first two modules of the STEM Centric course. Working on necessary revisions. 		<ul style="list-style-type: none"> ✓ Soul Tree courses migrated to Blackboard to complete development ✓ 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 provided guidance for the Aspiring Principal Fellows in implementing their projects assigned by the principal. • Content specialists for math and reading 		<ul style="list-style-type: none"> ✓ Provide additional professional development for 100% of the Aspiring Principals' Institute fellows.

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				<p>have provided monthly professional development for all instructional support staff in schools as well as LEA personnel.</p> <ul style="list-style-type: none"> • Student Support specialists have visited schools to assess needs and provide follow-up. 		<ul style="list-style-type: none"> ✓ 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. ✓ 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
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	3	3	<ul style="list-style-type: none"> • Identified a certified trainer for Check and Connect training. The requisition for the training is being processed. • Schools in Baltimore City and Prince George's County have been identified to participate in the Check and Connect training. • Processing Olweus Bullying Prevention training. • Identification of schools for training in Prince George's County is underway 		<ul style="list-style-type: none"> ✓ 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.
Lowest-Achieving	51/71: Project Lead the	4	4	<ul style="list-style-type: none"> • A meeting was held with a representative from MSDE, Prince 		<ul style="list-style-type: none"> ✓ Provide technical assistance to school system

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Schools	Way(PLTW) – Gateway to Technology (GTT)			<p>George's County central office staff, and G. James Gholson Middle School principal to discuss Gateway to Technology (GTT) program implementation. Central office and MSDE staffs will provide technical assistance to Gholson as they move forward with program implementation.</p> <ul style="list-style-type: none"> GTT site visit schedules have been confirmed for schools in Dorchester County, Garrett County, and Baltimore City. 		<p>staff on program implementation.</p> <ul style="list-style-type: none"> 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	4	3	<ul style="list-style-type: none"> Conducted Site Visits for Baltimore City RMC has provided draft forms of all Modules of the publications webinar series Conducted Liaison Technical Assistance Sessions 	<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"> Collaborate with and provide technical assistance for PGCPs' Expansion and Replication of high performing public charter school (two grants) Provide Technical Assistance to public charter school stakeholders and accumulate information in Just In Time data collection