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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** April 22, 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 (April 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	April 2014 Rating	March 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>Continuing to provide responses to all amendment questions from USED and submitting all necessary revisions and fiscal requests</li> </ul>		
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> <li>CAIRE continues to meet with project managers from 15 projects to evaluate the projects' measurable objectives</li> </ul>		
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> <li>Project FAME (Formative Assessment for Maryland Educators) conducted two webinars</li> <li>The team received two proposals from RFP for Task Development. The procurement is on track to be completed by July 2014.</li> <li>The team began to develop a team of representatives to collaborate to support LEA assessment systems and share resources.</li> </ul>		
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	2	2	<ul style="list-style-type: none"> <li>Five units from the Foundations of Computer Science Course, 11 units for the Computer Science Concepts and Practices, and 5 units for Video Game Design were reviewed this month.</li> <li>Piloting of the online STEM course is underway</li> </ul>	<ul style="list-style-type: none"> <li>The Financial Literacy STEM Course and the Foundation of Technology STEM Course kick-off meetings have both been scheduled for April 2014.</li> </ul>	In preparation for the piloting of the online STEM courses, we are working to identify facilitators and LEAs now so that as soon as the courses are acquired, we have everything set

Assurance Area	Project	April 2014 Rating	March 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
						up to start the piloting. This way there will be no delays after the courses are acquired.
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>The MSDE project team submitted the new data report for teachers and one for local administrators to the ITEEA assessment team to integrate as part of the spring post-assessment or fall pre-assessment.</li> </ul>		
Standards and Assessment	6/76: Curriculum and Assessment Development CTE-SREB	4	4	<ul style="list-style-type: none"> <li>Applications for CTE Incentive Funds to support the implementation and expansion of the CDM program were due March 28, 2014.</li> </ul>		
Standards and Assessment	7/5: World Languages (WL) Pipeline	4	4	<ul style="list-style-type: none"> <li>The Year 4 one-credit continuing education professional development course, Teaching Young World Language Learners II - Instruction and Assessment, began on March 17 and runs until April 4, 2014. Over 40 teachers signed up for the 19 available slots.</li> <li>World Language (WL) specialists continue to revise grade 4-5 WL/STEM modules. Two modules have been finalized and translated into</li> </ul>		

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				Arabic, Chinese, and Spanish. The three remaining modules are in the revision process.		
Data Systems	8/11: Develop Overall Technology Infrastructure	3	3	<ul style="list-style-type: none"> <li>Performed four migrations to support the Production go live effort for Project 9/27</li> <li>Completed Performance testing for 10000 concurrent users</li> </ul>		
Data Systems	9/27: Accessing and Using State Data-Dashboards	3	2	<ul style="list-style-type: none"> <li>25 dashboards out of 36 are expected to be in production as of April 3. Two dashboards that were originally planned to be in production were delayed and moved to wave 4. This is an increase of 8 dashboards. (17 →25)</li> </ul>	<ul style="list-style-type: none"> <li>We are still experiencing intermittent issues with WCP “Page Not Found errors”. The development team is actively working with Oracle to resolve this issue. We have resolved 90% of them.</li> <li>We are experiencing issues with browser compatibility. A user manual has been created to help users navigate through issues which they may experience due to the browser being used.</li> </ul>	
Data Systems	10/28: Multi-Media Training	1	1	<ul style="list-style-type: none"> <li>The technical writer has been writing scripts for 17 dashboards while the project waits for the backfill of a captivate developer and will begin to work on the other 8.</li> <li>Currently we have 6 Dashboard modules and 11 OBIEE training modules.</li> <li>All 4 LDS training scripts have been completed. Waiting for Captivate Developer to complete the module.</li> </ul>	Project 10/28 is working in parallel with Project 9/27- the modules are completed following each Dashboard.	<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> </ul>
Data Systems	11/29: LEA System	NR	NR	<ul style="list-style-type: none"> <li>The grant requirements for this project have been completed as of 9/30/2013</li> </ul>		

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	Application and Infrastructure Upgrades			<ul style="list-style-type: none"> <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>		
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	3	<ul style="list-style-type: none"> <li>Meta-Tagging Descriptors Document has been reviewed and returned to AP Ventures for incorporation of feedback from MSDE</li> <li>Algebra II Module 1 working draft completed and Biology PD module 4 completed</li> <li>MPT interstitial video delivered to Emma Doube Elementary School,</li> </ul>	MOU drafts for additional modules and courses, pending grant extension, were discussed with MPT	

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				Washington County		
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> <li>• Educators in 18 LEAs have now been trained in the use and scope of the STEM Specialist in the Classroom Program.</li> <li>• Additional resources for the STEM Resources Clearinghouse have been added bringing the total number of resources up to 43.</li> <li>• Usage data on the STEM Career Exploration component of the STEMnet Student Hub and feedback about the usefulness of the resource have been collected from students and teachers. New content has been added.</li> </ul>	Results from the online tool have been collected and reviewed. The next steps are to populate the system with resources and pilot test them with selected teachers. The resource will be launched for teacher use in September 2014.	
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	1	1	<ul style="list-style-type: none"> <li>• Spoke with USDE to answer follow up questions about the new approach towards storage and retrieval of assessment tasks which includes using Blackboard and providing LEA sub grants.</li> </ul>	This project has developed a clear plan for moving forward. In the absence of a TIBS, Project 3/2 developed a plan to create an online repository utilizing blackboard to allow content to be stored and retrieved by LEAs. Additionally the team is creating a focus group of LEA representatives that can work collaboratively to determine the best use of these funds once received.	The project team is drafting a formal amendment to USDE that will collapse project funding and allow that funding to be provided to LEAs as sub grants to procure or enhance existing assessment systems.
Data Systems	18/33: Implement a Computer-Adaptive Test (CATS) Delivery System	1	1	<ul style="list-style-type: none"> <li>• Drafted LEA grant application for LEAs to request funding to procure or expand assessment systems.</li> <li>• Spoke with assistant superintendents and CIOs in LEAs to collect information on current assessment systems and identify a working team to meet regularly to discuss enhancing assessment systems.</li> </ul>		
Data Systems	19/34: Item Load and Integration Setup for Test Item Bank System	1	1			

Assurance Area	Project	April 2014 Rating	March 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
Data Systems	20/35: Adaptive Testing Units for High Schools	1	1			
Data Systems	21/42: Implement a Statewide System to Support Student Instructional Intervention	3	3	<ul style="list-style-type: none"> <li>• St. Mary's County began the implementation of Performance Matters Response to Intervention, Online Assessment and Student Learning Objectives. Project staff are still awaiting the information from the other 17 LEAs that received funding for this initiative.</li> <li>• Performance Matters delivered Student Instructional Intervention System professional development training to St. Mary's County.</li> </ul>	The Student instructional delivery system provides tools for Formative Testing with for broader intervention groups. The new tools will allow educators to produce graphs to help them determine which interventions are most effective.	
Data Systems	22/6: Develop Online Instructional Intervention Modules	2	2	<ul style="list-style-type: none"> <li>• ELA PD Module for Grades 11-12 Analysis of Foundational Documents and the ELA PD Module for Kindergarten Interactive Read Aloud were completed and posted on Blackboard Learn</li> <li>• Second wave ELA modules were completed and have been posted on MSDE's LMS (15 total: 3 enrichment and 12 intervention)</li> <li>• MSDE provided the required survey links to Pearson for ELA second wave modules.</li> <li>• MSDE provided final feedback to Eureka Facts and Pearson regarding survey questions</li> </ul>	MSDE has asked MPT to delay the creation and review of high school modules until a contract is issued; the anticipated start date is May 1, 2014.	Steps to mitigate: <ul style="list-style-type: none"> <li>• A no-cost extension has been requested for Part 2 of the project</li> <li>• Pursuing an MOU with MPT for the development of Part 2 modules.</li> <li>• A Scope of Work bid has been sent to procurement and will be posted the first week of April.</li> </ul>
Data Systems	23/55: Develop	NR	NR	<ul style="list-style-type: none"> <li>• Project is closed and any remaining funds are being reallocated by RTTT</li> </ul>		

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	Framework for Teacher Toolkit Portal			Leadership as part of the amendment process		
Data Systems	24/56: Develop and Implement Course Registration System	3	3	<ul style="list-style-type: none"> <li>• A survey is being administered to receive feedback about the system.</li> <li>• Six professional development courses started during the month of March.</li> <li>• Additional site visits to Dorchester, Queen Anne's and Charles Counties were made to continue to gather feedback from teachers and students about the resources available on the LMS</li> </ul>		
Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	4	<ul style="list-style-type: none"> <li>• The Program Approval Branch staff continue to look for evidence of Maryland College and Career-Ready Standards 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.</li> </ul>		
Data Systems	26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment	3	3	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	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</li> </ul>		

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	on Growth Model			process		
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 Delivery of Sphere 4 Professional development and technical assistance</li> <li>• Finalized content for WestEd's Year 4 Survey of Teachers, Principals, Superintendents, and LEAs</li> <li>• Completed and distributed Year 4 Data Collection Timeline</li> <li>• Published Communication Bulletin #25</li> </ul>		
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	3	3	<ul style="list-style-type: none"> <li>• Completed EIS Workflows</li> <li>• Completed Design of Productivity Report</li> <li>• Completed installation of SharePoint 2013 Theme</li> <li>• Completed design of New Application forms</li> <li>• Began discussions and planning for Production deployment at the Department of Public Safety and Correction Services (DPSCS)</li> </ul>		
Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-	4	3	<ul style="list-style-type: none"> <li>• Implemented Emerging Leaders Program (ELP) Cycle 6 High impact instructional strategies, pyramid of academic interventions, deep dive conversations and Personal leadership</li> </ul>		

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	Achieving Urban and Rural Districts			<p>Coaching session on lesson plan analysis, team accountability practice, and SMART Goals/End of the Year Reflection</p> <ul style="list-style-type: none"> <li>• Held the Aspiring Principals Program (APP) Cohort 13 Resident Principal Weekly Meetings (3); topics included: Technology, Support Services, Human Capital. The National Winter Gathering topics included adaptive leadership, equity, instructional leadership, efficacy, school culture, time management, observation and supervision.</li> <li>• Salisbury (SU)/University of Maryland Eastern Shore (UMES)- All 25 candidates are working on efforts to complete their LEA level School Improvement projects. Project staff held a conference call with Deans from SU and UMES to discuss YEAR 4 final plans and capstone meeting on May 9.</li> </ul>		
Great Teachers and Leaders	32/73: Teach for Maryland	4	3	<ul style="list-style-type: none"> <li>• Created and presented two Concurrent Sessions at the 2014 Professional Development Schools (PDS) National Conference on March 28 and 29, 2014.</li> <li>• Four additional sessions were presented by Teach for Maryland (MTC) sub-grantees during the National Conference. Additionally 12 interns from Maryland, 6 from one of our IHE sub-grant partnerships, showcased their action research.</li> <li>• “The Story of a Unique Collaborative</li> </ul>	The article was co-authored by Dr. Laila Richman, Institution of Higher Education Sub-grantee Project Co-manager from Towson University, Dr. Maggie Madden, MSDE Project Director, and Dr. Cheri Wittmann, MTC Project Manager, MSDE	

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				Partnership Focused on Preparing Effective Teachers to be Successful in High- Poverty/High Minority Schools” has been accepted for publication by School University Partnerships, the Journal of the National Association for Professional Development Schools. Continued work with Manual writers to develop “Preparing Educators for High Poverty/High Minority Schools: A Manual for Teacher Educators, Teachers and Principals”		
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 final application from Baltimore City, which now includes revised school targets for absenteeism, in alignment with the LEA’s new initiative to decrease absenteeism in all schools across the LEA.</li> </ul>		
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> <li>Responded to CAIRE’s request for additional data for certain LEAs regarding their end of year reports, as well as thoroughly reviewing and revising proposed surveys that they will issue to teachers and principals that participated in the project at their schools.</li> <li>Received end of year report from Baltimore County, reporting on Year 3.</li> </ul>		
Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> <li>Technical Assistance meetings conducted with Salisbury University program manager and a conference call with McDaniel College</li> <li>Met with the Associate Director of the Collegiate Unit at the Maryland Higher Education Commission (MHEC) to</li> </ul>		

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				<p>clarify procedures and requirements for colleges and universities implementing Elementary STEM programs at the undergraduate and graduate levels.</p> <ul style="list-style-type: none"> <li>• Attended and presented “Preparing STEM-centric Elementary Teachers” at the ITEEA meeting in Orlando, Florida, March 26-28.</li> </ul>		
Great Teachers and Leaders	36/75: LEAs, Providers, and IHEs (UTeach) Maryland)	3	3	<ul style="list-style-type: none"> <li>• The first of the reading course revision Work Group met on March 11 with the second scheduled for April 25. This revision and subsequent integration models will allow UTeach projects to meet the 140 credit hour requirement.</li> </ul>	The spring meeting of the Towson steering committee and the UTeach Institute has been set for April 8.	
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>• 10 additional teachers completed all requirements.</li> </ul>	To date, a total of 299 teachers have completed the coursework and passed the Praxis in years 1-4.	
Great Teachers and Leaders	39/25Teacher Induction Academies	4	4	<ul style="list-style-type: none"> <li>• Completed a site visit for the low-bid site location vendor of proposed 2014 Teacher Induction Academy.</li> <li>• Site visits were conducted with Induction Coordinators in Washington (March 6), Baltimore City (March 7), Talbot (March 11), Anne Arundel (March 13), Baltimore County (March 18), Montgomery (March 24), and</li> </ul>		

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				Carroll (March 31).		
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> <li>Met all day on March 12 with Bill Slotnik of Community Training and Assistance Center (CTAC) on SLOs</li> <li>Technical assistance to Baltimore County Assistant Superintendents on TPE on March 4, 2014</li> <li>Met with Division of Special Education to gather information to provide technical assistance on SLOs on March 4</li> <li>April 1 convening with Dr. Sandra Alberti of Student Achievement Partners sent to EOs. Evaluations were very positive.</li> </ul>	The feedback for the Summit 4, held on March 14 was overwhelmingly positive. Participants expressed great appreciation for the opportunities to discuss strategies with colleagues from across the state, to exchange ideas, to problem-solve roadblocks, and to share instruments and materials that have proven successful.	
Great Teachers and Leaders	41/24: Educator Effectiveness Academies	4	4	<ul style="list-style-type: none"> <li>Held live webinars in March on four contents. For science teachers and central office on disciplinary literacy; for teachers, administrators, and central office on STEM; and for administrators and central office on formative assessments and professional learning (2 sessions).</li> <li>Held four LEA support site visits to Howard, Charles, Queen Anne's, and Dorchester Counties</li> <li>Opened registration on March 10 for the regional College and Career Readiness Conferences. In the first 15 days of registration, over 1000 Maryland educators have registered. 30% of registrations are school principals or assistant principals.</li> <li>Continued editing of 48 sessions that were filmed from the 2012 and 2013</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 March, there have been 1,312 educators who have participated in the live versions of the webinars and 1,336 educators who have accessed recorded versions of the webinars on the MSDE LMS on Blackboard. In total, 2,648 educators have viewed the webinars.</p> <p>All webinars allotted time for questions and answers. Recorded versions of the</p>	

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				<p>summer EEA sessions in ELA, mathematics, STEM, and disciplinary literacy. Once edited, captioned, and completed, the videos will be offered as individual PD modules. 16 sessions have been completed, approved, and sent to captioning; 14 sessions are in final review; an additional 14 sessions are in some phase of editing; and 4 have been deleted after a review by the content teams and considered not useful.</p> <ul style="list-style-type: none"> <li>Polled Superintendents' priorities for the Principal Pipeline and completed initial design concept and delivery structure</li> </ul>	<p>March webinars are being posted to the LMS for more wide-spread viewing.</p>	
Great Teachers and Leaders	42/17: Priority Schools Academy	4	4	<ul style="list-style-type: none"> <li>Academy for School Turnaround Follow-up session feedback indicated that between 95% -100% of the participants found the information and strategies presented in the sessions to be valuable to their work in Turnaround schools.</li> <li>96% of respondents indicated that their ability to implement best practices and that their ability to develop leadership team knowledge and capacity has improved as a result of the Academy</li> <li>Met with Baltimore City Turnaround Office in early March where the feedback was shared and discussed. Very favorable feedback from executive officers who were in attendance at the Academy.</li> </ul>		

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Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	3	2	<ul style="list-style-type: none"> <li>The training for the ELA and mathematics professional development is being reviewed by MSDE ELA and mathematics content specialists.</li> <li>Twenty-five EEA Master Teachers who very successfully completed MSDE's online facilitation course in the fall are "shadowing" highly experienced and effective facilitators in their online courses</li> </ul>	A second cohort of EEA Master Teachers who aspire to teaching the new courses online have begun as learners in the spring semester of MSDE's facilitator course Online Teaching in Maryland. They will shadow experienced facilitators this summer and be ready to facilitate additional sections of the courses this fall.	
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> <li>The third Aspiring Principals Institute (API) was held for aspiring leaders in Baltimore City.</li> <li>In Prince George's County, the leadership specialist participated in learning walks to observe classroom instruction.</li> <li>Content specialists provided professional development for the teachers in the schools they support on components of the PARCC assessment and implications for instruction. Feedback from the teachers was very positive.</li> </ul>	The Superintendent of PGcps accompanied the leadership specialist in the learning walk at Potomac High School. Specialists continue to mentor various administrators on leadership practices based on the Maryland Instructional Leadership Framework.	
Lowest-Achieving Schools	45/67: RITA Team Audits	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>		
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School	2	2	<ul style="list-style-type: none"> <li>All positions have been hired; the School Culture and Climate Specialist started mid March, the administrative specialist started end of March, and the School Culture and Climate Team</li> </ul>		<p>Mitigation Plan:</p> <ul style="list-style-type: none"> <li>By April 30 2014-- Project Manager will conduct meetings, and/or participate in</li> </ul>

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	Culture, Climate, and Support			<p>Member began the beginning of April</p> <ul style="list-style-type: none"> <li>Initial communication has been sent out to the principals and school teams that attended the RTTT Summer Staging Institute. Several schools have responded and dates for planning meetings are being set up in order to identify technical support needs and training.</li> <li>Initial communication has occurred with the PG Office of Safe and Drug-Free Schools and BCPS Turnaround Specialist to meet and/or participate in scheduled meetings to ensure continuation of the project's goals and objectives.</li> </ul>		<p>scheduled meetings, with PG Office of Safe and Drug-Free Schools and the Baltimore City Turnaround Specialist</p> <ul style="list-style-type: none"> <li>By April 30, 2014-- Project Manager will conduct meetings with representatives from school teams in PG and BCPS to identify training and technical support needs for school culture and climate.</li> </ul>
Lowest-Achieving Schools	47/45: Coordinated Student Services	3	3	<ul style="list-style-type: none"> <li>Professional development was provided for the school social workers in Prince George's County Public schools, on helping families and children who have suffered trauma and abuse. Evaluations were outstanding.</li> <li>Met with the new school social worker at Thomas Johnson Middle and the new principal to discuss the need for support for their student services team.</li> <li>Connected with the Turnaround Director in Prince George's County to gain support for the summer workshop on Restorative Practices.</li> </ul>	Frederick Douglass High in Baltimore City Public Schools received assistance with coordinated student services for improving attendance through the student support team.	
Lowest-Achieving Schools	48/69: School Health Services	4	4	<ul style="list-style-type: none"> <li>The principals in all Turnaround Schools and feeder schools have been contacted with relevant information about chronic absenteeism and truancy.</li> </ul>		
Lowest-	49/63:	3	3	<ul style="list-style-type: none"> <li>20 Wellness Plans have been finalized</li> </ul>		

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Achieving Schools	Physical Activity (PA)			<ul style="list-style-type: none"> <li>and approved or are in final edits from PGCPS and BCPS</li> <li>• Sent “Wellness Team Evaluation Form” to LEAs for their self-assessment at the end of the year</li> <li>• Created “Year End Final Report” template for each school and sent to LEA’s for distribution</li> </ul>		
Lowest-Achieving Schools	50/58: Extended Learning	4	4	<ul style="list-style-type: none"> <li>• Conducted 7/11 program reviews of the 21st Century Community Learning Center (CCLC) programs and in the process of providing feedback via a monitoring report</li> <li>• Provided technical assistance, directly to organizations serving Race to the Top priority or feeder schools</li> <li>• Reviewed 4/11 grantees’ Start-Up Reports; and responded accordingly for additional information, prior to approval.</li> </ul>		
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<ul style="list-style-type: none"> <li>• The project team met with staff from Prince George’s County Public Schools to provide technical assistance and discuss GTT monitoring and program improvement.</li> </ul>		
Lowest-Achieving Schools	52/77: Primary Talent Development	4	4	<ul style="list-style-type: none"> <li>• On March 26, 2014, 15 PreK-K teachers from three Prince George’s County schools participated in a half-day PTD training session (Capitol Heights, Judge S. Woods, Robert Gray).</li> </ul>		
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> <li>• Office of School Innovation Director Position interviews took place March 25<sup>th</sup>-26<sup>th</sup>, 2014</li> </ul>		

Assurance Area	Project	April 2014 Rating	March 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				<ul style="list-style-type: none"> <li>• Site Visits have taken place in Anne Arundel, Frederick, and St. Mary’s County.</li> <li>• RFQ completed and advertised for MD charter school publications webinar series.</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:** April 22, 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:

- White highlighting represents tasks that still need to be completed.
- 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. Red updates indicate the most current updates.

**ACTION:**

Information Only

Attachment

### Summary of Critical Race To The Top Projects

No.:	Project	April Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
9 27	Accessing and Using State Data-Dashboards	3	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*

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

*April Update: 25/36 dashboards are in production as of 4/7/2014. Wave 4 testing is in progress.*

No.:	Project	April 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*

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

*April Update: OIT vendor is collaborating with MSDE to identify appropriate educators to select quality resources for this repository.*

### Summary of Critical Race To The Top Projects

No.:	Project	April 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**

*March Update: 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.*

*April Update: Foundation of Technology and Foundation of Literacy "kick-off" meetings scheduled for the month of April. Development will begin in April.*

No.:	Project	April 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**

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

*April Update: The MOU has been written and reviewed by both parties. It will be sent to the AG's office following the NCE approval from USDE.*

### Summary of Critical Race To The Top Projects

No.:	Project	April Ranking	Critical Milestones & Target Ranking				
43 21	Develop Online PD on Educator Instructional Improvement Content	3	Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date  July 2015
			<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**

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

*April Update: "Kick-off Meeting" on April 8th and 9th. Course development will begin at that time.*

No.:	Project	April 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  Sept. 2014
			<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**

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

*April Update: 46|57 has all personnel required to complete the tasks above. By April 30th the project is expecting to conduct two onsite trainings.*

*Summary of Critical Race To The Top Projects*

No.:	Project	April Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
10 28	Multi-Media Training	1	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	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 captive 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*

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

*April Update: 10|28 has experienced significant delays since November 2013. The captive developer can not be acquired until the amendment has been approved by USDE.*

			Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
17 32	Implement a Test Item Bank System (TIBS)	1	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	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>Submit USDE project amendment for LEA sub grant solution, once approved release LEA grant application to districts</li> </ul>	<ul style="list-style-type: none"> <li>LEA grants approved</li> </ul>	<ul style="list-style-type: none"> <li>LEAs submit grant monitoring documentation</li> </ul>	

## Summary of Critical Race To The Top Projects

No.:	Project	April Ranking	Critical Milestones & Target Ranking			
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**Updates since last board report**

*March Update: 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.*

*April Update: Project team has drafted the formal USDE amendment for LEA sub grants to enable each district to enhance or procure local integrated assessment systems. \*\*\* Note- The timeline has been updated to reflect the current proposed solution.*

20 35	Adaptive Testing Units for High Schools		Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	End Date
		<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>July 2015</b>
			<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**

*March Update: 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.*

*Project team has begun compiling resources and attending site visits within Maryland to review current BYOD policies.*

*Summary of Critical Race To The Top Projects*

No.:	Project	April Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
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*

*Same as above*

No.:	Project	April Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
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*

*Same as above*