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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** July 28, 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 (July 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  | July 2015 Rating | June 2015 Rating | Accomplishments   | Comments | Targets for April 2015-June 2015  |
|--------------------------|--|------------------|------------------|---|----------|---|
| General                  | 1/78: Office of Academic Reform and Innovation | 4                | 3                | <ul style="list-style-type: none"> <li>Completed end of year reports and reviews for all projects.</li> <li>Monitoring collection of all invoices and all final deliverables</li> <li>Reviewing contract for Round 2 Communication Hub Installation</li> </ul>  |          | <ul style="list-style-type: none"> <li>✓ Close monitoring of spend 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                        | 4                | 3                | <ul style="list-style-type: none"> <li>Completed Statewide and regional findings from the Spring 2015 Survey of Teachers and Principals</li> <li>Completed a comprehensive analysis of statewide findings from the fall 2013 through spring 2015 surveys of teachers and principals</li> <li>Completed a summary of findings from the spring 2014 through spring 2015 survey of teacher candidates completing MSDE approved teacher preparation programs across Maryland.</li> <li>Delivered all Math and ELA assessment tasks to LEAs. Tasks are being uploaded to the Maryland</li> </ul> |          | <ul style="list-style-type: none"> <li>✓ Conduct Spring 2015 Survey</li> <li>✓ Analyze Results of Spring 2015vey</li> <li>✓ Final report of all surveys (fall 2013-spring 2015)</li> </ul>  |
| Standards and Assessment | 3/2: Formative Assessments                     | 4                | 3                |   |          | <ul style="list-style-type: none"> <li>✓ Revise all FAME modules to replace classroom footage with Maryland</li> </ul>  |

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|--------------------------|---|------------------|------------------|---|----------|---|
|                          |   |                  |                  | <p>Resource Exchange.</p> <ul style="list-style-type: none"> <li>Completed FAME Course and awarded credits to 250 participants.</li> <li>Added all MD classroom videos to FAME Modules and delivered to MSDE.</li> <li>Completed FAME Leadership Institutes for approximately 150 school leaders representing 91 schools that will lead their schools through FAME this coming school year.</li> </ul>              |          | <ul style="list-style-type: none"> <li>classroom footage.</li> <li>Deliver remaining assessment tasks to LEAs.</li> <li>Initiate FAME Cohort 2.</li> </ul>                                |
| Standards and Assessment | 4/3: Curriculum and Formative Assessment Development  | 4                | 3                | <ul style="list-style-type: none"> <li>Completed a final review of the Foundations of Technology (FoT) Course</li> <li>Completed the online Financial Literacy Course and plans are underway to pilot the course in the fall.</li> <li>Completed and uploaded four units for every grade level in ELA/Literacy to mdk12.org</li> <li>Editing Units 4, 5 and 6 of the Financial Literacy course</li> </ul>           |          | <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>In the 2014-2015 school year, 30,050 students have participated in the FoT assessments, and local supervisors have access to their LEA's assessment data.</li> <li>Completed the FoT online course; Being piloted by three school systems (Calvert, Baltimore, and Montgomery Counties).</li> <li>Scheduled summer professional development sessions for teachers</li> </ul> |          | <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   | 3                | 2                | <ul style="list-style-type: none"> <li>Developed and implemented a Federated Security Solution for integrating the LEA user access to the Dashboard tools.</li> </ul>   |          | <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 | 4                | 3                | <ul style="list-style-type: none"> <li>• Vendor #1               <ul style="list-style-type: none"> <li>○ Completed 100% of all ELA course modules.</li> <li>○ Completed 100% of all Algebra course modules.</li> <li>○ Loaded all modules in eConnect</li> </ul> </li> <li>• Vendor #2               <ul style="list-style-type: none"> <li>○ Conducted copyright and accessibility verification for all Toolkit resources.</li> <li>Resources are available on eConnect.</li> </ul> </li> </ul> |          | <p>√ Algebra PARCC Course:</p> <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> <p>√ ELA Grade 10 PARCC Course:</p> <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> <p>√ Toolkit resources:</p> <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> |

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|----------------|---|------------------|------------------|---|----------|--|
| 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>STEM staff visited all 24 LEAs</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>Continued collecting monthly progress reports from LEAs on procuring and/or implementing comprehensive assessment systems.</li> <li>Implemented phase 4 of the awards (\$351,000 to 14 LEAs) to assist in the continued enhancement of their existing assessment systems, and the implementation of formative assessment in the classroom.</li> <li>Conducted three Webex meetings to view LEA Assessment Systems.</li> <li>Completed all site visits (20 LEAs)</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 | 4                | 3                | <ul style="list-style-type: none"> <li>Completed 70 of 70 Science modules and 70 of 70 Social Studies modules.</li> <li>Uploaded all modules to eConnect</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> </ul>   |



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|                            |   |                  |                  |  |  | <ul style="list-style-type: none"> <li>✓ Write and Review Social Studies modules: 10-17 and 31-35</li> <li>✓ Build Social Studies Modules 10-17 and 31-35</li> <li>✓ Approve and deliver all Social Studies modules</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>● Crafted six short-term Request for Proposals (RFQs) and posted the first short-term RFQ to sequentially accomplish research elements for FY 2015-2016 related to effectiveness ratings data collection</li> <li>● Completed year two program planning for Professional Development</li> </ul>   |  | <ul style="list-style-type: none"> <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  | 3                | 2                | <ul style="list-style-type: none"> <li>● Configured the Test Environment &amp; Production Environment</li> <li>● Migrated EIS data along with 1.7 million documents to production.</li> <li>● Requested Criminal Justice Information System (CJIS) interface to audit background checks.</li> <li>● Finalized and accepted the Printed Certificate (as of July: Able to initiate new requests and generate all certificates.)</li> </ul> | <p>A no-cost extension was finalized to have the vendor available to fix and repair known issues and warranty issues through July 20th.</p> <p>User Acceptance continued through July 20<sup>th</sup>. MSDE Certification Staff, and LEAs have access to the new system.</p> <p>All targets are in Progress, the system was delivered and is</p> | <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 (Revised to July 20, 2015)</li> <li>● Post Production release to implement reported post-</li> </ul>   |

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|                            |   |                  |                  |   | more than 95% complete. The remaining 33 warranty issues are on track to complete within the warranty period. | <ul style="list-style-type: none"> <li>√ Continued training and support provided to both 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 LEA invoices for teacher incentive payments</li> </ul> |
| Great Teachers and Leaders | 34/51: Compensation Incentives for Teachers in Shortage Areas | 4                | 4                | <ul style="list-style-type: none"> <li>● Completed all LEA projects for PY5</li> <li>● Baltimore County and Kent County have submitted their end-of-year reports and invoices for incentive payments to eligible teachers</li> <li>● Communicated with Baltimore City to ensure they submit their end-of-year report and invoice in a timely fashion. (Baltimore City submitted last invoice 7/15/15)</li> </ul>  |   |  |
| Great Teachers and Leaders | 39/25: Teacher Induction Academies                            | 4                | 4                | <ul style="list-style-type: none"> <li>● Met with New Teacher Center to plan the content for future Maryland teacher induction regional sessions to support sustainability.</li> <li>● Attended Presenter Academy II to complete the final course work for licensing by New Teacher Center to facilitate and deliver their proprietary content.</li> <li>● Completed and compiled data for Mentor and Coordinator Surveys.</li> <li>● Released 2015 TELL Survey data to superintendents via a presentation by Project Manager on 6-5-15. The</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>  |

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| Great Teachers and Leaders | 40/15: Professional Development for Executive Officers                 | 4                | 4                | <p>Survey data was released online 6/15/15</p> <ul style="list-style-type: none"> <li>Posted the RFQ for the 8 coaching positions for the Promising Principals Academy.</li> <li>Collected LEA Superintendent submitted names for the 2015-16 Promising Principals cohort <ul style="list-style-type: none"> <li>Held four regional introductory sessions during the week of June 15</li> </ul> </li> <li>Conducted SLO Statewide higher education (IHE) training on June 18 for all principal preparation programs at MacDaniel College.</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 promising principals, principals, and principal supervisors at CCSO meeting</li> <li>Planning for Sustainability of TPE work for FY16 and FY17</li> </ul> |
| Great Teachers and Leaders | 41/24: Educator Effectiveness Academies (EEAs)                         | 4                | 4                | <ul style="list-style-type: none"> <li>Summer 2015 conferences: <ul style="list-style-type: none"> <li>Held final Master Teacher Training at Towson University.</li> <li>Registered more than 4000 Maryland educators for summer conferences</li> </ul> </li> <li>Held 5 of 5 summer conferences in Western, Eastern, Southern, and Central Maryland locations.</li> </ul>   |          | <ul style="list-style-type: none"> <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 | 4                | 2                | <ul style="list-style-type: none"> <li>Completed six Professional Development Courses</li> <li>Piloted 3 courses (Practical Application of ELA Methods K-2 and 3-5, and STEM Digital Portfolios)</li> </ul>  |          | <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>Scheduled meetings to visit all sites to provide guidance for Aspiring Principal fellows and continued to assist them with projects assigned by their principal.</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) through site visits and professional development..</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 | 4                | 3                | <ul style="list-style-type: none"> <li>Conducted grant close out for Baltimore City and Prince George's County Public Schools.</li> </ul>  |          | <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 closeout.</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 to Baltimore City</li> <li>Shared site visit reports with school administration, central office staff, and GTT teachers.</li> </ul>  |          | <ul style="list-style-type: none"> <li>Provide technical assistance to school system staff on program implementation.</li> <li>Work with school systems and schools on preparing for upcoming site visits</li> <li>Compile and share site visit reports with school, central office, and Breakthrough Center staff.</li> </ul>  |
| Lowest-Achieving Schools | 53/44: Charter Schools  | 4                | 3                | <ul style="list-style-type: none"> <li>Completed reviewed of draft forms of all modules of the publications webinar series</li> <li>Provided support for the Maryland Team's participation in the Statewide Technical Assistance/National Charter School Conference</li> </ul> |          | <ul style="list-style-type: none"> <li>Collaborate with and provide technical assistance for Prince George's County Expansion and Replication of high performing public charter school (two grants).</li> <li>Provide Technical Assistance to public charter school stakeholders, collect and disseminate information to various stakeholders, and accumulate information in Just In Time data collection.</li> </ul> |