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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** March 25, 2014  
**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 RTTT projects.

**EXECUTIVE SUMMARY:**

MSDE wishes to provide the State Board of Education with a monthly assessment of its 54 RTTT projects. 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 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 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	March 2014 Rating	Feb 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
General	1/78: Office of Academic Reform and Innovation	3	3	<ul style="list-style-type: none"> <li>Participated in the USED onsite visit (week of February 24)</li> <li>Completed submission of all USED requests for No Cost Extensions, responded to all amendment questions from USED, and submitted all necessary revisions and fiscal requests. Next step - await response from USED and respond to any further questions.</li> <li>CAIRE has had 9 meetings with project managers from 15 projects to begin to evaluate the project's measurable objectives</li> </ul>		
General	2/1: Program Evaluation	3	3			
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> <li>Received Notice to Proceed of the formative assessment professional development modules on March 6</li> <li>Project team has developed a professional development series for the Juvenile Service Education (JSE) principals as a prototype for building leadership to sustain a culture of formative assessment practices school wide.</li> <li>Project 3/2 members continue to network with LEAs and schools throughout Maryland to communicate</li> </ul>	The Request for Proposal (RFP) for Assessment Tasks has gone out for bid and proposals are due March 21.	

Assurance Area	Project	March 2014 Rating	Feb 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	2	2	<p>the message and gain awareness of upcoming opportunities to participate in Assessment for Learning professional development.</p> <ul style="list-style-type: none"> <li>27 additional ELA and 52 additional Math lessons have been added to Curriculum Resources</li> <li>Baltimore County is piloting <i>Administration to Justice</i> on-line STEM course</li> <li>Charles County is piloting <i>Cyber-security</i> on-line STEM course</li> <li>The Foundation of Technology STEM Course documentation has been submitted for award to a vendor</li> </ul>	<p>The Financial Literacy STEM Course is on the Board of Public Works (BPW) agenda for April 2, 2014 to ratify the award to a vendor</p>	<p>We are continuing to work to identify facilitators and LEAs for the piloting of the online STEM courses so that there are no delays after the courses are acquired.</p>
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>Teachers, whose school systems use a block schedule, completed the post-assessment and design challenge for the fall block. Those teachers are now completing the pre-assessment for the spring block.</li> <li>The ITEEA Assessment Team developed a feedback loop for teachers within the assessment system that identifies if teachers did not close the assessment, did not complete make-up assessments, and if there are duplicate student records.</li> <li>The MSDE project team developed a new data report for teachers and sought feedback from local school systems.</li> </ul>	<p>ITEEA is developing a communication plan on the feedback loop that will be used with the spring pre-assessment.</p>	

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Standards and Assessment	6/76: Curriculum and Assessment Development CTE-SREB	4	4	<ul style="list-style-type: none"> <li>No significant accomplishments this month</li> </ul>		
Standards and Assessment	7/5: World Languages (WL) Pipeline	4	4	<ul style="list-style-type: none"> <li>Five WL/STEM ESOL modules for Grades 4-5 have been uploaded to the MSDE website; one has been translated into Arabic, Chinese, and Spanish.</li> <li>During site visits, WL specialists assessed students and uploaded evidence on LinguaFolio, Jr.</li> <li>WL specialists presented an update about the WL Pipeline Project to PreK-16 audience at the Maryland Statewide Colloquium on the Internationalization of Education.</li> <li>Sustainability news: Prince George's County has included 10 new elementary programs in their FY15 budget; Howard County programs are expanding to 5 additional elementary schools.</li> </ul>	<ul style="list-style-type: none"> <li>The remaining modules are in the process of being revised and translated.</li> </ul>	
Data Systems	8/11: Develop Overall Technology Infrastructure	3	3	<ul style="list-style-type: none"> <li>Performed several migrations to support the Production go live effort for Project 9/27</li> <li>Completed the build out of the Decentralized Security Model using Oracle Federation in P12 Test</li> </ul>		
Data Systems	9/27: Accessing and Using State Data-	2	2*	<ul style="list-style-type: none"> <li>A total of 17 Wave 1 and Wave 2 Dashboards remain in the production environment</li> </ul>	<ul style="list-style-type: none"> <li>*should have been a 2 on last month's report</li> </ul>	

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	Dashboards			<ul style="list-style-type: none"> <li>• First Version of the online helpdesk as been deployed to the test and production environments</li> <li>• On the portal, users have the ability to see 5 MLDS Grant Dashboards</li> </ul>		
Data Systems	10/28: Multi-Media Training	1	1	<ul style="list-style-type: none"> <li>• The technical writer is working on scripts for twenty-two dashboards</li> <li>• In addition, the technical writer has also monitored the Dashboard Portal activity and produced training/supporting documentation to assist end users.</li> <li>• Following the completion of LDS modules 1 and 2, the LDS Coach has begun developing the screenshots necessary for the developer once he/she is acquired.</li> </ul>	<p>Technical writer/captivate developer resigned effective 10-31-13 and position has not been backfilled - this is causing significant delays.</p> <p>Project 10/28 is working in parallel with Project 9/27- the modules are completed following each Dashboard.</p>	<ul style="list-style-type: none"> <li>• Complete the scripts for the remaining 19 dashboard training modules. (Current Total: 17/40)</li> <li>• Backfill the captivate developer resource</li> <li>• Backfill the LDS Coach resource</li> </ul>
Data Systems	11/29: LEA System Application and Infrastructure Upgrades	NR	NR	<ul style="list-style-type: none"> <li>• The grant requirements for this project have been completed as of 9/30/2013</li> <li>• Completed the collection of all required documentation for LEA grants</li> </ul>		
Data Systems	12/60: Expansion to LDS - Data Exchange	NR	NR	<ul style="list-style-type: none"> <li>• Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Data Systems	13/61: Enhancement to LDS - Develop Workforce Data Warehouse and Center	NR	NR	<ul style="list-style-type: none"> <li>• Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		

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Data Systems	14/31: Develop and Implement a State Curriculum System	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>	<ul style="list-style-type: none"> <li>Integrated the Curriculum Management System into the Learning Management System. The LMS now comprises three projects: 14 31, 24 56, and 26 43.</li> <li>Receiving ongoing maintenance and support by Project 24/56</li> </ul>	
Data Systems	15/07: Expand Instructional Toolkit	3	2	<ul style="list-style-type: none"> <li>A contract was awarded to AP Ventures for Online Instructional Toolkit (OIT) Expansion Project</li> <li>A kickoff meeting (March 2014) was held to accelerate work related to the Expansion of the OIT</li> <li>Solicitation went out for participant teachers to test the Government PD Modules.</li> <li>Biology PD Modules 3 outlines and scripts were completed and reviewed</li> <li>MPT interstitial is in development</li> </ul>		
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> <li>Educators at 25 of the 49 STEM Innovation Schools (in 14 out of 24 LEAs) have now been trained.</li> <li>Feedback on the STEM Resources Clearinghouse materials and resources has been reviewed. Adjustments have been made to the materials, resources, and accessibility logistics based on that feedback.</li> <li>An online tool has been developed to collect information about teachers' need relative to the STEM Connections component of the STEMnet Teacher</li> </ul>	<p>The program is available in all 24 LEAs. Face-to-face professional development is provided for each school. The STEM Innovation Programs, especially the STEM Specialist in the Classroom program, have been very well-received, and schools have begun scheduling classroom presentations (in some cases, individual teachers are arranging for a single specialist</p>	

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				<p>Hub. Results from the online tool have been collected and reviewed and needs have been determined.</p> <ul style="list-style-type: none"> <li>Students are using the STEM Career Exploration component of the STEMnet Student Hub.</li> <li>The STEM Challenge component is being implemented in many STEM Innovation Schools.</li> </ul>	to come in; in other cases schools are scheduling school wide STEM specialist events )	
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	1	1	<ul style="list-style-type: none"> <li>Met with USDE to outline new approach towards storage and retrieval of assessment tasks.</li> <li>Met with IHE to discuss capacity to build an assessment solution.</li> <li>Requested current TIBS information from Assistant Superintendents during February 28 briefing</li> </ul>		
Data Systems	18/33: Implement a Computer-Adaptive Test (CATS) Delivery System	1	1			
Data Systems	19/34: Item Load and Integration Setup for Test Item Bank System	1	1			
Data Systems	20/35: Adaptive Testing Units for High Schools	1	1			
Data Systems	21/42: Implement a Statewide	3	3	<ul style="list-style-type: none"> <li>Awarded 18 LEA grants (Allegany, Anne Arundel, Caroline, Carroll, Charles, Cecil, Dorchester, Harford,</li> </ul>		

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	System to Support Student Instructional Intervention			<p>Howard, Princes Georges, Kent, Queen Anne's, Saint Mary's, Somerset, Talbot, Washington, Wicomico, Worcester)</p> <ul style="list-style-type: none"> <li>• An additional LEA is working on submitting the required updated information (March)</li> <li>• The grant monitoring process is being developed (March)</li> <li>• Communicating with vendors that the LEAs are utilizing to assist them with their Student Instructional Intervention System in March.</li> </ul>		
Data Systems	22/6: Develop Online Instructional Intervention Modules	2	2	<ul style="list-style-type: none"> <li>• Enhanced Accessibility features were added to the first wave of ELA and Math modules; 19 modified modules were reposted on MSDE's LMS</li> <li>• The second wave of modules were completed and have been posted on MSDE's LMS (17 total: 11 math and 6 ELA)</li> <li>• MSDE added survey links to 13 third wave ELA modules which were then sent to the vendor</li> <li>• An MOU is being created to develop a contract with MPT for the remaining modules</li> </ul>		<p>Steps to mitigate:</p> <ul style="list-style-type: none"> <li>• A no-cost extension has been requested for Part 2 of the project</li> <li>• Considering the project timeline and the delay resulting from procurement issues with the RFP, we are in discussion with MPT regarding an MOU for the development of the Disciplinary Literacy modules - Part 2</li> </ul>
Data Systems	23/55: Develop Framework for Teacher Toolkit Portal	NR	NR	<ul style="list-style-type: none"> <li>• Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Data	24/56:	3	3	<ul style="list-style-type: none"> <li>• The Online Teaching in Maryland and</li> </ul>		



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Systems	Develop and Implement Course Registration System			<p>the Quick Course in Quality Service Learning teacher courses are being piloted on the Learning Management System (LMS) this month.</p> <ul style="list-style-type: none"> <li>• The Cyber security and Administration of Justice student courses are being piloted on the LMS this month.</li> <li>• The electronic payment processing component working with NIC Incorporated (the premier e-government solutions provider) is completed and is being used for Professional Development course enrollment in February and March.</li> <li>• Additional site visits to Caroline and Talbot Counties were made to gather feedback from teachers and students about the resources available on the LMS</li> <li>• An end user survey continues to be administered</li> </ul>		
Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	4	<ul style="list-style-type: none"> <li>• Held Professional Development sessions at two geographic locations for regional IHE meetings that focused on Next Generation Science Standards in February with MSDE science curriculum staff</li> <li>• Re-scheduled one Professional Development sessions on Next Generation Science Standards at the Eastern Shore location for April (inclement weather)</li> <li>• Secured presenters for regional IHE meeting that will focus on PARCC testing accommodations and the IT</li> </ul>	<p>The Program Approval Branch staff continue to look for evidence of Common Core Infusion as they provide technical assistance to IHEs in developing new programs, reviewing their assessment systems, preparing for program approval visits and/or accreditation visits.</p>	

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Data Systems	26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment	3	3	skills needed by students in May with MSDE testing Implementation staff. See accomplishments for Project 24/56	Project is merged with 24/56: Develop and Implement Course Registration System	
Data Systems	27/46: Equating of MSA for Use on Growth Model	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Great Teachers and Leaders	28/47: Develop and Implement a Statistical Model to Measure Student Growth	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</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>Completed Sphere Three Quality Control Webinar</li> <li>Published TPE Communication Bulletin 24</li> <li>Convened a data collection work group that developed and published a preliminary uniform data collection layout and protocol for LEAs; shared with Superintendents 3/7/14.</li> <li>Initiated work on Maryland's Principal</li> </ul>		

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				<p>Pipeline including planning for the Governor's Principals' Academy</p> <ul style="list-style-type: none"> <li>Developed a unified and interactive tool for the Comprehensive Training Plan</li> </ul>		
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	3	4	<ul style="list-style-type: none"> <li>Purchased new SharePoint 2013 Portal theme</li> <li>Completed Draft Design Specification Document and User Manual</li> <li>Completed Initial and Renewal application workflows.</li> <li>Completed Customer Relationship Management (CRM) Pages and will be ready for pre User Acceptance Testing (UAT) in the next week</li> <li>Completed EIS Data Migration specification to show how data is to move from the current EIS database to the future state CRM2011 database</li> <li>Completed development of EIS data migration SSIS packages</li> </ul>		
Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	3	3	<ul style="list-style-type: none"> <li>Implemented Emerging Leaders Program (ELP) Cycle 5 pursuing rigor in your team meetings and in lesson plans as a school leader, using effective leadership skills in building a continuum of conversation and development of other skills</li> <li>Held the Aspiring Principals Program (APP) Cohort 13 Resident Principal Weekly Meetings (3); topics included: First Round of Resident Mock Interviews,</li> </ul>		

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Great Teachers and Leaders	32/73: Teach for Maryland	3	3	<p>Leadership Development, and Title I</p> <ul style="list-style-type: none"> <li>Conducted Consortium meeting “Engaging Diverse Families in the 21st Century” on February 27, 2014</li> <li>Continued work with Manual writers to develop Preparing Educators for High Poverty/High Minority Schools: A Manual for Teacher Educators, Teachers and Principals</li> </ul>		
Great Teachers and Leaders	33/50: Compensation to Teachers and Principals in Lowest 5% Schools	3	3	<ul style="list-style-type: none"> <li>Received invoice from Baltimore City Public Schools for incentive payments to eligible teachers for grant year 2012-2013.</li> <li>Issued Notice of Grant Award to Prince George’s County for subgrant for project year 2013-2014.</li> </ul>		
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> <li>Met with CAIRE team to discuss evaluation of this project.</li> <li>Issued Notice of Grant Awards to Baltimore County and Kent County.</li> </ul>		
Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> <li>Held Technical Assistance meetings with Prince Georges County Resident Teacher program and observed a professional development session; observed class session at the Maryland Science Center for pre-service teachers from Loyola University.</li> <li>Collected, reviewed and processed mid-year budget and progress reports from twelve project partners. Reports detail progress on piloting, revising and finalizing elementary STEM</li> </ul>		

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Great Teachers and Leaders	36/75: LEAs, Providers, and IHEs (UTeach) Maryland)	3	3	<p>program components.</p> <ul style="list-style-type: none"> <li>The first of the professional sequence courses (students have decided to enter the profession after two early experience courses) began this semester with placements at the high school level</li> <li>New transfer students were welcomed bringing diversity both in major and ethnicity. The actual data will be available for the next report.</li> <li>A new co-director has assumed the role replacing the original co-director.</li> </ul>		
Great Teachers and Leaders	37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	NR	NR	<ul style="list-style-type: none"> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Great Teachers and Leaders	38/53: Incentives for Teachers who Obtain ESOL Certification	4	4	<ul style="list-style-type: none"> <li>Since January, 74 additional teachers from various LEAs have been recruited to participate in order to offset project teachers who drop out or fail the Praxis.</li> <li>To date, a total of 289 teachers have completed the coursework and passed the Praxis in years 1-4.</li> </ul>		
Great Teachers and Leaders	39/25 Teacher Induction Academies	4	4	<ul style="list-style-type: none"> <li>Conducted the Teacher Induction Coordinator Quarterly Meeting on February 25, 2014</li> <li>Held 2013 Academy Spring Online Follow-ups in February 2014.</li> </ul>		
Great Teachers	40/15: Professional	4	4	<ul style="list-style-type: none"> <li>Participated in the TPE Quality Control Webinar on February 5</li> </ul>		

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and Leaders	Development for Executive Officers			<ul style="list-style-type: none"> <li>Presented professional development for LEA Professional Development Coordinators on February 10.</li> <li>Participated in the Comprehensive Training webinar on February 12</li> <li>Began registration process for executive officers for Summit 4</li> <li>Provided TPE update at the Assistant Superintendents' Retreat (February 28)</li> <li>Created and posted SLO videos on the MSDE website</li> </ul>		
Great Teachers and Leaders	41/24: Educator Effectiveness Academies	4	4	<ul style="list-style-type: none"> <li>Select sessions from the 2012 and 2013 summer EEA sessions were filmed on ELA, mathematics, STEM, and disciplinary literacy to be added to the accompanying academy materials and offered as individual PD modules.</li> <li>ELA and mathematics are in the captioning phase. STEM and disciplinary literacy are in the final editing phase.</li> <li>Continued planning and implementing live webinars for LEA principals, teachers and central office staff. Held three live webinars in February - One for principals and central office on Formative Assessments; one for all audiences on STEM; and one for social studies teachers on Disciplinary Literacy.</li> <li>Conducted five LEA support site visits to Calvert, Caroline, Kent, St. Mary's, and Talbot Counties in February.</li> <li>Continued to work with the focus group of stakeholders from LEAs,</li> </ul>	<p>Feedback from Master Teachers, site visits, and transition plans are being used to determine the content/topics of the webinars. Between October (when the webinars began) and February, there have been 1,013 educators who have participated in the live versions of the webinars and 408 educators who have accessed recorded versions of the webinars on the LMS.</p> <p>In addition to PD specialists, specialists from ELA, math, STEM, disciplinary literacy, special education, ELL, and formative assessments are part of the LEA support site visits.</p>	

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				<p>MSEA, and BTU, in order to create a program to encourage teachers to receive professional development (PD) on the College and Career Ready standards.</p> <ul style="list-style-type: none"> <li>Receiving LEA master teacher applications to be facilitators in a set of regional College and Career Ready Conferences.</li> <li>A select number of master teachers have completed training as on-line facilitators. They will be used to facilitate virtual courses this summer.</li> </ul>		
Great Teachers and Leaders	42/17: Priority Schools Academy	4	4	<ul style="list-style-type: none"> <li>Held Academy for School Turnaround Follow-up session February 21 (snow date)</li> <li>Feedback from participants was extremely positive</li> <li>Electronic survey will be conducted</li> </ul>		
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	2	2	<ul style="list-style-type: none"> <li>Five Professional Development courses are in the last stages of being updated from content specialist feedback.</li> <li>Met with vendor to finalize the development of training for the first five professional development courses.</li> <li>The award for six of remaining nine professional development courses is on the BPW agenda for April 2, 2014.</li> </ul>	These five courses are on-track to be piloted starting this summer.	Once the contracts are awarded the project team will work with the vendors to expedite the development of the courses without sacrificing quality.
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	3	<ul style="list-style-type: none"> <li>Leadership Development Specialist facilitated a 4 ½ hour seminar for the Administrative Council of Moravia Park Elementary School, focusing on identifying core beliefs, time management, leadership team building and establishing &amp; achieving school-</li> </ul>		

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				<p>wide goals</p> <ul style="list-style-type: none"> <li>Leadership Development Specialist for elementary and middle schools provided support on analyzing data, shared digital resources to support Aspiring Principal Institute (API)</li> <li>High School Leadership Development Specialist conducted discussion with leadership staff school on staff issues, both performance and behavior based</li> <li>Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process</li> </ul>		
Lowest-Achieving Schools	45/67: RITA Team Audits	NR	NR	<ul style="list-style-type: none"> <li>Project Manager and Administrative Specialist have been selected. Start date for Project Manager is pending final approval of State Superintendent. Offers are being made to the Administrative Specialist.</li> </ul>	<ul style="list-style-type: none"> <li>The formation of a school culture and climate team is close to being fully completed and staffing should be in place by the end of March.</li> </ul>	<ul style="list-style-type: none"> <li>Accepted a bid through the procurement process for a contractor to work with school-based culture and climate teams; working to fully execute the contract; Expected start date for the contractor is March 5th.</li> </ul>
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	2	2			
Lowest-Achieving Schools	47/45: Coordinated Student Services	3	3	<ul style="list-style-type: none"> <li>Professional development on self-care was provided for the school social workers in Prince George's County Public schools. Mid-year Professional development needs were assessed.</li> <li>Technical assistance was provided to school student support teams to address needs identified by the audit pre-assessment rubric.</li> <li>A mid-year phone conversation meeting was held to discuss the next</li> </ul>		



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Lowest-Achieving Schools	48/69: School Health Services	4	4	<p>steps for Professional Development to address needs identified by the Central Office Student Support audit in Baltimore City Schools.</p> <ul style="list-style-type: none"> <li>Continued communication regarding the connection between schools with high absenteeism and Baltimore City Department of Social Services to address chronic absenteeism and truancy.</li> <li>Prince Georges County has now completed the upgrades to all health suites in the cohort identified by the SEA and the county.</li> </ul>	The principals in all Turnaround Schools and feeder schools have been contacted with relevant information.	
Lowest-Achieving Schools	49/63: Physical Activity (PA)	3	3	<ul style="list-style-type: none"> <li>14 new Wellness Plans were collected and approved from PGCPS and BCPS</li> <li>Continuing to compile additional critical resources for the online Blackboard site for PA and creating documents to support LEAs including log books, "SWOT/PEST Analysis Data Form", "Wellness Team Program Mapping Forms", and a "Wellness Team Evaluation Form"</li> </ul>		
Lowest-Achieving Schools	50/58: Extended Learning	4	4	<ul style="list-style-type: none"> <li>Conducted 3/11 program reviews of the 21st Century Community Learning Centers (CCLC) programs and in the process of providing feedback via a monitoring report</li> <li>Provided technical assistance, directly to organizations serving RTTT priority or feeder schools</li> <li>Reviewed 6/11 grantees' Start-Up Reports; and responded accordingly for additional information</li> </ul>		

Assurance Area	Project	March 2014 Rating	Feb 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	3	<ul style="list-style-type: none"> <li>Released the last round of grants to staff in Baltimore City and Prince George's County.</li> <li>Working with staff from Dorchester County to release the additional \$50,000. Staff in Dorchester County completed the PLTW enrollment process and are working to complete purchase orders for GTT equipment.</li> <li>Met with staff from the Breakthrough Center, School Improvement Team, and LEAs to identify four additional sites that are ready to implement the GTT program in project year five.</li> </ul>		
Lowest-Achieving Schools	52/77: Primary Talent Development	4	4	<ul style="list-style-type: none"> <li>Registration opened for the Early Talent Development online course which runs March 31 – May 12, 2014.</li> </ul>		
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> <li>Office of School Innovation Director position posted on MSDE website (closed 2/1/14)</li> <li>Charter School Publications Survey summarized</li> <li>Planning occurring to prioritize charter school technical assistance</li> <li>Site Visits scheduled for Anne Arundel, Baltimore County, Frederick, Montgomery, and St. Mary's County charter school.</li> </ul>		
Other	54/79: Implement Statewide Centralized Student Transcript System	4	4	<ul style="list-style-type: none"> <li>MSDE has set up a project transition meeting for this project.</li> <li>There are no other updates for this project as all milestones have been met.</li> </ul>		



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

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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D.  
**DATE:** March 25, 2014  
**SUBJECT:** Summary of Critical Race to Top Projects

**PURPOSE:**

To provide the State Board of Education additional information for Race to the Top projects with a ranking of a 1 or 2 as of December 31, 2013.

**EXECUTIVE SUMMARY:**

In addition to the overall Race to the Top Project Update, MSDE wishes to provide the State Board of Education the plan of action to address projects that have been identified as a 1 or 2 as of December 2013. Executive Sponsors and Project Managers have identified milestones in two months intervals that need to be met to increase the rating of each critical project and this report includes a progress bar showing agency progress against those milestones.

- 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.

Changes from the initial report:

- Yellow highlighting represents milestones that are in progress.
- Green highlighting represents milestones that have been completed and indicates when a project has increased its rating as projected.
- The meter bar indicates how the project is progressing throughout the 2 month interval.
- A written update has been provided immediately below each project milestone bar to identify specific action steps that have been completed to meet and complete each milestone.

**ACTION:**

Information Only

Attachment

### Summary of Critical Race To The Top Projects

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
9 27	Accessing and Using State Data-Dashboards	2	3	3	4	4	Sept. 2014
			<ul style="list-style-type: none"> <li>Complete testing of 10 production ready dashboards. (Total: 25/36)</li> </ul>	<ul style="list-style-type: none"> <li>Complete testing of 11 production ready dashboards. (Total:36/36)</li> </ul>	<ul style="list-style-type: none"> <li>Begin training and implementation of the Production K12 Portal and 36 LDS dashboards.</li> </ul>	<ul style="list-style-type: none"> <li>Complete training and implementation of the Production K12 Portal and 36 LDS dashboards.</li> <li>Conduct end user survey from all 24 LEAs.</li> </ul>	

*Updates since last board report*

*7 additional dashboards migrated to test environment as of 3/15/2014.*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
15 7	Expand Instructional Toolkit	3	3	3	4	4	July 2015
			<ul style="list-style-type: none"> <li>Online Instructional Toolkit (OIT) contract approved</li> <li>OIT vendor finalizes requirements for resource aggregation</li> </ul>	<ul style="list-style-type: none"> <li>OIT vendor begins resource aggregation and provide samples for approval</li> </ul>	<ul style="list-style-type: none"> <li>OIT vendor delivers first wave of resources for review and approval (est. 2000 resources)</li> </ul>	<ul style="list-style-type: none"> <li>OIT vendor delivers second wave of resources for review and approval (est. 4000 resources)</li> </ul>	

*Updates since last board report*

*The 2 milestones necessary to increase the rating have been completed prior to March 1st.*

### Summary of Critical Race To The Top Projects

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
4 3	Curriculum and Formative Assessment Development	2					July 2015
			<ul style="list-style-type: none"> <li>• Foundations of Technology sole-source contract approved</li> <li>• Financial Literacy contract approved</li> </ul>	<ul style="list-style-type: none"> <li>• Vendors for Foundation of Technology and Financial Literacy courses begin development</li> </ul>	<ul style="list-style-type: none"> <li>• Review drafts of courses from vendors</li> <li>• Provide input for improvement and enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• Begin piloting STEM courses</li> <li>• Implement STEM courses within Learning Management System</li> </ul>	

*Updates since last board report*

*The Financial Literacy STEM Course and the Foundations of Technology contracts are on the Board of Public Works (BPW) agenda for April 2, 2014 to ratify the award to a vendor.*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
22 6	Develop Online Instructional Intervention Modules	2					July 2015
			<ul style="list-style-type: none"> <li>• MOU ratified with state affiliated agency</li> </ul>	<ul style="list-style-type: none"> <li>• Course development activities begin for 125 modules</li> </ul>	<ul style="list-style-type: none"> <li>• Review first wave of modules (est. 50 modules)</li> <li>• Provide input for improvement and enhancement</li> </ul>	<ul style="list-style-type: none"> <li>• Review second wave of modules (est. 75 modules)</li> <li>• Provide input for improvement and enhancement</li> </ul>	

*Updates since last board report*

*We are in discussion with MPT regarding an MOU for the development of the Disciplinary Literacy modules - Part 2.*

### Summary of Critical Race To The Top Projects

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				
43 21	Develop Online PD on Educator Instructional Improvement Content	2	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
			2	3	4	4	
			<ul style="list-style-type: none"> <li>Approve multi-vendor contract for nine Online Professional Development courses</li> </ul>	<ul style="list-style-type: none"> <li>Vendors for Online Professional Development courses begin development</li> </ul>	<ul style="list-style-type: none"> <li>Review first round of drafts of courses from vendors</li> <li>Provide input for improvement and enhancement</li> </ul>	<ul style="list-style-type: none"> <li>Review final drafts of courses from vendors</li> <li>Provide input for improvement and enhancement</li> <li>Migrate completed courses to Learning Management System</li> </ul>	

*Updates since last board report*

*The award for nine professional development courses is on the BPW agenda for April 2, 2014.*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				
46 57	Extend Student Learning and Improve School Culture, Climate, and Support	2	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
			2	3	4	4	
			<ul style="list-style-type: none"> <li>Interview bid-board candidates (Hiring expected in late February)</li> <li>Interview Behavior Specialist (Hiring expected in late February)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct onsite training and technical assistance for behavioral teams</li> </ul>	<ul style="list-style-type: none"> <li>Conduct onsite training and technical assistance for behavioral teams</li> </ul>	<ul style="list-style-type: none"> <li>Conduct onsite training and technical assistance for behavioral teams</li> <li>Complete discipline plans</li> </ul>	

*Updates since last board report*

*Candidates have been selected and our in the final stages of the hiring process.*

### Summary of Critical Race To The Top Projects

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
10 28	Multi-Media Training	1	2	2	3	4	Sept. 2014
			<ul style="list-style-type: none"> <li>Complete the scripts for the remaining 19 dashboard training modules. (Current Total: 17/40)</li> <li>Backfill the captivate developer resource</li> <li>Backfill the LDS Coach resource</li> </ul>	<ul style="list-style-type: none"> <li>Complete the development and testing of 9 production ready training modules (Total: 26/40)</li> </ul>	<ul style="list-style-type: none"> <li>Complete the development and testing of 10 production ready training modules (Total: 36/40)</li> </ul>	<ul style="list-style-type: none"> <li>Complete the development and testing of 4 production ready LDS Coaching modules (Total: 40/40)</li> <li>Conduct end user survey from all 24 LEAs.</li> </ul>	

*Updates since last board report*

*Backfilled LDS Coach (all related activities expected to be completed by 3/15/2014)*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
17 32	Implement a Test Item Bank System (TIBS)	1	1	2	2	3	July 2015
			<ul style="list-style-type: none"> <li>Revise current RFP for Assessment Task Development to include a comprehensive assessment system</li> <li>Release RFP for Bid</li> </ul>	<ul style="list-style-type: none"> <li>Complete vendor evaluations and make vendor selection Submit UDSE project amendment Release LEA grant application</li> </ul>	<ul style="list-style-type: none"> <li>Vendor contract approved and vendor is on boarded to the project LEA grants approved</li> </ul>	<ul style="list-style-type: none"> <li>Complete initial setup of System for Pilot (goal to be fully operational by the end of 2014)</li> <li>Conduct pilot training on use of the system</li> <li>Begin full system pilot</li> </ul>	

*Updates since last board report*

*MSDE and USDE are in regular communication regarding the proposed solution, both parties are committed to finding a solution as soon as possible. The milestones indicated above will be updated to reflect said solution once approved.*

*Summary of Critical Race To The Top Projects*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
20 35	Adaptive Testing Units for High Schools	1	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	July 2015
			<ul style="list-style-type: none"> <li>• Submit revised amendment to amend the scope of work from providing devices to LEAs to developing policies that support technology utilization.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin compiling resources and acquiring expertise from LEAs and other states, to inform policy on utilizing Bring Your Own Device (BYOD) systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Configure Learning Management System to house resources for LEAs</li> <li>• Provide guidance to LEAs on how to implement BYOD policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver online training and provide monitoring of BYOD adoption within LEAs.</li> </ul>	

*Updates since the last board report*

*MSDE and USDE are in regular communication regarding the proposed solution, both parties are committed to finding a solution as soon as possible. The milestones indicated above will be updated to reflect said solution once approved.*



*Summary of Critical Race To The Top Projects*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
18 33	Implement a Computer-Adaptive Test (CATS) Delivery System	<b>1</b>	During the reevaluation of the project, based on USDE feedback, MSDE is no longer pursuing a Computer Adaptive Testing System. MSDE will request funding from this project be utilized to procure the comprehensive assessment system in projects 17 32 and 3 2 (based upon USDE approval).				<b>N/A</b>

*Updates since the last board report*

*Same as above*

No.:	Project	Feb Ranking	Critical Milestones & Target Ranking				
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
19 34	Item Load and Integration Setup for Test Item Bank System	<b>1</b>	Upon USDE approval, Project 19 34 "Item Load and Integration" system will be completed under the revised scope of project 17 32 "Implement a Test Item Bank System (TIBS)"				<b>N/A</b>

*Updates since the last board report*

*Same as above*