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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** May 19, 2015  
**SUBJECT:** Race to the Top Project Update

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**PURPOSE:**

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

**EXECUTIVE SUMMARY:**

MSDE wishes to provide the State Board of Education with a monthly assessment of its RTTT projects that have an NCE. Each project has a Project Manager, an Executive Sponsor (Assistant State Superintendent), and a Program Director who work collaboratively on the projects. The status of each project differs based on a wide variety of circumstances. A project that is on schedule during one month may be behind schedule two months later due to the loss of a key staff member, delay in amendment submission and/or approval, delay in procurement, etc. The attached document provides the State Board with staff's progress on targets for a three month window (a ✓ indicates that the item is completed) and the current analysis of each project according to the following scoring guidelines:

- 1 = substantially off-track and/or has significant quality concerns; urgent and decisive action is required;
- 2 = off-track and/or there are quality concerns; many aspects require significant attention;
- 3 = generally on-track and of high or good quality; only a few aspects require additional attention;  
and
- 4 = on-track with high quality.

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

**ACTION:**

Information Only

Attachment

### Monthly Project Report by Assurance Area (May 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	May 2015 Rating	April 2015 Rating	Accomplishments	Comments and Information on Targets for January 2015-March 2015	Targets for April 2015-June 2015
General	1/78: Office of Academic Reform and Innovation	3	3	<ul style="list-style-type: none"> <li>• Continuing to conduct regular RTTT Stat Meetings</li> <li>• Continuing to update Professional Development events for Comprehensive Training Plan calendar which will be available to LEAs in May through Learn MD</li> <li>• Completed installation for communication hub in 6 conference rooms, 1 computer lab, and 3 small meeting rooms</li> <li>• Released second round Invitation to Bid (IFB) for Communication Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Training for MSDE communication hub liaisons will be held May 18th</li> <li>• IFB proposals due May 21st</li> </ul>	<ul style="list-style-type: none"> <li>• Close monitoring of spending out of all project budgets</li> <li>• Ensuring all project deliverables are completed by June 30</li> <li>• Develop transition plans for work of RTTT to permanent staff</li> <li>✓ Installation of Communication Hub</li> <li>• MSDE training on the Hub</li> <li>• Complete Scheduling tool for Hub</li> </ul>
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> <li>• CAIRE lengthened the window for the College and Career Ready Survey responses from April 1-30 to May 8<sup>th</sup>.</li> <li>• Sent communication to all LEAs through the State Superintendent's Weekly Communication to ask Superintendents to remind teachers and principals to complete the survey</li> </ul>		<ul style="list-style-type: none"> <li>✓ Conduct Spring 2015 Survey</li> <li>• Analyze Results of Spring 2015 Survey</li> <li>• Final report of all surveys (fall 2013-spring 2015)</li> </ul>
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> <li>• Delivered and approved all Math assessment tasks</li> <li>• Editing Formative Assessment for Maryland Educators (FAME) videos for online professional development modules</li> </ul>	Last batch of ELA modules will be delivered Friday, May 8 <sup>th</sup> .	<ul style="list-style-type: none"> <li>• Revise all FAME modules to replace classroom footage with Maryland classroom footage.</li> <li>• Deliver remaining assessment tasks to LEAs.</li> <li>• Initiate FAME Cohort 2.</li> </ul>

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Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> <li>Completed final review of the Foundations of Technology course (FoT) between ITEEA and MSDE.</li> <li>Preparing staff in Calvert County to pilot the FoT course this summer</li> <li>Completed and uploaded four units for every grade level in ELA/Literacy</li> <li>Editing units 4, 5 and 6 of the Financial Literacy course</li> <li>To date, 16,611 students have taken the ITEEA pre assessment and 2,389 students have taken the ITEEA post assessment.</li> </ul>	Staffs in Baltimore and St. Mary's Counties are preparing to pilot in the fall.	<ul style="list-style-type: none"> <li>Complete Foundations of Technology STEM Course</li> <li>Identify pilot sites.</li> <li>Complete Financial Literacy Course</li> </ul>
Standards and Assessment	5/4: Curriculum and Formative Assessment Development for International Technology and Engineering Educators Association (ITEEA)	4	4			<ul style="list-style-type: none"> <li>Work with ITEEA to plan the Summer Professional Development</li> <li>Renew membership in ITEEA's Engineering by Design (EBD) consortium</li> </ul>
Data Systems	8/11: Develop Overall Technology Infrastructure	2	2	<ul style="list-style-type: none"> <li>Continued resolving the federation (security access between LEA and MSDE) issues with Carroll County</li> <li>Completed user testing and launched LearnMD to MSDE servers on May 1<sup>st</sup></li> <li>Requested LEAs place the LearnMD icon onto every educator's desktop in the State.</li> </ul>	<p>11 LEAs are in various stages of working on the federated security model</p> <p>3 LEAs are using the MSDE hosted model</p> <p>9 LEAs are still on the list as needing assistance or asking questions</p> <p>1 LEA has confirmed that they will not implement either solution at this time</p>	<ul style="list-style-type: none"> <li>Complete federation (security model) with all LEAs</li> </ul>

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Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> <li>• Vendor #1               <ul style="list-style-type: none"> <li>○ MPT has completed 67% of all ELA module storyboards and 42% are in an online development phase</li> <li>○ Algebra: MPT has completed 100% of all Algebra storyboards and 17% are in an online development phase</li> </ul> </li> <li>• Vendor #2               <ul style="list-style-type: none"> <li>○ Approximately 18% of the resources are awaiting accessibility and copyright verification</li> <li>○ Approximately 5% of the resources are awaiting MSDE approval</li> <li>○ Approximately 63% of the resources are online and available to the public.</li> </ul> </li> </ul>	<p>Algebra PARCC course:</p> <ul style="list-style-type: none"> <li>• Modules 1 – 3 built for online review by MSDE. Module 4 will be complete by June 5, 2015.</li> </ul> <p>ELA Grade 10 PARCC course:</p> <ul style="list-style-type: none"> <li>• Modules 1–6 written and content reviewed by MSDE. Modules 7 and 8 will be completed by June 5, 2015.</li> </ul> <p>The reason for the delay was that the revision process was lengthier than expected and it was necessary to build the capacity of the subject matter experts.</p>	<ul style="list-style-type: none"> <li>• Algebra PARCC Course:               <ul style="list-style-type: none"> <li>○ Modules 4 – 12 built for online review by MSDE</li> <li>○ All modules approved and delivered</li> </ul> </li> <li>• ELA Grade 10 PARCC Course:               <ul style="list-style-type: none"> <li>○ Modules 9 – 12 written and content reviewed by MSDE</li> <li>○ Modules 4, 6-12 built for online review by MSDE</li> <li>○ All modules approved and delivered</li> </ul> </li> <li>• Toolkit resources:               <ul style="list-style-type: none"> <li>○ Additional 1500 resources will be approved and added to the repository</li> <li>○ Copyright on all resources complete</li> <li>○ All repository resources available to educators on Blackboard</li> </ul> </li> </ul>



Assurance Area	Project	May 2015 Rating	April 2015 Rating	Accomplishments	Comments and Information on Targets for January 2015-March 2015	Targets for April 2015-June 2015
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> <li>Completed 100% of phases 1, 2, and 3 regional STEM teacher workshops</li> <li>Conducted site visits to 15 LEAs</li> <li>Attended and gathered resources from the National Science Teachers Association Conference and the National Council of Teachers of Mathematics Conferences in April.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Conduct third phase of regional STEM workshops</li> <li>• Gain feedback on integrated STEM lessons and present lessons learned.</li> <li>• Conduct site visits to all LEAs</li> <li>✓ Participate in site visits throughout the country to observe STEM best practices</li> <li>✓ Hold STEM coordinator site visit</li> <li>✓ Gather STEM resources from the field</li> </ul>
Data Systems	17/32: Implement a Test Item Bank System (TIBS)	3	3	<ul style="list-style-type: none"> <li>Conducted eight site visits to view LEA assessment systems.</li> <li>Collected monthly progress reports from LEAs on procuring and/or implementing comprehensive assessment systems.</li> <li>Awarded \$2,749,16 to 24 LEAs to assist in the continued enhancement of their existing assessment systems, and the implementation of formative assessment in the classroom.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Monitor grants and collaborate with LEAs to meet goals and objectives of grants.</li> <li>• Visit LEAs to observe the new or enhanced assessment systems.</li> </ul>
Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> <li>Completed 66% of all science storyboards and 26% of online development. Vendor is revising modules based on feedback.</li> <li>Completed 97% of all social studies storyboards and 69% of online development. Vendor is revising based upon feedback</li> </ul>	<p>Social Studies: (22 modules were targeted for completion for January-March)</p> <ul style="list-style-type: none"> <li>• 19 of 22 modules were built for online review. All modules were not completed because the revision process was lengthier than expected and it was necessary to build the</li> </ul>	<ul style="list-style-type: none"> <li>• Write and Review Science Modules 4-6, 8, 11-17, 20, 22-24, 26-35</li> <li>• Build Science Modules 4-6, 8, 11-17, 20, 22-24, 26-35 online review</li> <li>• Approve and deliver all Science modules</li> <li>• Write and Review Social Studies modules: 10-17</li> </ul>

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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"> <li>• Convened all LEA data leads to review and confirm data collection protocols for School Year 2014-15</li> <li>• Received and processed all Sustaining Grants to LEAs</li> <li>• Completed the full year strategic planning calendar</li> </ul>	<p>capacity of the subject matter experts (SMEs). With new SMEs, all Modules will be completed by June 19, 2015.</p>	<p>and 31-35</p> <ul style="list-style-type: none"> <li>• Build Social Studies Modules 10-17 and 31-35</li> <li>• Approve and deliver all Social Studies modules</li> <li>• Full expenditure of all TPE related Projects</li> <li>• Revise the annual data collection manual</li> <li>• Full transitioning of TPE services to sustainable MSDE resources</li> <li>• Full review, status, and verification of LEA institutionalization of TPE Processes and Practices</li> <li>✓ Full Plan for the Delivery of annual TPE services; particularly for 2015-2016</li> <li>✓ Continue to bring recognition to Maryland's work around TPE</li> </ul>
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional Data	2	2	<ul style="list-style-type: none"> <li>• Tested remote secure access tools to access the internal EIS/CRM solution at MSDE with selected LEAs</li> <li>• Finalizing the configuration and access controls for the UAT (User Acceptance Testing) and Production server's environments for new EIS CRM and SharePoint solutions.</li> <li>• Met with MSDE Cert staff and the Vendor to review the vetted solution data and document migration. Using the information, the vendor has begun building scripts to clean-up data, migrate the data and migrate document.</li> </ul>		<ul style="list-style-type: none"> <li>• Testing of the EIS -CRM system</li> <li>• Testing and validation of all external systems</li> <li>• Training of 125 EIS named users</li> <li>• Public release of EIS SharePoint Portal</li> <li>• Release of EIS-CRM by June 5, 2015</li> <li>• Post Production release to implement reported post-production issues.</li> <li>• Continued training and support provided to both</li> </ul>

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Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	4	4	<ul style="list-style-type: none"> <li>Approved project application for Baltimore City</li> <li>Completed all Notice of Grant Awards (NOGAs)</li> </ul>		<ul style="list-style-type: none"> <li>internal and external users of the system.</li> <li>Implement O&amp;M Maintenance Support</li> <li>Provide technical assistance to LEAs as needed with implementation of PY5 projects.</li> <li>Issue NOGAs to participating LEAs.</li> <li>Collect end-of-year reporting requirements from participating LEAs at conclusion of their projects</li> <li>Collect and submit to MSDE accounting office</li> <li>LEA invoices for teacher incentive payments</li> </ul>
Great Teachers and Leaders	39/25: Teacher Induction Academies	4	4	<ul style="list-style-type: none"> <li>Conducted the third Regional Follow up sessions to support sustainability.</li> <li>Held fourth Induction Coordinator Quarterly Meeting</li> <li>Conducted site visit with the Induction Coordinators in Worcester County (4/9), Somerset County (4/10), Washington County (4/13), Caroline County (4/14), St. Mary's County (4/20), and Cecil County (4/21)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Regional Follow up Session #3 for all 4 sites</li> <li>Begin Site Visits</li> <li>Hold Teacher Induction Coordinators' April Quarterly Meeting</li> </ul>
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> <li>Held a two day retreat to plan for the 2015-16 school year</li> <li>Conducted last Promising Principals Academy (Activity is centered in Project 41/24)</li> <li>Attended the CCSSO SCEE Summit national conference and presented a plenary session on the Principals</li> </ul>		<ul style="list-style-type: none"> <li>Professional Development will be provided to stakeholders</li> <li>Technical Assistance will continue to be provided to LEAs</li> <li>Planning for presentation on building capacity of</li> </ul>

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Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<p>Pipeline</p> <ul style="list-style-type: none"> <li>Received bids and selected a venue for summer 2015 Promising Principals Academy (Project 41/24)</li> <li>Completed two of four regional workshops on the alignment of the new SAT to the Maryland College and Career-Ready Standards in Dorchester and Montgomery Counties. <ul style="list-style-type: none"> <li>Summer 2015 conferences: <ul style="list-style-type: none"> <li>Assigned Master teachers to content teams and conference sites and held first Master Teacher Training on April 23 for six contents areas.</li> </ul> </li> <li>Launched the pilot for the Maryland College and Career-Ready Professional Learning</li> <li>Identified 7 LEAs to receive sub-grants for professional learning needs identified by LEAs.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>promising principals, principals, and principal supervisors at CCSSO meeting</li> <li>Planning for Sustainability of TPE work for FY16 and FY17</li> <li>Complete writing of conference sessions.</li> <li>Finalize conference schedule and agenda.</li> <li>Launch Pilot of Maryland CCR Professional Learning Program.</li> <li>Train Master Teachers.</li> <li>Hold 5 regional summer College and Career Readiness conferences.</li> </ul>
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	2	3	<ul style="list-style-type: none"> <li>Completing accessibility verification for Foundations of ELA, Practical Application of ELA Methods (Primary), Practical Applications of ELA Methods (Intermediate) 3-5, and Algebra II</li> <li>Correcting any errors found in Foundations of ELA, Practical Application of ELA Methods (Primary), Practical Applications of ELA Methods (Intermediate) 3-5, and Algebra II.</li> </ul>	<p>The contract between MSDE and the STEM Centric Course Vendor has been terminated and the three STEM courses were not delivered. MSDE researched ways to purchase Commercial Off the Shelf (COTS) materials or licenses to make up for the three courses not delivered by the STEM Centric Course Vendor. No solution was found, MSDE will submit an amendment to USDE.</p>	<ul style="list-style-type: none"> <li>Remaining Vendor courses (Practical Application of ELA Methods K-2 and 3-5, Foundations of Reading, STEM Digital Portfolios, Geometry and Algebra II) complete and available on Blackboard production server.</li> </ul>



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Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> <li>• Visited all sites to provide guidance for Aspiring Principal fellows and continued to assist them with projects assigned by their principal.</li> <li>• Provided professional development for all instructional support staff and LEA personnel.</li> <li>• Provided monthly differentiated professional development and content based planning for Math and Reading to all instructional leaders in identified schools</li> <li>• Provided support to schools' Student Support Teams (SST) and served as consultants to counselors, teachers and staff.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Provide additional professional development for 100% of the Aspiring Principals' Institute fellows.</li> <li>✓ Mentor and coach 100% of the fellows in the development of a project structured around the Maryland Instructional Leadership Framework and their school improvement plan.</li> <li>✓ Provide monthly professional development to 100% of the instructional leaders in identified schools.</li> <li>✓ Provide differentiated professional development and content based collaborative planning to instructional leaders.</li> </ul>
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	3	3	<ul style="list-style-type: none"> <li>• Identified middle and high schools in Baltimore City and Prince George's County to participate in the Check &amp; Connect training.</li> <li>• Procured a certified trainer through the RFQ process to conduct Check &amp; Connect training</li> </ul>	<p>Check &amp; Connect is an easily sustainable alternative to suspension/ dropout prevention strategy that relies on close monitoring of school performance, as well as mentoring, case management, and other supports.</p>	<ul style="list-style-type: none"> <li>✓ Coordinate action plan for implementing additional intervention training for school teams (Tier I and Tier II schools) in order to provide targeted support for providing alternatives to suspension and enhancing school safety and climate.</li> <li>• Monitor and evaluate impact of training on grant outcomes.</li> <li>• Document outcomes for</li> </ul>

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Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<ul style="list-style-type: none"> <li>• Conducted site visit and shared report with school administrators in Garrett County.</li> <li>• Confirmed site visits for schools in Dorchester County and Baltimore City schools.</li> </ul>		<p>closeout.</p> <ul style="list-style-type: none"> <li>✓ Provide technical assistance to school system staff on program implementation.</li> <li>✓ Work with school systems and schools on preparing for upcoming site visits</li> <li>✓ Compile and share site visit reports with school, central office, and Breakthrough Center staff.</li> </ul>
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> <li>• Conducted site visits in Baltimore City and Frederick County</li> <li>• Conducted a liaison technical assistance session in Frederick county</li> </ul>		<ul style="list-style-type: none"> <li>✓ Collaborate with and provide technical assistance for Prince George's County</li> <li>Expansion and Replication of high performing public charter school (two grants).</li> <li>✓ Provide Technical Assistance to public charter school stakeholders, collect and disseminate information to various stakeholders, and accumulate information in Just In Time data collection.</li> </ul>