



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

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: September 23, 2014

SUBJECT: Race to the Top Project Update

PURPOSE:

To provide the State Board of Education a high-level assessment of the current status of the MSDE's 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 (September 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	Sept. 2014 Rating	August 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"> • Received approval from USDE for two additional no cost extensions(NCE) (Projects 2/1 and 30/49) • Developed and distributed PY4 close out procedures; Received guidance from USDE on their required close out procedures for PY4 projects • RTTT Communication document planned for distribution by end of September • Conducted weekly RTTT Stat meetings • MSDE Communication Hub rooms identified and specs being drafted for RFP • Planning for comprehensive plan underway with Director of Professional Learning and stakeholders. 	Media Monitoring Software procurement expected to be complete September 15 th .	
General	2/1: Program Evaluation	3	3	<ul style="list-style-type: none"> • CAIRE completed drafts of all deliverables (8 of the 8 objective outcome analysis studies and the final 5 Breakthrough Center case studies) and submitted all drafts for comments. 	Received approval for a NCE to continue survey work on the transition to Maryland College and Career Ready Standards	
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> • The Formative Assessment for Maryland Educators (FAME) course is now available on Blackboard for 200 registered educators. • The team has delivered implementation 	Due to a delayed Notice to Proceed, Measured Progress revised the project timeline. The development of performance tasks and items	

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				<p>planning/support to 35 FAME schools.</p> <ul style="list-style-type: none"> •Measured Progress has delivered 4,900 tasks to all 24 LEAs. •Project plan for additional assessment development for school year 2014-15 completed. •7 Professional Learning Webinars have been scheduled with Measured Progress focusing n Formative Assessment, assessment tasks, and range finding. 	for grades 1 and 2 will begin this Fall. The task bank will be built throughout next school year.	
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> •This fall Environmental Science will be piloted with students from Cecil County; Cyber-Security will be offered as a regular course with students from Charles County. •The credentials for two facilitators for the Financial Literacy and Foundations of Technology courses were approved •The second module for The Financial Literacy STEM Course and the second module for the Foundation of Technology STEM Course are under review 		
Standards and Assessment	5/4: Curriculum and Formative Assessment Development for International Technology and Engineering Educators Association	4	4	<ul style="list-style-type: none"> •The ITEEA Assessment Team produced the new data reports on the assessment system, and local administrators will be able to access the reports through the online system. • Foundations of Technology (FoT) professional development sessions were conducted in Baltimore City and Baltimore, Carroll and Prince George's Counties. •One additional school system, Cecil County, will pilot the program in one 		

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
	(ITEEA)			<p>of the system's five schools and then work to have all of the schools use the online curriculum and assessment.</p> <ul style="list-style-type: none"> •Work on the FoT online course is progressing (Project 04/03). The reviewers are completing the review documents for Units 1 and 2. 		
Standards and Assessment	6/76: Curriculum and Assessment Development CTE-SREB	4	4	<ul style="list-style-type: none"> •August 26, 2014 – Project manager met with representatives from the Maryland Chapters of the Architecture, Construction and Engineering (ACE) mentoring programs. Each school offering the new CDM program will be encouraged to partner with the ACE mentoring program so students have additional resources and industry mentors. 		
Standards and Assessment	7/5: World Languages (WL) Pipeline	4	4	<ul style="list-style-type: none"> •World Language Specialists continue to review and revise lesson seeds developed by teachers at the world language academies for posting on Blackboard. •The additional online Continuing Professional Development (CPD) course for world language academy participants ended on August 29, 2014. The World Language Specialist and course participants will review and revise lesson seeds developed during the course. •All lesson seeds and STEM modules will be submitted for upload to Blackboard by September 23, 2014. 		
Data Systems	8/11: Develop Overall Technology	3	2	<ul style="list-style-type: none"> •Performed 4 migrations to support the Production go live effort for Project 9/27 	The Oracle bug as been corrected as of August 31st. Minor configurations need to	Engaged Oracle support to resolve an Oracle service request on a

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	Infrastructure			<ul style="list-style-type: none"> Redesigned the K12 Decentralized architecture to accommodate flaws in previous design. The previous design required Web Center Portal and OBIEE to store the LEA user attributes but the two products were unable to meet this requirement. 	be performed to sustain the solution.	problem with the software and altered the resource plan to keep a second Security Specialist on staff to expedite the implementation of the decentralized security model
Data Systems	9/27: Accessing and Using State Data-Dashboards	3	3	<ul style="list-style-type: none"> 30 out of 36 dashboards are in production. Testing is continuing for 4 of the remaining dashboards and is expected to be completed with the dashboards in production by 9/23/14. 	2 additional dashboards are production ready and will move to production with final approval.	
Data Systems	10/28: Multi-Media Training	3	2	<ul style="list-style-type: none"> As of the end of August 24 out of 40 modules are in production = 60% 8 of the 40 are ready for next production migration = 20% 8 of the 40 are in the development and testing phases = 20% 		All modules will be complete by 9/23/14.
Data Systems	11/29: LEA System Application and Infrastructure Upgrades	NR	NR	<ul style="list-style-type: none"> The grant requirements for this project have been completed as of 9/30/2013. There are no other updates for this project as all milestones have been met. 	Need to transfer the monitoring and oversight of the sub grants to non-RTTT MSDE personnel.	
Data Systems	12/60: Expansion to LDS – Data Exchange	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Data Systems	13/61: Enhancement to LDS – Develop Workforce	NR	NR	<ul style="list-style-type: none"> Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. Monitoring the MLDS transferring of 		

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
	Data Warehouse and Center			remaining funds following the approval from USDE.		
Data Systems	14/31: Develop and Implement a State Curriculum System	NR	NR	<ul style="list-style-type: none"> • Project is closed as of June 30th 2013 and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Data Systems	15/07: Expand Instructional Toolkit	3	3	<ul style="list-style-type: none"> • Project Part 1 <ul style="list-style-type: none"> ○ Algebra II -completed testing and final corrections being completed ○ Biology is complete and all 9 modules are loaded on Blackboard ○ All STEM modules are complete and loaded onto Blackboard • Project Part 2 <ul style="list-style-type: none"> ○ Approximately 812 resources have been approved for the Online Instructional Toolkit. The expectation is that 4,000 to 5,000 resources will be approved by the end of this project. The number of resources will vary based on the cost and availability of resources. ○ The fourth round of resources (approximately 1000) are in review for MSDE approval 	Resources in the Online Instructional Toolkit are for teachers and students in all subject areas to provide instructional support and create a more blended learning environment.	
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> • STEMnet usage has increased steadily over from 120 STEMnet users in February to 625 • STEM Specialist trainings occurred at Wicomico County Board of Education, UMBC Research and Technology Park, and College of Southern Maryland. 	The MBRT section of this project will close with YR4 funding. MBRT deliverables will be complete by September 23, 2014. YR 5 work will be led by the Assistant to the State Superintendent on Special projects (STEM).	

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				<ul style="list-style-type: none"> • MBRT has added a Green STEM Challenge sponsored by NOAA, bringing the total number of STEM Challenges to nine • There have been 885 page views of the STEM Career Exploration and Workplace Exposure Opportunities page and 556 students have created accounts. 		
Data Systems	17/32: Implement a Test Item Bank System(TIBS)	3	3	<ul style="list-style-type: none"> • 18/33- 20/35 are now CLOSED and all milestones are incorporated into 17/32. • 19 LEAs submitted sub-grant applications. 17 grants have been awarded, totaling \$3,787,805.60. The team is awaiting grant revisions from the two remaining LEAs. • Scheduled 3 statewide formative assessment workgroups designed to provide LEAs time for professional learning and collaboration around formative assessment and assessment systems. 		
Data Systems	18/33: Implement a Computer-Adaptive Test (CATS) Delivery System	NR	NR			
Data Systems	19/34: Item Load and Integration Setup for Test Item Bank System	NR	NR			
Data Systems	20/35: Adaptive Testing Units for High Schools	NR	NR			
Data Systems	21/42: Implement a Statewide System to	3	3	<ul style="list-style-type: none"> • As LEAs continue to spend all of their funding, some funding examples are: <ul style="list-style-type: none"> ○Anne Arundel County is conducting a universal screening of all students 		

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
	Support Student Instructional Intervention			<p>to identify students who need intervention.</p> <ul style="list-style-type: none"> ○Carroll County is providing more accurate student services and intervention program related to individual progress and effectiveness. ○Charles County is conducting online testing of all students to identify students who need intervention. ○Dorchester County is utilizing the Performance Matters Baseball Card report ○Harford County is utilizing Performance Matters on-line testing module 		
Data Systems	22/6: Develop Online Instructional Intervention Modules	3	3	<ul style="list-style-type: none"> ● Part 1- 250 ELA and Mathematics Intervention and Enrichment Modules <ul style="list-style-type: none"> ○123 out of 125 ELA modules are completed <ul style="list-style-type: none"> ▪ 119 ELA and 4 Professional Development (PD) modules have been completed; 2 ELA modules are under review by MSDE (119 + 4 + 2 = 125 modules) ▪ 88 of the 119 completed ELA modules are currently in production. ○64 out of 125 Math modules are complete <ul style="list-style-type: none"> ▪ 60 Math and 4 PD modules have been completed; 61 math modules under review by MSDE (60 + 4 + 61 = 125 modules) ▪ 40 of the 60 completed Math modules are currently in 		

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				<p>production.</p> <ul style="list-style-type: none"> • Part 2 -Disciplinary Literacy and Enrichment/Intervention Modules <ul style="list-style-type: none"> ◦The MOU and contract with MPT for the 70 Disciplinary Literacy Science and Social Studies modules have final approval. The contract officially started 9-1-14. 		
Data Systems	23/55: Develop Framework for Teacher Toolkit Portal	NR	NR	<ul style="list-style-type: none"> • Project is closed and any remaining funds are being reallocated by RTTT 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"> • Two new STEM student courses are being offered this fall Cyber-Security and Administration of Justice. The Environmental Science Course will also be piloted this fall. All of these courses are being offered on the MSDE Blackboard LMS. • English Language Arts, Math, Disciplinary Literacy, Enrichment and Intervention resources continue to be added to the Blackboard LMS. • Sixteen MSDE professional development courses are being offered this fall through our Blackboard LMS. 		
Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	4	<ul style="list-style-type: none"> • The Program Approval Branch staff continues to look for evidence of Common Core integration as they provide technical assistance to IHEs in developing new programs, and evaluate existing programs. This entails reviewing their assessment systems, preparing for program approval visits and/or accreditation visit. 	Similar professional development sessions will be continued after the grant period is over, as the three geographic sessions will be hosted at no cost higher education sites.	

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Data Systems	26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment	3	3	<ul style="list-style-type: none"> •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"> •Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment 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"> •Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> •Assembled 40,000 teacher and principal ratings •Published Communication Bulletin #27: Year Four Stocktake •Hired four principal coaches •Constructed design for SY 2014-2015 TPE Professional Development Plan 		
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to	4	4	<ul style="list-style-type: none"> •Completed Portal Development (Certification Application) •Completed Educator Search section of the Portal (Allows public to search Educator certifications) 	The deliverable (EIS system) will be operational as of 9/23/14. The No Cost Extension was approved for MSDE to support	

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	Accommodate Additional Data			<ul style="list-style-type: none"> •Completed Active Directory configuration to allow users to access the system through single sign on •Began Production deployment (installation, migration, configuration and implementation in the production environment) 	implementation and transition.	
Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	3	3	<ul style="list-style-type: none"> • New Leaders for New Schools (NLNS): Emerging Leaders Program (ELP) and the Aspiring Principals Program (APP) both submitted final budgets and financial reports. • All 25 candidates at Salisbury (SU)/University of Maryland Eastern Shore (UMES)/Lower Eastern Shore Leadership Institute (LESLI) project:are working on efforts to complete their district level School Improvement projects. <ul style="list-style-type: none"> o Doctoral students are preparing for their comprehensive exams and dissertation proposals. 		
Great Teachers and Leaders	32/73: Teach for Maryland	4	4	<ul style="list-style-type: none"> •Began implementation/dissemination of <i>Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i>, to approximately 80 IHE faculty and Professional Development School faculty members and scheduled implementation/dissemination sessions for Deans and Directors, 2 & 4 Year institutions; MD PDS Contacts meeting; Annual PDS Conference Planning Committee Debriefing, and members of the MD Teaching 		

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				<p>Consortium who were unable to participate in the 2014 Summer Institute.</p> <ul style="list-style-type: none"> •Initiated arrangements for Council for the Accreditation of Educator Preparation (CAEP) training for 45+ potential program approval site visitors/reviewers ; secured trainers and identified potential participants 		
Great Teachers and Leaders	33/50: Compensation to Teachers and Principals in Lowest 5% Schools	4	3	<ul style="list-style-type: none"> •Working to complete project closeout process – including collecting year end reporting requirements from the participating LEAs, working with LEA contacts to issue invoices for their incentives in PY 4 and to collect any other outstanding documentation 		
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> •Working with LEA contacts in PGCPs as well as MSDE RTTT senior project managers to ensure that PGCPs submits invoice for incentives paid to teachers in previous project year •Working to complete Year 4 closeout process, prior to start of NCE Year 5 activities – including collecting year end reporting requirements from the participating LEAs, working with LEA contacts to issue invoices for their incentives in PY 4 and to collect any other outstanding documentation, 		
Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> •Final evaluation, budget and progress reports have been reviewed and processed. •Notre Dame of Maryland University has submitted for program approval for Instructional Leader: STEM (PreK-6). 		
Great	36/75: LEAs,	4	4	<ul style="list-style-type: none"> •UTeach Towson has concentrated on 		

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
Teachers and Leaders	Providers, and IHEs (UTeach) Maryland)			reconfiguration of space to house the UTeach project components. Construction continued through the summer as of the last meeting between PM and on-site PMs two weeks ago. <ul style="list-style-type: none"> •MSDE Reading Work Group met again August 18 and made the decision to recommend that only one reading course be required for initial certification. If MSDE accepts this recommendation, it would allow the UTeach projects to meet the credit-hour requirement of the UTeach Institute, as expected. 		
Great Teachers and Leaders	37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	NR	NR	<ul style="list-style-type: none"> •Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Great Teachers and Leaders	38/53: Incentives for Teachers who Obtain ESOL Certification	4	4	<ul style="list-style-type: none"> •Since last report, 55 additional teachers completed all requirements. 	To date, a total of 501 teachers have completed the coursework and passed the Praxis in years 1-4.	
Great Teachers and Leaders	39/25: Teacher Induction Academies	4	4	<ul style="list-style-type: none"> •Provided individualized support and materials for LEA Induction Coordinators as they conducted their August Teacher Induction Orientations. •Attended NTC's Professional Learning Series (PLS) Webinar for Presenters entitled "Observing & Conferencing" on August 12, 2014 to continue the process of becoming NTC certified presenter for regional follow-up 		

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				<p>content and sustainability.</p> <ul style="list-style-type: none"> •Edited video transcription and collaborated with NTC to select quotes and success stories from the Teacher Induction Academy Project video work to highlight. 		
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> •Registration is underway for a Statewide SLO convening to be held September 16 and 17 (12 LEAs each day) Teams of seven, including executive officers and principals will attend. Dr. Bill Slotnik, a national expert, will deliver content. •Registration is underway to provide training on SLOs to MSDE divisions that work directly with school systems. This all day training is scheduled for September 15.. •Planning is underway for an Executive Officer SLO Convening on October 9. 		
Great Teachers and Leaders	41/24: Educator Effectiveness Academies (EEAs)	4	4	<ul style="list-style-type: none"> •Notified Superintendents, CFO's, and College and Career Readiness Conference Points of Contact of the final figures and attendance for reimbursement. •Created NOGAs for reimbursing LEAs for Summer 2014 Online CCR Course facilitators. •Scheduled and began planning of 4 regional Master Teacher debriefings. (217 of 252 Master Teachers have registered to attend a briefing); a Maryland State Ed Camp as a follow-up to the summer conferences; and webinars for 2014-2015 including, examining feedback from LEA support 	Remaining videos- 9 STEM (5 need final approval, 4 need additional edits) and 2 disciplinary literacy science videos (currently in editing)	

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				<p>visits; meeting with content experts; and scheduling webinars and presenters for September and October.</p> <ul style="list-style-type: none"> Continued editing 11 remaining (from 49) session videos from the summers 2012 and 2013 academy sessions to be posted on Blackboard Learn. Continued creation of CFIP videos, online course, and online modules. All modules are developed and in draft form. Executed Summer Promising Principal Academy session July 2014 The next residential convening session of the Promising Principals Academy will be held on September 16 -17 in Annapolis 		
Great Teachers and Leaders	42/17: Priority Schools Academy	4	4	<ul style="list-style-type: none"> Final summary and recap of the highlights of the Academy (Cohort II) sent electronically to all participants. Materials and resources from the Academy will be posted to the Community of Practice portion of the Breakthrough Center website. 		
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	3	3	<ul style="list-style-type: none"> AP Ventures delivered the second module for the Instruction in Reading professional development course, the second module for the Elementary English Primary ELA professional development course, and the second module for the Elementary English Intermediate ELA professional development course for review by MSDE. Soul Tree Consulting completed the second module of the Project Based 		

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				Learning course and the second module of the first Engineering STEM Education course to MSDE.		
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> •Leadership development specialists setup meetings to visit their site and provided support to principals for the start of the new school year. • Content specialists for math and reading provided professional development for all instructional support staff on the components of the PARCC assessment and its implications for instruction. •A review of the services provided by MSDE for low achieving schools in Prince George County and Baltimore City was shared at both initial meetings this month. 		
Lowest-Achieving Schools	45/67: RITA Team Audits	NR	NR	<ul style="list-style-type: none"> • Project is closed and any remaining funds are being reallocated by RTTT Leadership as part of the amendment process. 		
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	4	4	<ul style="list-style-type: none"> •A total of approximately 100 participants from Baltimore City Public Schools attended a PBIS Return Team training on August 6 & 7. The training was held at Children’s Guild in Baltimore City. •Communication has been established with Prince Georges County’s Finance Office and Baltimore City’s Finance Office in order to ensure spend down of NOGAs. •Permanent products from summer trainings (i.e., training agendas, presenter PowerPoints, evaluation 		

Assurance Area	Project	Sept. 2014 Rating	August 2014 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				summaries) are being compiled for project reporting		
Lowest-Achieving Schools	47/45: Coordinated Student Services	3	3	<ul style="list-style-type: none"> •Coordinated and supported two days of follow-up Restorative Practices training at Oxon Hill Middle School and met with the student support leadership team to support the new student support team leader. •. Compiled pre and post assessment data from Prince George’s County Middle Schools. •First draft of the Coordinated Student Services Outcome Report has been completed. 	Four of the six middle schools showed improvement. The two that did not improve remained constant. One of the two schools with no improvement had leadership challenges and the other school brought in a brand new student support team leader at mid-year 2014	
Lowest-Achieving Schools	48/69: School Health Services	NR	NR	•No additional activities occurred over the past month. This project has been completed.		
Lowest-Achieving Schools	49/63: Physical Activity (PA)	3	3	<ul style="list-style-type: none"> •PA / Wellness Blackboard site is continually being updated with additional physical activities for the core disciplines and resources to implement wellness programming (geography, art, and music added this month) •Grant for BCPS for \$12k and PGCPS for \$34k approved and in final processing •Mailed new resource info to each school (30 schools) to support wellness plan implementation regarding family fitness fun and PA in the core disciplines and will be posting this on Blackboard site as well. 	There continue to be some concerns about the visibility of the online site, but project staff are working with IT to remedy.	
Lowest-Achieving Schools	50/58: Extended Learning	4	4	•Provided technical assistance, directly to organizations serving RTTT priority or feeder schools specifically with		

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				<p>completing and submitting APR information to USDE.</p> <ul style="list-style-type: none"> Reviewed and provided feedback on Continuation Reports. 		
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	4	4	<ul style="list-style-type: none"> No new activities were completed this month due to the schools being closed over the summer 	The LEA leaders informed MSDE that the teacher at Gholson has decided not to implement GTT. The LEA is disseminating all resources to other GTT sites in PG County	
Lowest-Achieving Schools	52/77:Primary Talent Development (PTD)	4	4	<ul style="list-style-type: none"> There are no other updates for this project as all milestones have been met. . 		
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> Site Visits for Baltimore County, Frederick, Prince George’s and St. Mary’s County charter schools occurred. (Site visits had already taken place in 6 other charter schools) Contract for MD charter school publications webinar series completed Contract has been signed by RMC Research and RMC has provided draft forms of Modules 1,2,3 and 4 of the publications webinar series which are under review 		
Other	54/79: Implement Statewide Centralized Student Transcript System	4	4	<ul style="list-style-type: none"> There are no other updates for this project as all milestones have been met. 		



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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D.
DATE: September 23, 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;
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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	September Ranking	Critical Milestones & Target Ranking				End Date
10/28	Multi-Media Training	3	<p>2</p> <ul style="list-style-type: none"> Complete the scripts for the remaining 18 dashboard training modules. (Current Total: 17/40) Backfill the captive developer resource Backfill the LDS Coach resource 	<p>2</p> <ul style="list-style-type: none"> Complete the development and testing of 8 production ready training modules (Total: 26/40) 	<p>3</p> <ul style="list-style-type: none"> Complete the development and testing of 10 production ready training modules (Total: 36/40) 	<p>4</p> <ul style="list-style-type: none"> Complete the development and testing of 4 production ready LDS Coaching modules (Total: 40/40) Conduct end user survey from all 24 LEAs. 	September 2014

Updates since last board report

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

April Update: Samples have been acquired and being reviewed internally. April Update: OIT vendor is collaborating with MSCE to identify appropriate educators to select quality resources for this repository.

May Update: Samples have been acquired and being reviewed internally. April Update: OIT vendor is collaborating with MSCE to identify appropriate educators to select quality resources for this repository.

June Update: Initial resources were provided to MSDE, are being reviewed, and are in the testing phase. Anticipated production release August 2014.

July Update: Resources are being reviewed for accessibility and quality by MSDE. 3,373 have been identified. A total of 656 resources have been approved for the toolkit. The minimum number of approved resources is 400. September Update: 812 resources have now been reviewed and approved for the toolkit.

August Update: Resources are being reviewed for accessibility and quality by MSDE. 3,373 have been identified. A total of 656 resources have been approved for the toolkit. The minimum number of approved resources is 400. September Update: 812 resources have now been reviewed and approved for the toolkit.

September Update: 6 more modules are in the testing environment with all 36 expected to be completed by 9/23.

October Update: 24/40 modules have been completed. Modules are being developed at an accelerated rate since the resource was provided in late June. The target delivery date of all 40 is September 23, 2014.

November Update: Amendment was approved on 5/14. On June 6th, amendment was approved to backfill the developer. Scheduled start date is July 7th.

December Update: Amendment was approved by MSDE. The State Board meeting.

No.:	Project	September Ranking	Critical Milestones & Target Ranking				End Date
16/17	Expand Instructional Toolkit	3	<p>3</p> <ul style="list-style-type: none"> Online instructional toolkit (OIT) contract approved OIT vendor finalizes requirements for resource aggregation 	<p>3</p> <ul style="list-style-type: none"> OIT vendor begins resource aggregation and provide timeline for approval 	<p>4</p> <ul style="list-style-type: none"> OIT vendor delivers first wave of resources for review and approval (est. 2000 resources) 	<p>4</p> <ul style="list-style-type: none"> OIT vendor delivers second wave of resources for review and approval (est. 4000 resources) 	July 2015

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Summary of Critical Race To The Top Projects

No.:	Project	September Ranking	Critical Milestones & Target Ranking				End Date
			Feb - Mar	Apr - May	Jun - Jul	Aug - Sep	
17132	Implement a Test Item Bank System (TIBS)	3	1	2	3	4	July 2015

Updates since last board report: Updated progress rating due to approved amendment and LEA grant solution.

• Revised current REP by Assessment Task Development to include a comprehensive assessment system
 • Release REP for Bid

• Submit USDE project amendment for LEA sub grant solution, once approved release LEA grant application to districts

• LEA grants approved

• LEAs submit grant monitoring documentation

August Update: LEA subgrant requests are being reviewed. Approval to spend as of 7/14/14 was provided by USDE. Once grants are reviewed and approved by MSDE LEAs will begin to execute. In addition, MSDE continues to collaborate with LEAs on modeling assessment strategies using technology. One of the goals is to bring your own device to school.

September Update: 19 LEAs submitted sub-grant applications. 17 grants have been awarded totaling \$3,787,805.50. The team is awaiting grant revisions from the two remaining LEAs.

17132-20155 are now CLOSED and all milestones are incorporated into 17152.

Summary of Critical Race To The Top Projects

No.	Project	September Ranking	Critical Milestones & Target Ranking				End Date
43 21	Develop Online PD on Educator Instructional Improvement Content	3	<p>Feb - Mar 2</p> <ul style="list-style-type: none"> Approve final vendor contract for the Online Professional Development courses 	<p>Apr - May 3</p> <ul style="list-style-type: none"> Vendors for Online Professional Development courses begin development 	<p>Jun - Jul 4</p> <ul style="list-style-type: none"> Review first round of drafts Provide input for improvement and enhancement 	<p>Aug - Sep 4</p> <ul style="list-style-type: none"> Review final drafts of courses from vendors Provide input for improvement and enhancement Migrate completed courses to Learning Management System 	July 2015

Updates since last board report

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

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May Update: The award for nine professional development courses is on the BPIW agenda for April 2, 2014.

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48 67	Extend Student Learning and Improve School Culture, Climate, and Support	4	<p>Feb - Mar 2</p> <ul style="list-style-type: none"> Interview bid-board candidates (Hiring expected in late February) Interview Behavior Specialist (Hiring expected in late February) 	<p>Apr - May 3</p> <ul style="list-style-type: none"> Conduct onsite training and technical assistance for behavioral teams 	<p>Jun - Jul 4</p> <ul style="list-style-type: none"> Conduct onsite training and technical assistance for behavioral teams 	<p>Aug - Sep 4</p> <ul style="list-style-type: none"> Conduct onsite training and technical assistance for behavioral teams Complete discipline plans 	September 2014 *
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Updates since last board report

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

April Update: Project team is collaborating with PBS schools to plan training events. Successfully completed the two onsite trainings. April Update: JG17 has all personnel required to complete the tasks above. By April 30th the project is expected to conduct two onsite trainings.

May Update: Project team is collaborating with PBS schools to plan training events. Successfully completed the two onsite trainings. Additional funds and technical assistance continues to be provided for PGCPs and Baltimore City Schools.

June Update: MSDE continues to prepare for onsite training events in June/July. Requisitions and Notice of Grant Awards are being executed throughout the month of June to ensure the success of these events.

July Update: Procurements and contracts have been modified and submitted for the upcoming training events. Additional funds and technical assistance continues to be provided for PGCPs and Baltimore City Schools.

August Update: Training conferences were completed and focused on the needs of turnaround schools in Prince Georges County Public Schools and Baltimore City Public Schools.

September Update: MSDE is collaborating with USDE for a NCE to hold a follow up conference for PBS.

***Potential NCE for additional PBS training.**

LOOKING AHEAD

Even though the State's Race to the Top program is winding down, many of the projects implemented through the grant are just now beginning to truly make an impact on Maryland's students, educators, schools, local school systems, and education system as a whole. Initiatives, like the Maryland College and Career-Ready Standards, PARCC assessments, and teacher and principal evaluations, which took years to develop, pilot, and refine, have only recently made their way into schools and classrooms. The full impact

of these improvements to the State's education system is still yet to be seen.

In 2014, Maryland received an extension from the U.S. Department of Education to continue a number of its RTTT projects for a fifth year using funds that the State did not spend during the first four years of the grant – referred to as a “No Cost Extension.” Maryland will use its remaining \$9.94 million to support initiatives such as:



RTTT initiatives and funding have enabled Maryland to build the foundation for its schools and students to go further, faster. In the years to come, after the No Cost Extension ends and all the RTTT funds are spent, Maryland will continue to support and sustain the successful programs it initiated under the federal grant program.

MSDE will support local school systems to help ensure that these unprecedented efforts to improve education reach every student, every classroom, and every school in the State. Maryland is preparing world-class students to meet the needs of local employers and compete in a global economy.