



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. *Lillian M. Lowery*
DATE: September 24, 2013
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 2013)

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. 2013 Rating	August 2013 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"> Developed guidance for the completion of Project Year 3 Close out amendments Collected and developed process for review of all Project Year 3 Close out amendments. Offered "Office Hour" technical assistance (TA) to all Project Managers for the completion of Project Year 3 Close out amendments (conducted 14 TA meetings) 	An ongoing concern will be filling RTTT vacancies in year 4 of the project.	
General	2/1: Program Evaluation	2	2	<ul style="list-style-type: none"> A complete report on the 2013 Educator Effectiveness Academies, was received and distributed (Awaiting an Executive Summary) Amended Notice of Grant Award (NOGA) to end October 31, 2013 Completed the template for determining objective outcomes for Projects in Assurance Areas C- Data Systems to Support Instruction 		This project will be back on track by November 2013. Once the detailed revised scope of work is approved, the team will move forward with evaluations of assurance criteria.
Standards and Assessment	3/2: Formative Assessments	3	3	<ul style="list-style-type: none"> Vendor presentations for Formative Assessment Online Modules have been completed Vendors were required to present content in Common Cartridge format to test migration to Blackboard. 	The Project is currently investigating the possibility of using funding in P3/2 to assist in the review of P17/32 vendor created	

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				<p>Successful migration tested for one vendor</p> <ul style="list-style-type: none"> • Three program specialists began work the last week of August 	items.	
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> • ELA units and elementary math units have been tagged with Creative Commons rights (Creative Commons Rights provides direction for users on copyright issues- Resources require MSDE be acknowledged for development; resources may be shared and modified but not sold) • Lesson seeds for high school fine arts are in final editing stage and will be available this October • Environmental Science Course is completed, will be piloted in February, and made available for student use fall 2014 • Cyber-Security course is in final stages of updates and expected to be completed in October 2013 • RFP for Financial Literacy Course and Foundations of Technology Course were published with a due date of October 1, 2013 	The piloting of the on-line STEM courses is behind, but the requested change is part of the amendment request.	
Standards and Assessment	5/4: Curriculum and Formative Assessment Development for International Technology and	4	4	<ul style="list-style-type: none"> • All updates to the Foundations of Technology (FoT) curriculum guide were posted for the start of the 2013 – 2014 school year • Teachers are working with the curriculum and assessment system to begin the school year as well as complete the pre-assessment • Since the start of the school year 		

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	Engineering Educators Association (ITEEA)			<p>more than 20,000 students have been entered into the assessment system</p> <ul style="list-style-type: none"> • Project staff had an article published describing work which was accomplished under RTTT project 5/4 in the September 2013 issue of the Technology and Engineering Teacher; The article is entitled, “From the School House to the State House: Building a Statewide Model for Technology Education” 		
Standards and Assessment	6/76: Curriculum and Assessment Development CTE-SREB	4	4	<ul style="list-style-type: none"> • On August 22, 2013, the Project Director met with members of the design team to review plans for the 2013-2014 school year, including curriculum updates, professional development and program evaluation • The scope of work for the remainder of Year 4 was confirmed and the contract will be issued in September 2013 		
Standards and Assessment	7/5: World Languages Pipeline	4	4	<ul style="list-style-type: none"> • The consultant has completed writing the first curriculum module based upon the outlines developed by teachers this summer 	Revision and final review for the first module will be completed by September 15th when it will be submitted to MSDE for translations. The other four modules are in process.	
Data Systems	8/11: Develop Overall Technology Infrastructure	2	2	<ul style="list-style-type: none"> • Resolved all environment related Severity 1 defects in the P12 Test (Department of Public Safety and Correctional Services (DPSCS) environment • Completed 75% of Production P12 environment buildout. 	While the project has brought back two of the four resources and established delivery dates, the project still has an aggressive schedule to meet the Production delivery	Currently targeting October 1st to have this project back on track. The P12 Test environment has been delivered and we are currently working on delivering P12 Production. The team will work as needed to

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					date for the P12 dashboards.	address any unplanned issues. The RTTT Leadership Team responded to questions from USDE on the pending amendment, and awaits further feedback.
Data Systems	9/27: Accessing and Using State Data-Dashboards	2	2	<ul style="list-style-type: none"> • Seven dashboards have completed internal testing and are ready for external User Acceptability Testing (UAT) • Thirteen dashboards are going through internal testing and data validation • Portal Development to enable the delivery of each dashboard is in progress. Without this capability end users will not be able to access the dashboards using the desired delivery system (Web Center). 	Research Data sets development is 8 weeks behind schedule.	The Project team is working to resolve all validation and functionality issues that are discovered in the internal testing phase. MSDE plans to ask USDE to extend the deadline of this project to December 31, 2013 to ensure all dashboards are tested and rolled out to end users.
Data Systems	10/28: Multi-Media Training	3	3	<ul style="list-style-type: none"> • Two multimedia training module scripts/storyboards have been edited from previous versions or newly created and are completed • Seven Scripts/storyboards that are in progress and close to completion 	The 40 modules have not been completed due to the dependency from project 09-27. The LDS Data Coach was procured three months behind schedule.	Project 09-27 is a dependency for this project. Dashboards are not completing the internal testing phase in time for Project 28 to complete all training modules by the current approved deadline of 09-30-2013. Funding has been identified from the Year 3 close out process to fund the development of modules past the 09/30/2013 deadline. MSDE plans to ask USDE for an extension of this project's end date to 12/31/13. This will align to the same request for project 09 27.
Data	11/29: LEA	4	4	<ul style="list-style-type: none"> • The project manager continues to 	Project objectives have all	

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Systems	System Application and Infrastructure Upgrades			collect invoices for the close of the grant period	been met.	
Data Systems	12/60: Expansion to LDS – Data Exchange	4	4	<ul style="list-style-type: none"> Placed a secure File Transfer Protocol server/Master File Transfer (MFT) system (Tibco) into production and installed it at the DPSCS hosting location. The FTP is currently being used by MHEC. Developed and administered a user satisfaction survey to MHEC to gauge first 30 days of MHEC ownership of MFT system. 		
Data Systems	13/61: Enhancement to LDS – Develop Workforce Data Warehouse and Center	4	4	<ul style="list-style-type: none"> New Maryland Longitudinal Data System (MLDS) Center Executive Director hired and began work Plans to staff the Center are underway, which will enable MSDE to complete the transition from MSDE to the Center 	All project activities were completed by June 30, 2013, with the exception of the final transition to MLDS Center. This is underway.	
Data Systems	14/31: Develop and Implement a State Curriculum System	4	4	<ul style="list-style-type: none"> The Curriculum Management System has been integrated into the Learning Management System. The LMS now comprises of three projects: 14 31, 24 56, and 26 43 	This project is now closed as of June 30th. Ongoing support and maintenance will be provided by Project 24 56 LMS.	
Data Systems	15/07: Expand Instructional Toolkit	2	2	<ul style="list-style-type: none"> Three modules of the Government professional development course under MSDE review are due to Maryland Public Television (MPT) on September 13, 2013 	The termination of the original vendor and the lengthy response time incurred during the approval process has pushed this project back 8	The submission and review of the vendor proposals in conjunction with the scheduling of interviews are moving this project back on schedule.

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				<ul style="list-style-type: none"> • Vendor proposals have been submitted and reviewed for the replacement of the Project 15/07 Technical Project Manager. Interview candidates were identified and interviews were scheduled for September 6, 2013. • Revisions resulting from the spring 2013 pilot for the Algebra I professional development course have been completed and will be uploaded and in full production by September 30, 2013 • The Algebra II student module has been developed and is undergoing MSDE review • The MPT interstitials are developed and are uploaded on the landing page of the LMS 	months.	
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> • 200 volunteers from the STEM professional fields have been recruited by the Maryland Business Roundtable (MBRT) for the “STEM Specialists in the Classroom” component of this project • Five training sessions for the STEM professional volunteers mentioned above have been scheduled • The initial evaluation of the STEM Resources Clearinghouse has been completed • Two new Challenge Modules (in CSI and Chemistry) were installed into the resources Clearinghouse and are currently being tested 		

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				<ul style="list-style-type: none"> Local LEAs have been asked to identify at least two schools as “STEM Innovation Schools” by September 17, 2013 		
Data Systems	17/32: Implement a Test Item Bank System	2	2	<ul style="list-style-type: none"> Worked with MSDE to prepare purchase order for TIBS/CAT contract in anticipation of conditional approval by USDE to proceed Prepared TIBS/CAT requirements matrix detailing all project requirements for 17 32 & 18 33- 556 total requirements were documented Prepared LEA survey statistics detailing LEA technology disparities, current system usage, planned statewide system usage, and potential LEA contributions to item bank loads 	<p>This project is reliant on the approval of four amendments in total, (i.e. 03 02, 17 32, 18 33, and 19 34) and has passed the approved implementation due date for system installation.</p> <p>Due to schedule slippage, the vendor is reporting that a September 30, 2013, end date is not possible. TIBS will be available 90 days after notice to proceed.</p>	<p>The amendment submission process was completed in August although several iterations of USDE questions have been addressed since that time. MSDE is waiting for USDE conditional approval to proceed. Once a notice to proceed has been issued, MSDE will work with the vendor to ensure that TIBS is rolled out as expeditiously as possible. MSDE is also adding additional quality measures to the training aspect of this project by fostering a broader training view across projects. This project will be coupled to 03 02 for training coordination.</p>
Data Systems	18/33: Implement a Computer-Adaptive Test Delivery System	2	2	<ul style="list-style-type: none"> Worked with MSDE to prepare purchase order for TIBS/CAT contract in anticipation of conditional approval by USDE to proceed Prepared TIBS/CAT requirements matrix detailing all project requirements for 17 32 & 18 33- 556 total requirements were documented Prepared LEA survey statistics detailing LEA technology disparities, current system usage, planned statewide system usage, and potential 	<p>This project is related to 17/32 and is also reliant on the passing of four amendments in total, (i.e. 03 02, 17 32, 18 33, and 19 34). This project has passed the approved implementation due date for system installation (8 months overdue), and had a pending amendment in PY 3 that now has to take place</p>	<p>The amendment submission process for the previous month has been completed. MSDE is waiting for USDE conditional approval to proceed. With respect to schedule slippage and added risk noted by the vendor related to CAT rollout, once a notice to proceed has been issued MSDE will work with the vendor to ensure that CAT is rolled out as expeditiously as</p>

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				LEA contributions to item bank loads	in PY 4 following USDE approval. Due to schedule slippage, the vendor is reporting risk to CAT rollout in spring 2014.	possible. MSDE is also adding additional quality measures to the training aspect of this project by fostering a broader training view across projects.
Data Systems	19/34: Item Load and Integration Setup for Test Item Bank System	2	2	<ul style="list-style-type: none"> • Worked with MSDE to prepare purchase order for TIBS/CAT contract in anticipation of conditional approval by USDE to proceed • Prepared TIBS/CAT requirements matrix detailing all project requirements for 17 32 & 18 33- 556 total requirements were documented • Prepared LEA survey statistics detailing LEA technology disparities, current system usage, planned statewide system usage, and potential LEA contributions to item bank loads 	This project is tied to RTTT projects 17 32 and 18 33 in that items cannot be loaded until the system is available to MSDE. MSDE is currently waiting on conditional approval of 17 32 and 18 33 to proceed.	The mitigation strategy is to complete the amendment process in an expeditious manner, award the contract, and begin item load as soon as the system becomes available.
Data Systems	20/35: Adaptive Testing Units for High Schools	1	1	<ul style="list-style-type: none"> • Prepared cost model to sub-grant funds to LEAs based on: # of students in a class and tablet selection. Total cost ranged from \$32,220 to \$54,225 of 23 out of 24 LEAs that wish to participate • Prepared a new amendment including sub-grant distribution details 	This project is off-track with respect to approved schedule and intended execution plan. This project is currently scheduled to end on Sept. 30, 2013. This schedule will need an amendment approval to adjust the new baseline to coincide with CAT testing, 18 33.	The mitigation strategy is to complete the amendment process in an expeditious manner and begin sub-granting funds to those LEAs that wish to participate in the project's activities. As a preliminary measure, each LEA was surveyed to determine their technology needs. The survey results will help MSDE to determine how exactly funds can be equitably distributed among the LEAs to achieve the greatest impact.
Data Systems	21/42: Implement a	1	1	<ul style="list-style-type: none"> • No accomplishments during this period 	Awaiting USDE approval for project scope change.	Following approval of amendment, MSDE will provide

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	Statewide System to Support Student Instructional Intervention			<ul style="list-style-type: none"> Notified on 9/13/13 that USDE has two questions regarding amendment- Project team is setting up a call and will respond to questions 		<p>opportunity for every LEA to apply for a grant to implement or enhance their current system. This amendment request will extend the grant through September 2014.</p> <p>Once amendment is approved by USDE, the project staff will distribute applications, receive responses and evaluate the request, and make grant awards by January or February of next year. The project will be back on track by March 2014.</p>
Data Systems	22/6: Develop Online Instructional Intervention Modules	4	4	<ul style="list-style-type: none"> ELA and Math professional development modules are under MSDE review with on-going revision The RFP requirements for the procurement of the remaining 125 modules are in final stages Modules for Wave I-A are under MSDE review in both ELA and Math 	It is taking longer to review the modules and to get the feedback to the vendor and for them to turn around the edits and changes. This will cause the project to be completed a month later than originally expected.	Since it is taking longer for the vendor to complete the modules than originally expected, we have asked the vendor to provide us with a no charge extension to complete the work.
Data Systems	23/55: Develop Framework for Teacher Toolkit Portal	4	4	<ul style="list-style-type: none"> Continued the updating of the Continuing Professional Development (CPD) section of the Maryland Professional Development Planning Guide Continued work on CPD Application in Visio to be imported into SharePoint Continued the creation of web pages in SharePoint for CPD application Edited main page and added menu 		

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				item navigation bar for CPD application in Sharepoint		
Data Systems	24/56: Develop and Implement Course Registration System	3	3	<ul style="list-style-type: none"> The materials utilized during the Educator Effectiveness Academies have all been made available to the public via the Learning Management System (LMS) Maryland Common Core Standard Frameworks, The Government High School Student on-line course, and Parent resources have been posted on the LMS Testing the Go Sign Me Up building block to register students for courses is ongoing Over 80 teachers from various counties are participating in an on-line Blackboard (Bb) Essentials course to learn how to utilize the LMS 	Project is merged with 26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment.	
Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	4	<ul style="list-style-type: none"> Institutions of Higher Education (IHEs) are being informed of the availability of Common Core information and PARCC updated on Blackboard. 		
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"> The materials utilized during the Educator Effectiveness Academies have all been made available to the public via the Learning Management System (LMS) Maryland Common Core Standard Frameworks, The Government High School Student on-line course, and Parent resources have been posted on the LMS Testing the Go Sign Me Up building 	Project is merged with 24/56: Develop and Implement Course Registration System	

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				<p>block to register students for courses is ongoing</p> <ul style="list-style-type: none"> Over 80 teachers from various counties are participating in an on-line Blackboard (Bb) Essentials course to learn how to utilize the LMS 		
Data Systems	27/46: Equating of MSA for Use on Growth Model		NR			
Great Teachers and Leaders	28/47: Develop and Implement a Statistical Model to Measure Student Growth		NR			
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> Released “Influencing Transformation; Maryland’s Plan for Preparing Educators to Implement and Sustain Teacher and Principal Evaluation” (TPE) Reformatted the Communication Bulletin to mirror year four of the Project Conducted initial Quality Control Planning Meeting Completed debriefing and data collection with 3 state pilot TPE LEAs Received Project Amendment approvals from USDE 		
Great	30/49: Expand	4	4	<ul style="list-style-type: none"> Created and debugged the custom lists 		

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Teachers and Leaders	Educator Information System (EIS) to Accommodate Additional Data			<p>(views) of Educators entity.</p> <ul style="list-style-type: none"> Continued Development of the "Scan" button on the Customer Relationship Management (CRM) Application server that detects the Scanning peripheral and uploads the documents directly to the SharePoint server through the of CRM server interface Received and evaluated Vendor proposals for Educator Information System (EIS) expansion, integration, portal development and testing Met with Microsoft CRM experts to discuss Active directory, Active Directory Federation Service (ADFS) and Azure 		
Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	4	4	<ul style="list-style-type: none"> To date, all 8 highly skilled 'principal -ready' leaders completed their MA and 6 chose to move into the Ed.D. program. There are now 23 in various stages of completing the Ed.D. program at UMES New Leaders was contracted to continue to provide professional development on the EPIC online system The urban part of the project, awarded to New Leaders, has identified for the 2013-2014 school year, 9 candidates for Prince George's County Public Schools (PGCPS) and 9 for Baltimore City Public Schools (BCPS) 		
Great Teachers	32/73: Teach for Maryland	3	3	<ul style="list-style-type: none"> Planned Consortium meeting date for First Quarter, created Request for 	All project deliverables are currently on schedule and	

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and Leaders				<p>Proposal (RFP) for consultant, processed contract for speaker, and issued announcement for registration</p> <ul style="list-style-type: none"> • Contacted Local School System financial and programmatic personnel to arrange issuance of sub-grants to support teacher attendance at Teach for Maryland Consortium meetings for partnership counties • Grant/contract approval documentation has been distributed for nine out of ten sub-grants and contracts for FY 14; additional contract being processed 	will support the development of the Teacher Preparation Manual for High Poverty/High Minority Schools.	
Great Teachers and Leaders	33/50: Compensation to Teachers and Principals in Lowest 5% Schools	3	3	<ul style="list-style-type: none"> • Grant application from Prince George's County for 2013-2014 has been reviewed and approved • Communicating with contact in Baltimore City about status of 2013-2014 grant application • Reporting requirements for project year 3 (2012-2013) have been received from Prince George's County and the reporting requirements form was resent to Baltimore City 		
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> • Reporting requirements for project year 3 (2012-2013) have been received from Prince George's County and the reporting requirements form was resent to Baltimore City, Kent County, and Baltimore County 	Still waiting to receive 2013-2014 grant application from Baltimore City	
Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> • The draft regulation for an endorsement in STEM Instructional Leader (PreK-6) was presented at the September 5 meeting of the 		

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				Professional Standards and Teacher Education Board (PSTEB) <ul style="list-style-type: none"> • Grant/contract approval documentation has been distributed for all twelve FY14 sub grants and contracts • Two proposals were approved for presentations at local and national conferences • Technical assistance meetings have been held with six out of twelve project partners 		
Great Teachers and Leaders	36/75: LEAs, Providers, and IHEs (UTeach) Maryland)	3	3	<ul style="list-style-type: none"> • Advisory Board met in late August. • More than 90 individuals are now enrolled in some aspect of the UTeach program- more than double that prior to UTeach • The second Master Teacher has been hired for fall 2013 • UMCP has met with both Towson University and MSDE to assist in applying for funding for a replication project 	The project is on time with an enrollment that exceeds expectations for year 2 implementation. The UTeach Spring evaluation had only expressed only one area in which Towson University could improve, which was the integration of the second reading course. All other areas were positive; a second university is on board in a replication attempt. All goals are being met.	
Great Teachers and Leaders	37/54: International Partnerships to Recruit Teachers in Critical Needs Areas		NR			
Great	38/53:	4	4	<ul style="list-style-type: none"> • 34 additional content teachers are 	To date, a total of 249	

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Teachers and Leaders	Incentives for Teachers who Obtain ESOL Certification			<p>approved to participate in the Year 4 project (264 content teachers from 16 LEAs)</p> <ul style="list-style-type: none"> • Seven teachers completed all requirements since the August report 	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"> • The MSDE Project Manager held additional meetings with Stonebridge to review the progress on creating a video and clips summarizing the Race to the Top Teacher Induction Academies Project • Fall 2013 Online Follow-up dates, topics and content have been chosen and communicated with the LEA Induction Coordinators • Communication was sent to LEA Finance officials regarding stipend payments for the 2013 Teacher Induction Academies 		
Great Teachers and Leaders	40/15: Professional Development for Executive Officers	4	4	<ul style="list-style-type: none"> • A comprehensive professional development plan (Influencing Transformation) has been shared with all stakeholders, including executive officers, to implement and sustain Teacher and Principal Evaluation • Registration is in full swing for Summit II, scheduled for September 24 all day at Anne Arundel Community College; materials are being finalized and reproduced • Information from Summit II will be presented to Professional Development Coordinators on September 26, so that they can assist Executive Officers in training 		

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				principals and teachers at the school system level		
Great Teachers and Leaders	41/24: Educator Effectiveness Academies	4	4	<ul style="list-style-type: none"> • Conducted academies in Baltimore County and Anne Arundel County; sent participants the links to the feedback survey • Sent attendance lists and other documentation to LEAs, so that they could make payment to participants and create invoices to MSDE against their NOGAs • Held EEA debriefing meeting with MSDE specialist to identify needs/topics for live follow-up webinars and for 2014 virtual academies • Met with content coordinators to plan monthly live webinars • Planned and scheduled 5 regional master debriefing sessions; notified master teachers and began registration 		
Great Teachers and Leaders	42/17: Priority Schools Academy	4	4	<ul style="list-style-type: none"> • Registration is completed; those newly appointed principals and executive officers are in the final stages of registering • Materials have been printed, and collated 		
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	3	3	<ul style="list-style-type: none"> • Pre-proposal conference was held on August 19. • Responses to vendor questions in response to the RFP for customization or development of the final nine courses were prepared and posted on August 23. RFP responses are due September 30 and the review team is 		

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				<p>being assembled.</p> <ul style="list-style-type: none"> The first modules for the first five courses are in development. 		
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> In August 2013, English language arts and mathematics staff provided professional development to teachers in the turnaround and feeder schools in Baltimore City and Prince George’s County. Eight differentiated professional development workshops (three hours each) were presented to 49 English language arts teachers. Mathematics professional development workshops were provided to 131 teachers. CAIRE provided a draft case study on the Cross-Functional Team (CFT). Members of the CFT provided feedback to CAIRE representatives at the CFT meeting on September 9, 2013. The feedback will inform the work of the CFT. 		
Lowest-Achieving Schools	45/67: RITA Team Audits		NR			
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	2	2	<ul style="list-style-type: none"> There are no accomplishments this month 	<p>Since the last report, the MSDE Education Program Manager and Administrative Specialist are no longer with the Department. As a result, MSDE has not been able to continue efforts to follow up with schools.</p>	<p>To address this challenge, MSDE will explore building the team from the partnership with Sheppard Pratt and Johns Hopkins.</p> <p>Bids for team members have been received; however, either the bids were too high given the project budget or perspective</p>

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					The procurement of a school culture and climate team is not complete, and to date has been unsuccessful.	bidders were not qualified to perform the work. The goal is to have the school culture and climate team members identified, roles defined, and trained by the end of September and ready to begin providing services by early October.
Lowest-Achieving Schools	47/45: Coordinated Student Services	3	3	<ul style="list-style-type: none"> • As a direct response to principals, school social workers ,and the Central Office in Prince George’s County, school social workers from the Turnaround middle schools met together to learn about community services available to students and families • A second training session was a direct response to the student services needs assessment completed by Oxon Hill Middle School for teachers to have more Tier I strategies to use with students in the classroom • Attended City School Student Services training at Frederick Douglas • Received completed City Schools Central Office pre-assessment rubric • Sent Intent letter to City Schools for Student Support Services Network Liaison 		

Assurance Area	Project	Sept. 2013 Rating	August 2013 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
Lowest-Achieving Schools	48/69: School Health Services	4	4	<ul style="list-style-type: none"> • August 1, 2 and 5: final days of Summer Staging event in conjunction with Project 57 • Reviewed 2 schools' submission for Asthma Friendly School designation through the state Department of Health. Ben Franklin High School submitted successfully! • Assisted in planning for Frederick Douglass HS and Ben Franklin HS (City Schools) to implement School Based health Centers • Technical meeting with MSDE state facilities team to address the Turnaround school health room facilities that are substandard 		
Lowest-Achieving Schools	49/63: Physical Activity	3	3	<ul style="list-style-type: none"> • Two schools provided additional assistance to complete their Wellness Plan 		
Lowest-Achieving Schools	50/58: Extended Learning	4	4	<ul style="list-style-type: none"> • Provided technical assistance (in order to meet all requirements to award 21st Century Community Learning Centers (21CCLC) grants) directly to organizations serving the Race to the Top Priority Schools • Completed all paperwork to begin process to hire Project Director by October 2013. 		
Lowest-Achieving Schools	51/71: Project Lead the Way(PLTW) – Gateway to Technology (GTT)	3	3	<ul style="list-style-type: none"> • The project team is working with staff in Dorchester County to begin the PLTW GTT program for the spring semester in the 2013 – 2014 school year • The project team is working with staff in Baltimore City and Prince George's 		

Assurance Area	Project	Sept. 2013 Rating	August 2013 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				<p>County to verify expended funds for the GTT program</p> <ul style="list-style-type: none"> The project team is finalizing a schedule to visit the GTT classrooms in Prince George’s County. School visits begin September 9, 2013 		
Lowest-Achieving Schools	52/77: Primary Talent Development	4	4	<ul style="list-style-type: none"> Registration opened for the Early Talent Development online course, which will be offered September 30 – November 18, 2013 		
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> Submitted an amendment to change the focus of goal one from converting low performing schools to charter schools to refocusing efforts on expanding high performing charter school programs in Prince George’s County Public Schools (PGCPS) Submitted request to hire a project director 		
Other	54/79: Implement Statewide Centralized Student Transcript System	4	4	<ul style="list-style-type: none"> All LEAs have received grants to complete the Electronic Transcript requirements MSDE has received most grant documentation, with only a few LEAs needing to liquidate encumbered funds LEAs are continuing to test their E-Transcript systems with the University System of Maryland (USM). USM, LEAs and MSDE are collaborating to ensure all systems are live for the upcoming school year 		

MSDE Longitudinal Data System (LDS) Dashboards

Project Year 4
Update



September 24, 2013

History

- RTTT Grant 2010

- 36 Content Dashboards (over 100 pages)

- HSA & MSA Assessment
 - K-12-20 Curriculum Alignment by School
 - Low-Performing Schools' Educator Profiles
 - Principal Supply
 - Research Data Sets
 - STEM Performance
 - Access to STEM
 - AP Performance
 - AP Services
 - Breakthrough Center
 - Charter School Profiles
 - Class Progress
 - Closing the Gap Progress
 - Credentialing Program Effectiveness (MAP)
 - Early Childhood Outcomes
 - Educator Equitable Distribution
 - Educator Evaluation Outcomes
 - Educator Program Effectiveness

- eTranscripts
 - Funding Priorities
 - Growth & Achievement
 - K-12 Advanced Placement Readiness
 - K-12-20 Remediation
 - Longitudinal Data System Legal Mandates Index
 - Longitudinal Data System Utilization
 - Low-Performing School Profiles
 - Maryland Approved Alternative Preparation Programs (MAAPP)
 - School Operations
 - School Profile
 - Standard Course Numbers and Content
 - Student Growth Measures
 - Student Performance
 - Student Risk Trends
 - Teacher Recruitment and Retention
 - Teacher Supply
 - Unofficial Student Transcript

Benefits

- Statewide Longitudinal Data
 - The Longitudinal Data System's 36 new dashboards will provide aggregate and detailed student performance data to authorized end-users
 - Oracle Business Intelligence Enterprise Edition 11g
 - Provides a common infrastructure for producing and delivering interactive dashboards which includes improved visualization, reporting, analysis, and security features
 - Users include Public, MSDE, LEA ,School, Teachers, Students, Parents, External Partners



User Collaboration

- MSDE/User Collaboration
 - MSDE has collaborated internally and externally during the design, development, and test phase
 - Four established LEA dashboard systems were demonstrated to MSDE staff
 - Five dashboards were shared with LEAs during the design and development phases to evaluate progress
 - All 36 dashboards will complete the User Acceptance Test prior to moving into the Production environment
 - Each dashboard has an internal content specialist and executive sponsor

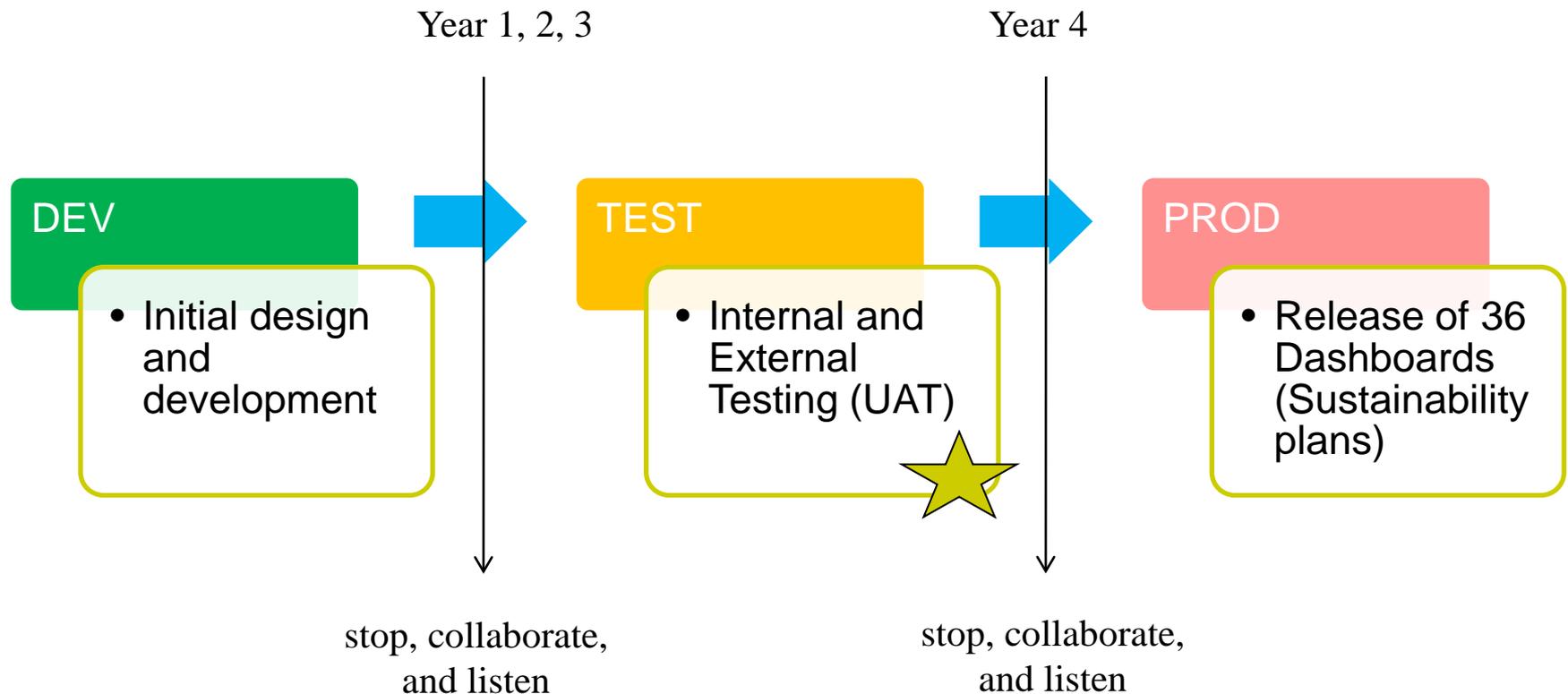
Support

- Help desk
 - Staff is available by email and telephone
 - Virtual helpdesk will be developed on the LDS Portal

- Multimedia Modules
 - 40 Training Modules
 - Support the accessibility and functionality of the 36 dashboards
 - Longitudinal Data System coaching modules



System Development Life Cycle (Environments)



 We are here

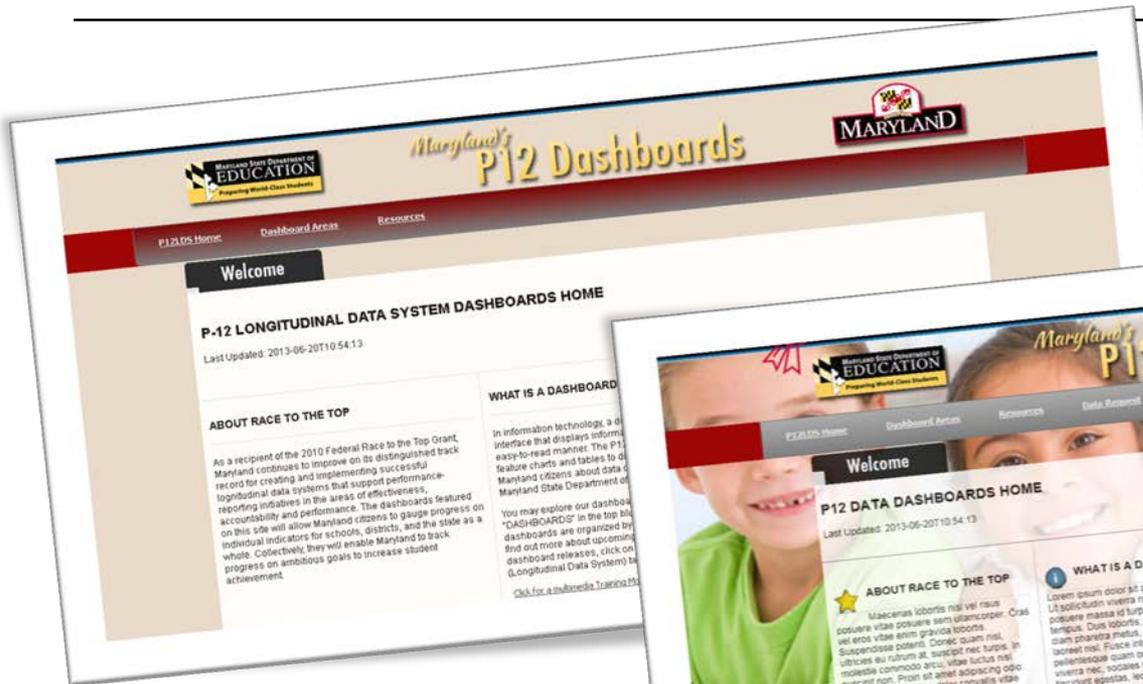
Demonstration

- LDS PK-12 Portal (sub-portal of LEARN MD)

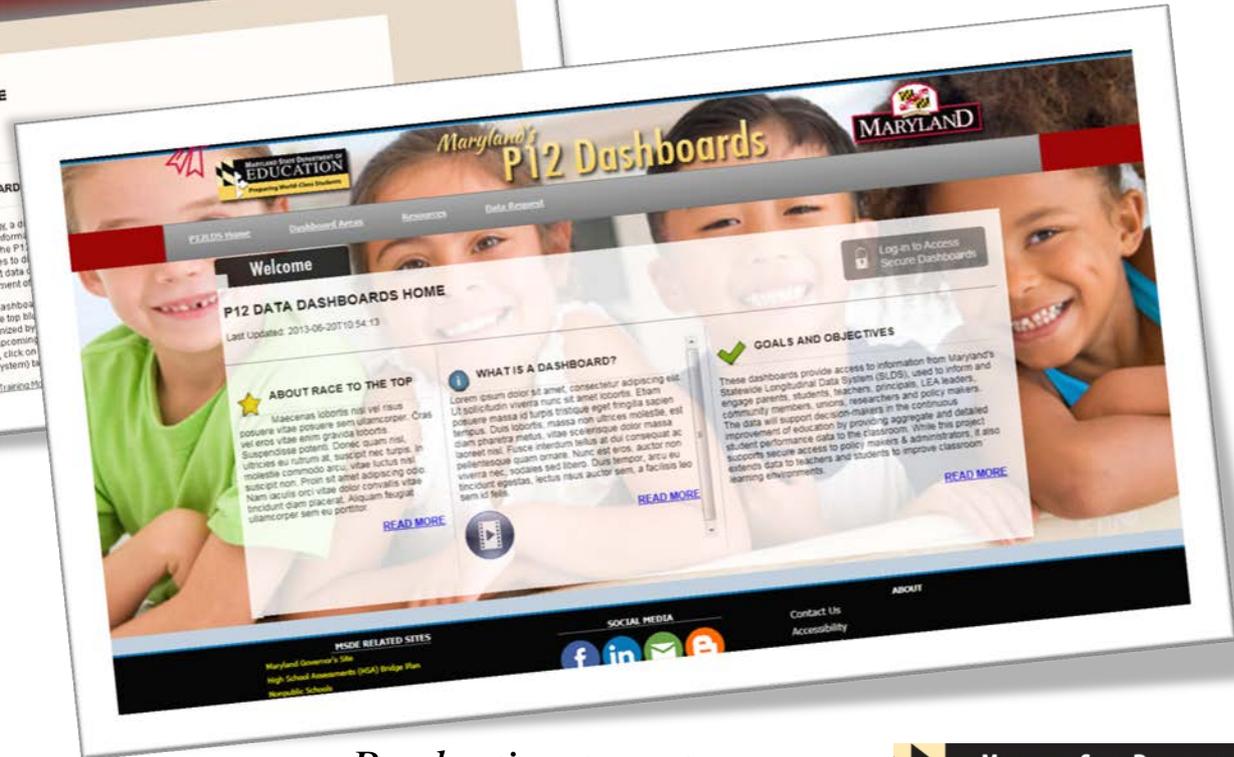
- STEM
 - Access to STEM
 - STEM Performance

- MAAPP
 - Maryland Approved Alternative Preparation Programs

LDS P-12 Portal



Current DEV status



Production target

LDS P-12 Portal



Easy access

Resources and Support

LDS P-12 Portal

Maryland's P12 Dashboards

SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS (STEM) DASHBOARDS HOME

Last Updated: 2013-09-18T17:33:19

ABOUT STEM

The following dashboard provides a reporting of student access to Science, Technology, Engineering and Mathematics (STEM) instructional content as well as data on the effectiveness of STEM programs and instruction as measured by student performance and course progression. This dashboard supports the expansion of STEM education as well as an initiative included under the Race to the Top.

STEM DEFINITIONS (NCES & IES)

This dashboard is based on the data collected from College Board and MSDE.

- Science
- Physical Science
- Biological and Biomedical Sciences
- Technology

GOALS AND OBJECTIVES

These dashboards provide access to information from Maryland's Statewide Longitudinal Data System (SLDS), used to inform and engage parents, students, teachers, principals, LEA leaders, community members, unions, researchers and policy makers. The data will support decision-makers in the continuous improvement of education to *ensure appropriate and skilled student*

STEM Advanced Placement (AP) Exams

• Data is displayed for the cohort of students who were in grade 10 during the selected school years. (For example: the cohort includes students in 10th grade during the 2008-2009 school year who complete their senior year in school year 2010-2011).

• Data traces students from PSAT College Readiness Benchmark, to AP readiness, to attempted AP classes, to attempted AP tests, to qualified AP scores (3 or higher).

Last Updated: 2013-09-12T16:08:54

STEM AP Exams Taken by Subject Area

Date: 9/23/2013

Subject Area	2010	2011	2012
Biology	4,500	5,000	5,500
Chemistry	5,500	6,000	6,500
Computer Science	3,500	4,000	4,500
English	3,000	3,500	4,000
Mathematics	2,500	3,000	3,500
Physics	2,000	2,500	3,000
Statistics	6,500	7,000	7,500

Dashboard landing pages

SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS (STEM) DASHBOARDS

Overview

DATA SOURCE & LIMITATIONS

The data shown on the dashboard can't be used to track individual students (aggregated information only). CTE enrollment data are based on April collection for each school year.

Last Updated: 2013-07-25T12:46:29

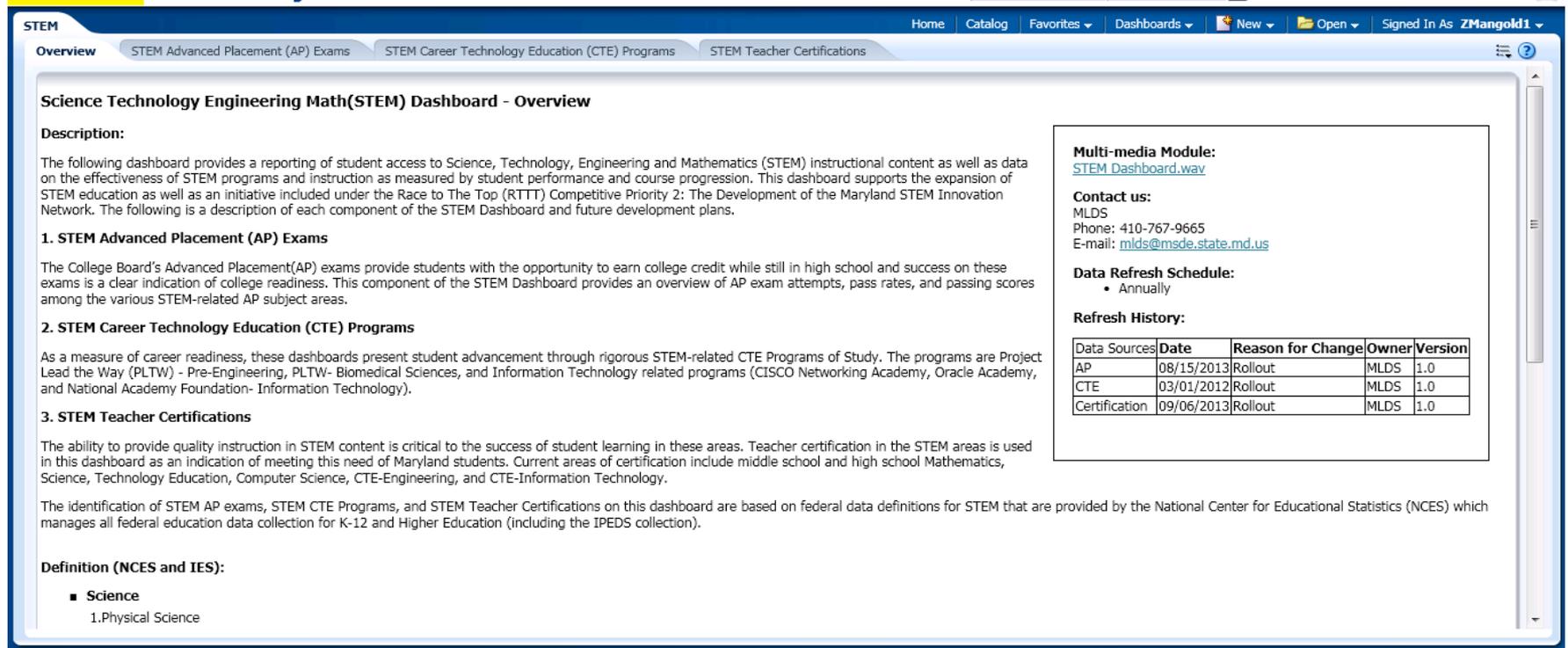
Multi-media Module: STEM Dashboard

Contact us:
MDES
Phone: 410-767-9665
E-mail: msd@doe.state.md.us

Data Refresh Schedule:
• Annually

Interactive dashboards

STEM



The screenshot shows a web browser window with the URL [STEM Dashboard Overview](#). The page title is "Science Technology Engineering Math(STEM) Dashboard - Overview". The navigation menu includes "Overview", "STEM Advanced Placement (AP) Exams", "STEM Career Technology Education (CTE) Programs", and "STEM Teacher Certifications". The main content area is divided into several sections: "Description", "1. STEM Advanced Placement (AP) Exams", "2. STEM Career Technology Education (CTE) Programs", "3. STEM Teacher Certifications", and "Definition (NCES and IES)". A sidebar on the right contains a "Multi-media Module" link, "Contact us" information (MLDS, Phone: 410-767-9665, E-mail: mlds@msde.state.md.us), "Data Refresh Schedule" (Annually), and "Refresh History" table.

Science Technology Engineering Math(STEM) Dashboard - Overview

Description:

The following dashboard provides a reporting of student access to Science, Technology, Engineering and Mathematics (STEM) instructional content as well as data on the effectiveness of STEM programs and instruction as measured by student performance and course progression. This dashboard supports the expansion of STEM education as well as an initiative included under the Race to the Top (RTTT) Competitive Priority 2: The Development of the Maryland STEM Innovation Network. The following is a description of each component of the STEM Dashboard and future development plans.

1. STEM Advanced Placement (AP) Exams

The College Board's Advanced Placement(AP) exams provide students with the opportunity to earn college credit while still in high school and success on these exams is a clear indication of college readiness. This component of the STEM Dashboard provides an overview of AP exam attempts, pass rates, and passing scores among the various STEM-related AP subject areas.

2. STEM Career Technology Education (CTE) Programs

As a measure of career readiness, these dashboards present student advancement through rigorous STEM-related CTE Programs of Study. The programs are Project Lead the Way (PLTW) - Pre-Engineering, PLTW- Biomedical Sciences, and Information Technology related programs (CISCO Networking Academy, Oracle Academy, and National Academy Foundation- Information Technology).

3. STEM Teacher Certifications

The ability to provide quality instruction in STEM content is critical to the success of student learning in these areas. Teacher certification in the STEM areas is used in this dashboard as an indication of meeting this need of Maryland students. Current areas of certification include middle school and high school Mathematics, Science, Technology Education, Computer Science, CTE-Engineering, and CTE-Information Technology.

The identification of STEM AP exams, STEM CTE Programs, and STEM Teacher Certifications on this dashboard are based on federal data definitions for STEM that are provided by the National Center for Educational Statistics (NCES) which manages all federal education data collection for K-12 and Higher Education (including the IPEDS collection).

Definition (NCES and IES):

- Science
 - 1. Physical Science

Multi-media Module:
[STEM Dashboard.wav](#)

Contact us:
MLDS
Phone: 410-767-9665
E-mail: mlds@msde.state.md.us

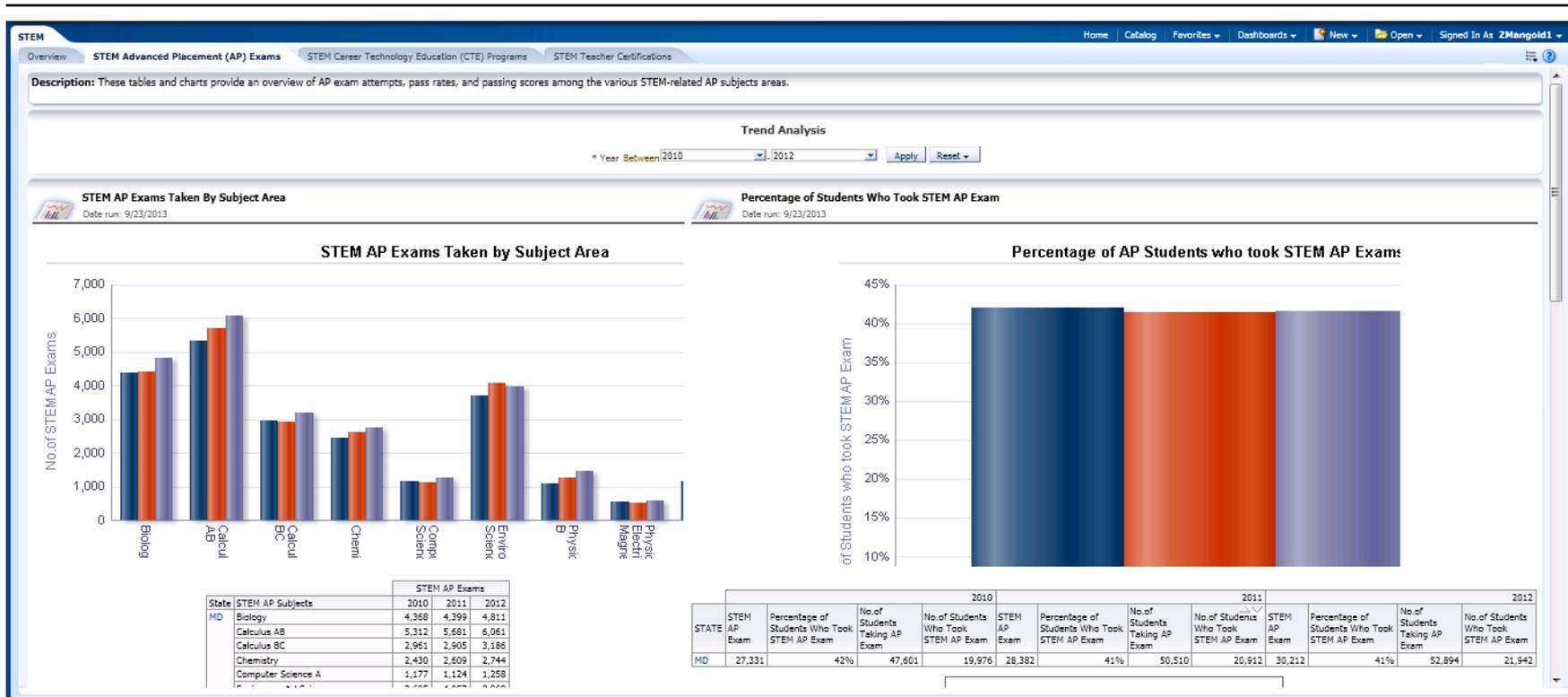
Data Refresh Schedule:

- Annually

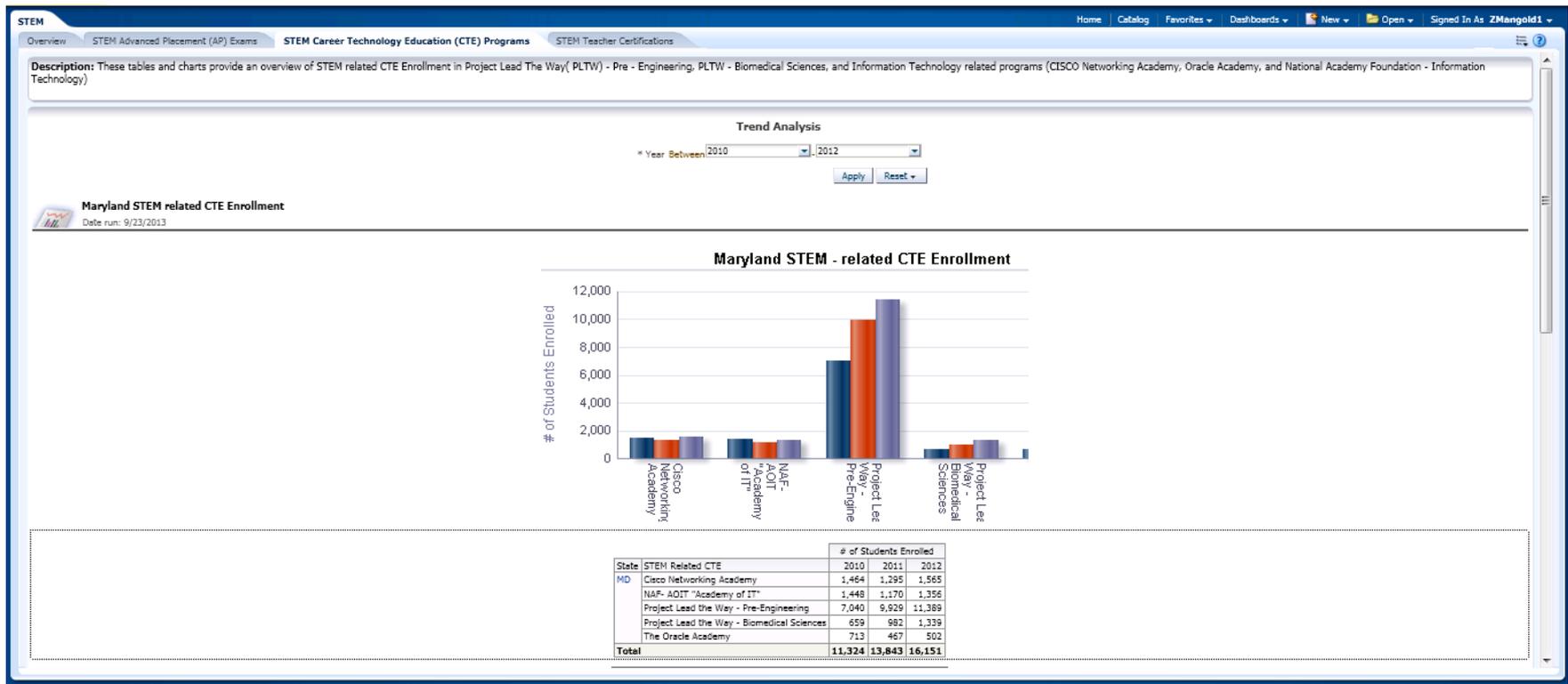
Refresh History:

Data Sources	Date	Reason for Change	Owner	Version
AP	08/15/2013	Rollout	MLDS	1.0
CTE	03/01/2012	Rollout	MLDS	1.0
Certification	09/06/2013	Rollout	MLDS	1.0

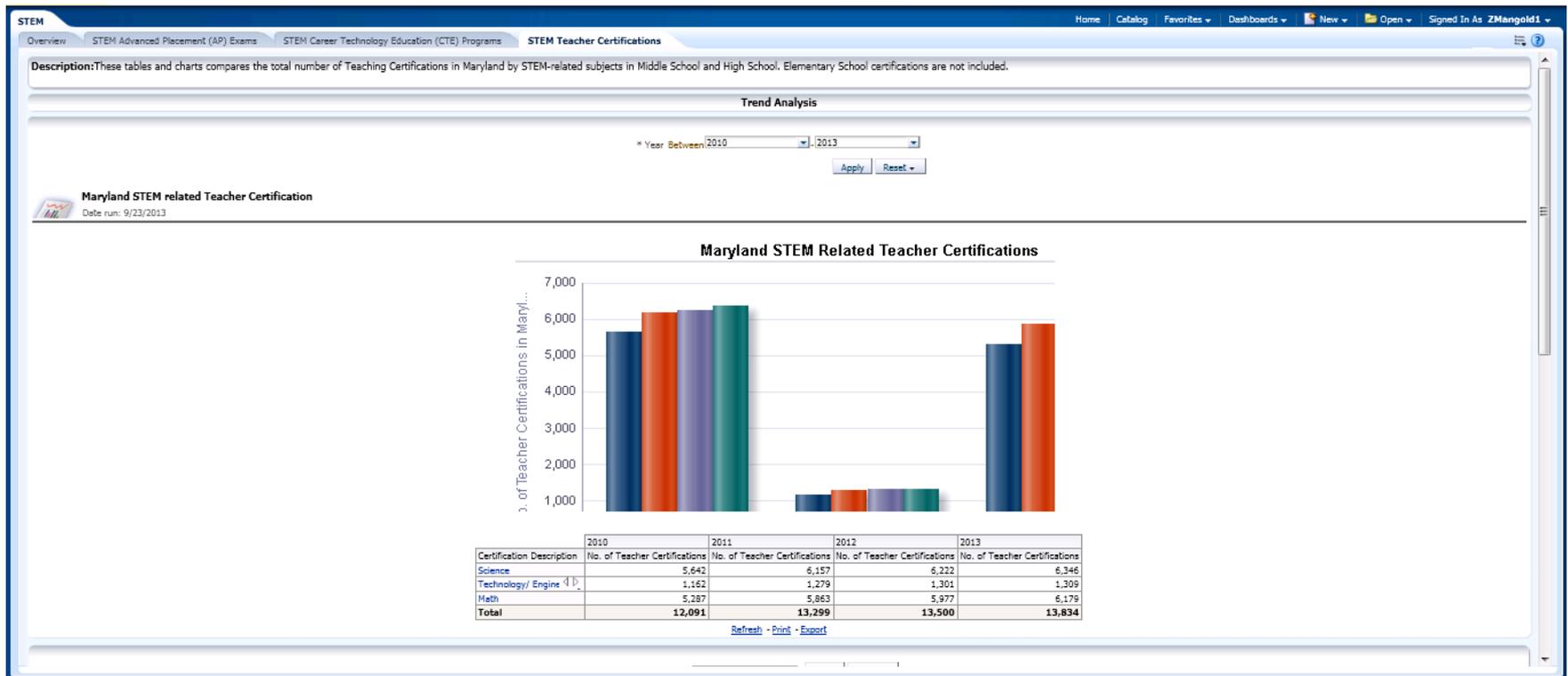
STEM AP EXAMS



STEM / CTE Programs



STEM Teacher Certification



MAAPP (Maryland Alternative Approved Preparation Programs)

The screenshot shows a web browser window with the MAAPP dashboard. The browser's address bar shows 'MAAPP'. The page title is 'Maryland Approved Alternative Preparation Programs (MAAPP) Dashboard'. The navigation menu includes tabs for: MAAPP - Demographics - Gender, MAAPP Demographics - Race, MAAPP - Demographics - Age, MAAPP - RTC, MAAPP - SPC, MAAPP - Certification, MAAPP - Attrition, MAAPP - Prior Employment, and MAAPP - Highest Degree. The main content area is titled 'Maryland Approved Alternative Preparation Programs (MAAPP) Dashboard' and includes a description, a list of dashboard components, user access information, source of data, suggestions for use, and data limitations. A multi-media module box on the right contains contact information, a data refresh schedule, and a refresh history table.

Multi-media Module:
[MAAPP.war](#)

Contact us:
MLDS
Phone: 410-767-9665
E-mail: mlds@msde.state.md.us

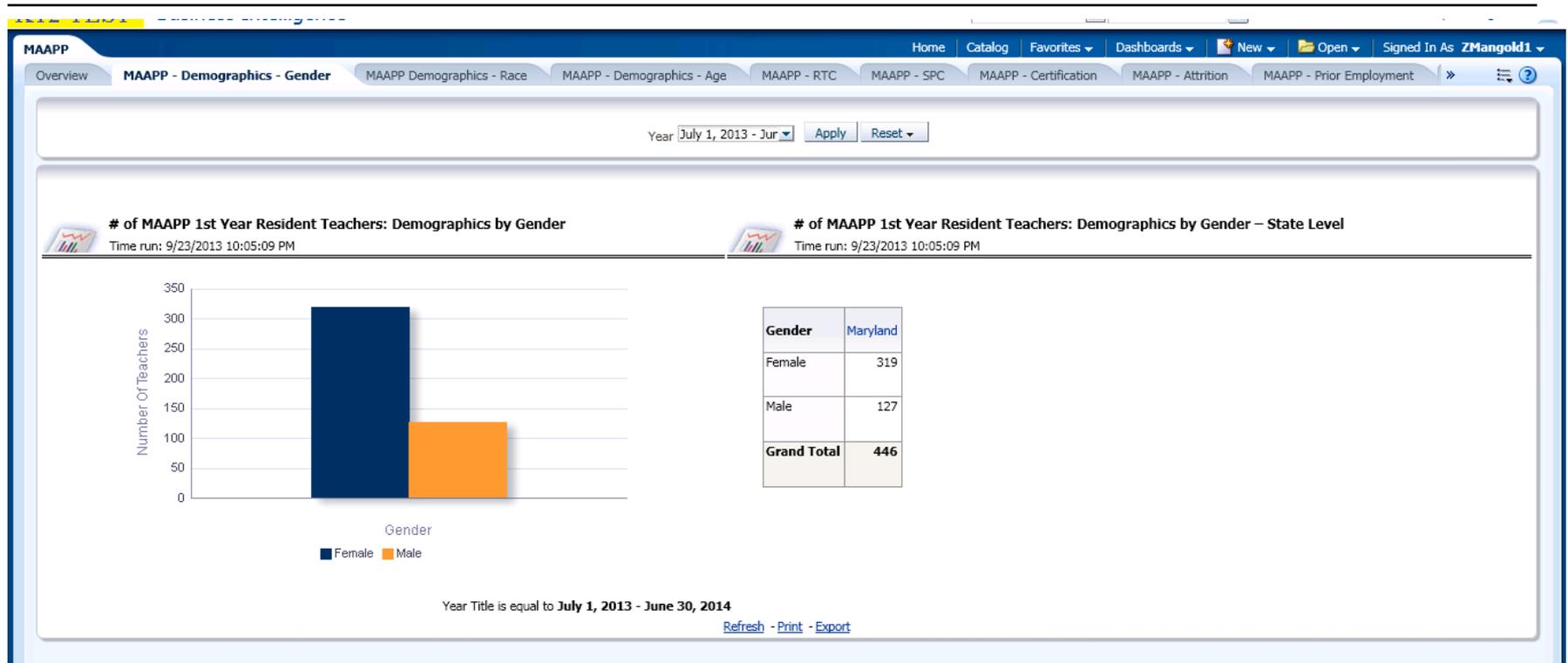
Data Refresh Schedule:

- Data is refreshed daily from the Online MAAPP Data Entry form.
- MAAPP Demographics Race is populated through the SATID.
- SATIDs for the prior year will be populated annually, when available.

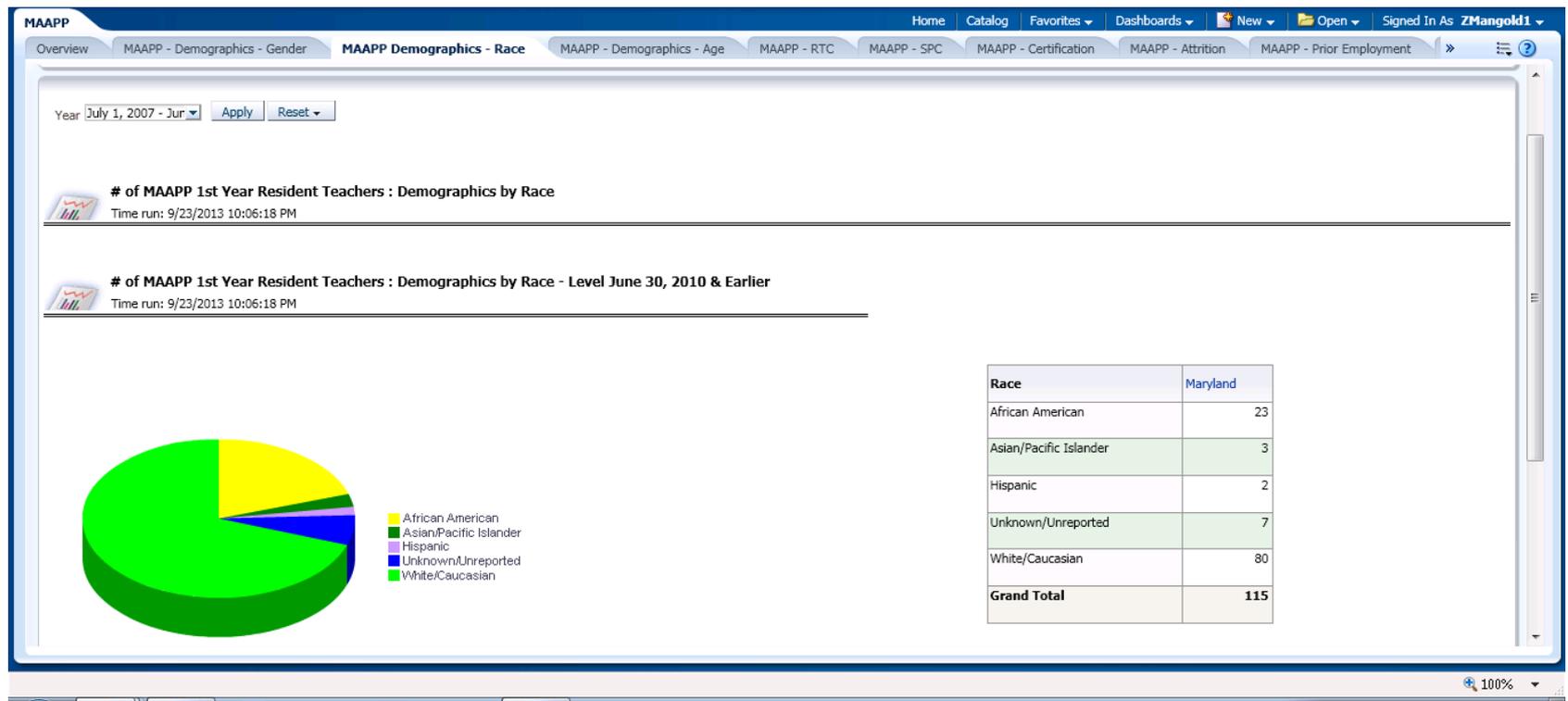
Refresh History:

Date	Reason for Change	Owner	Version
02/28/2013	Initial Rollout	MLDS	0.1

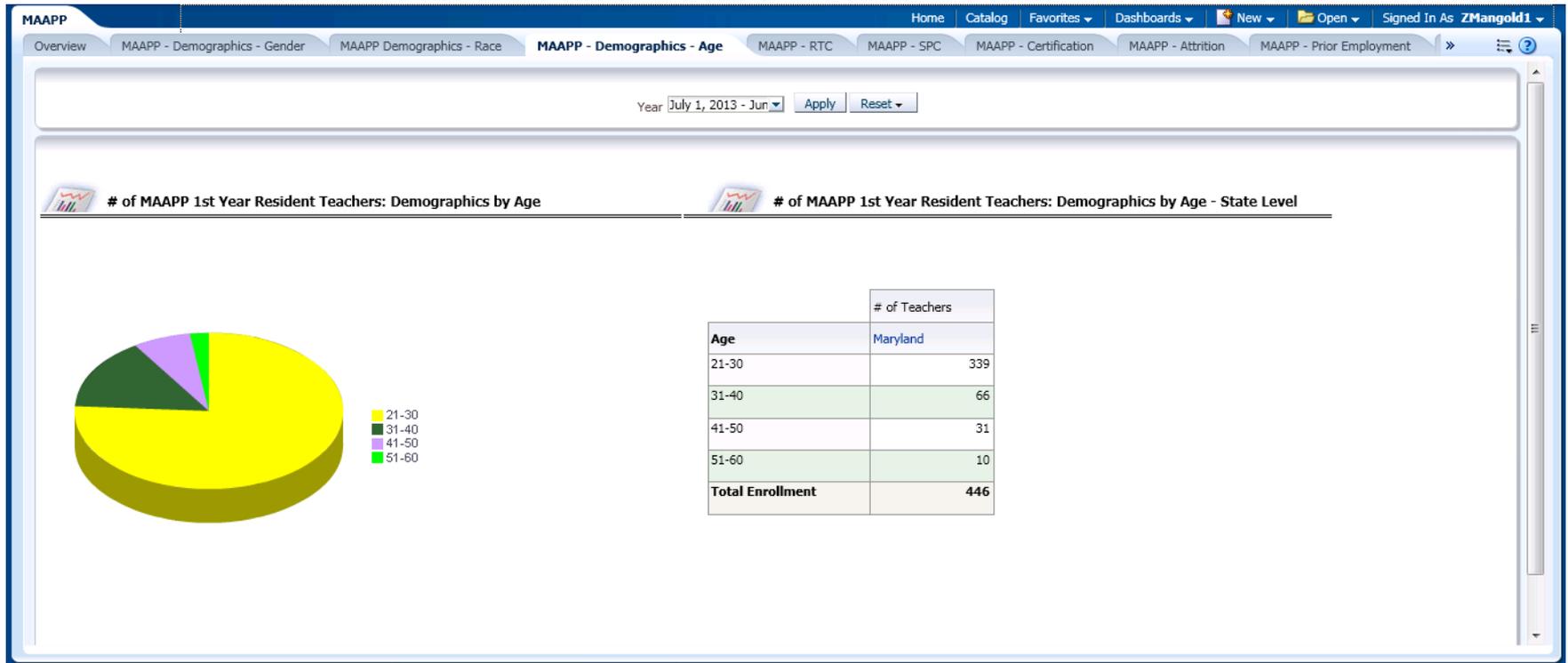
MAAPP - Gender



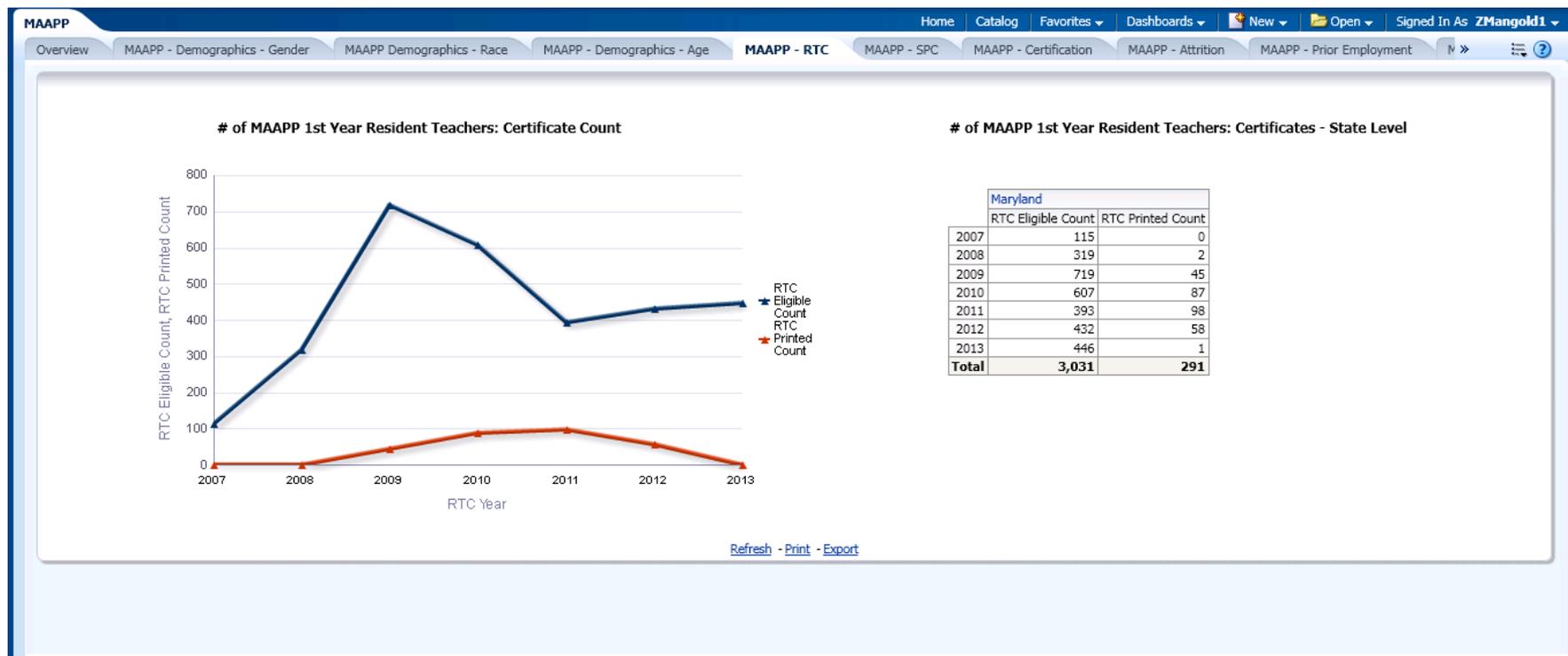
MAAPP - Race



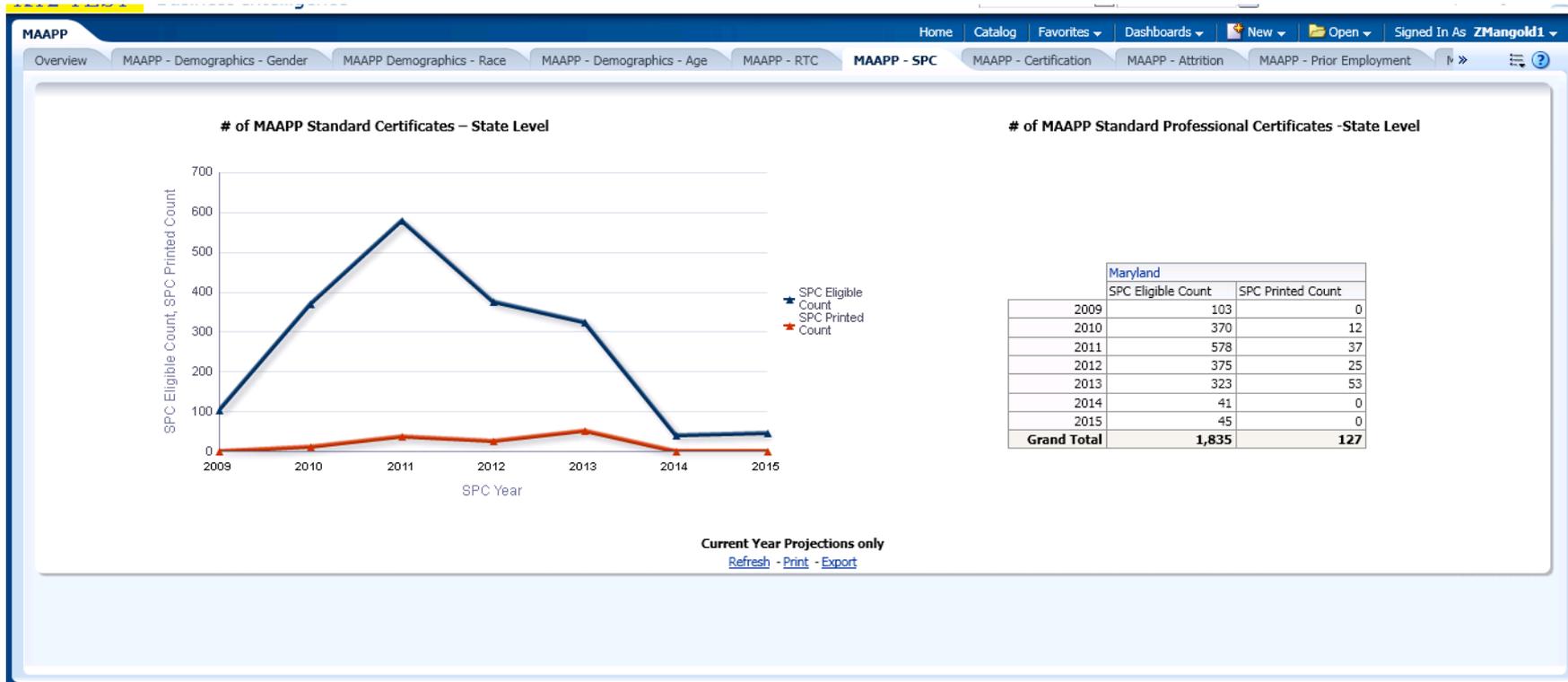
MAAPP- Demographics



MAAPP - RTC



MAAPP - SPC



MAAPP- Certification

MAAPP Home Catalog Favorites Dashboards New Open Signed In As ZMangold1

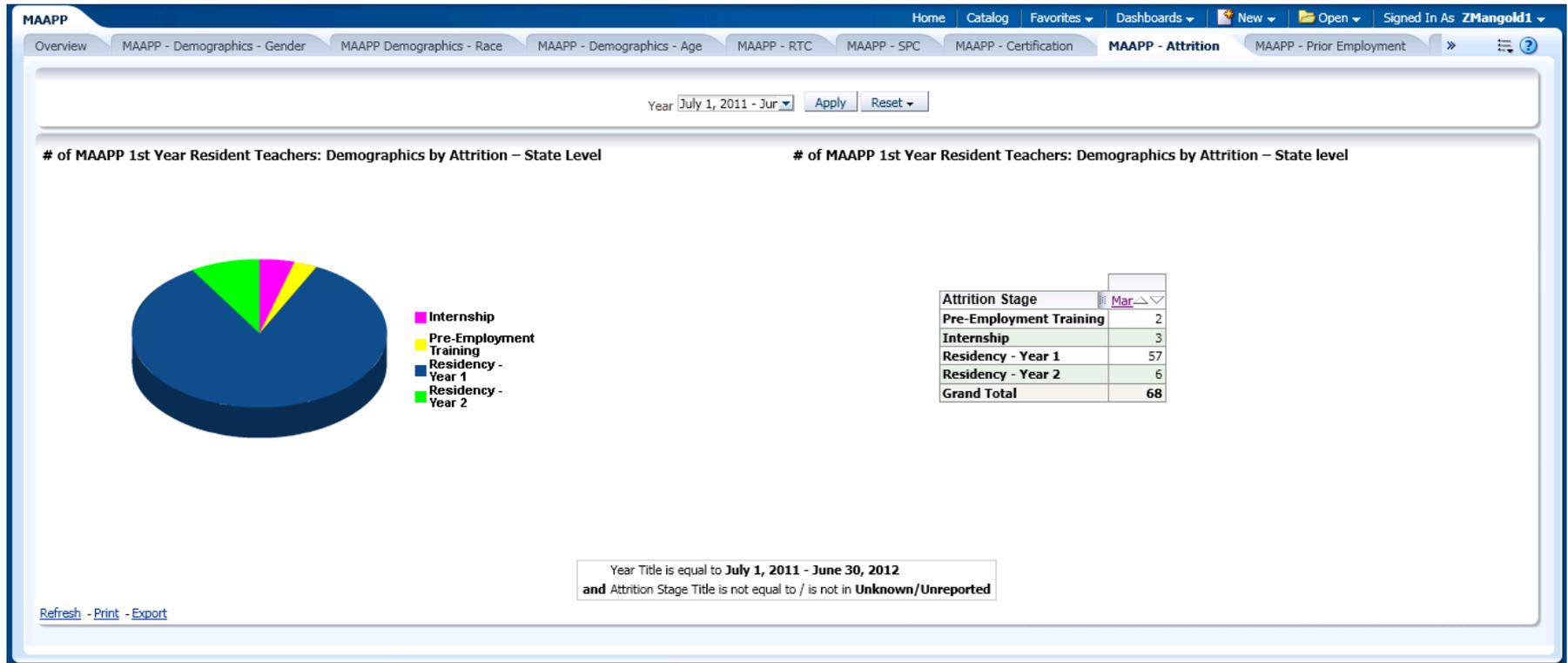
Overview MAAPP - Demographics - Gender MAAPP Demographics - Race MAAPP - Demographics - Age MAAPP - RTC MAAPP - SPC MAAPP - Certification MAAPP - Attrition MAAPP - Prior Employment

Year July 1, 2013 - Jun Apply Reset

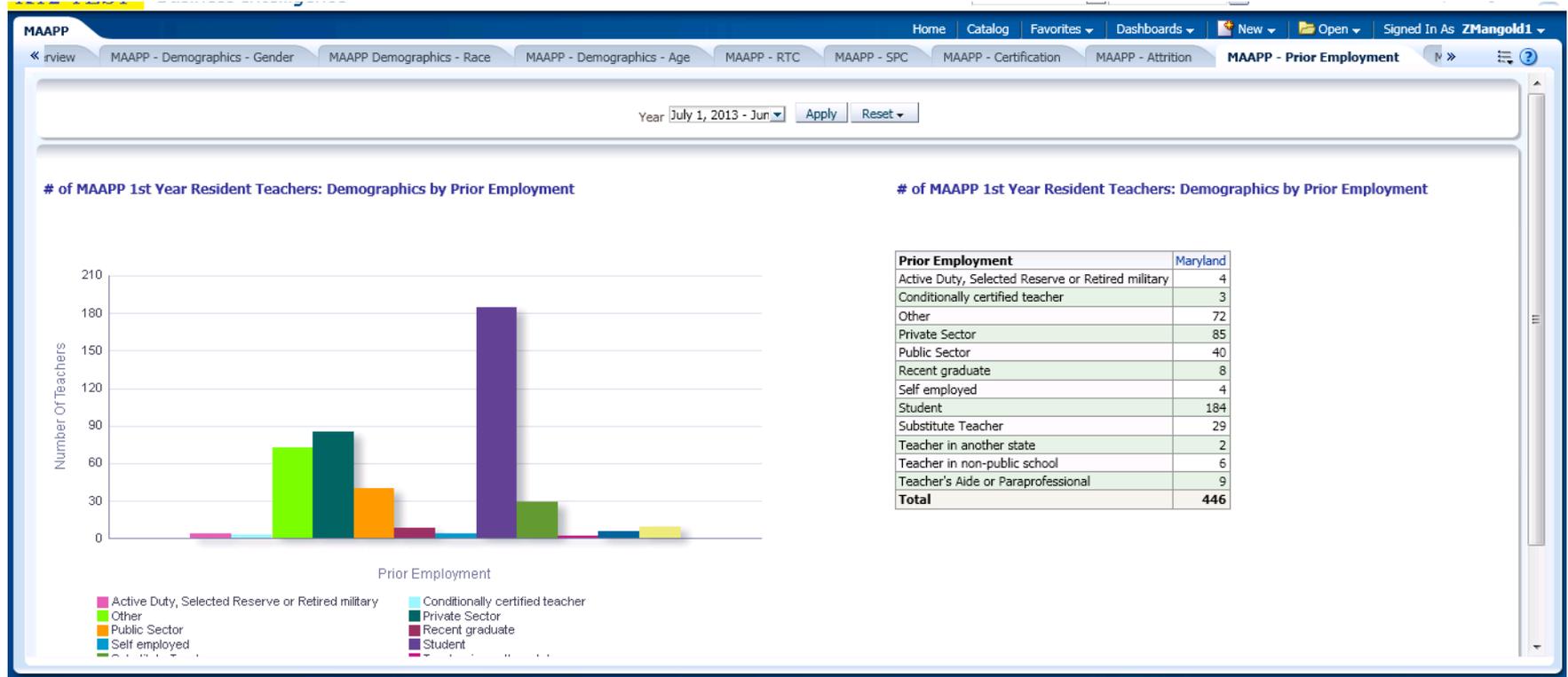
Certification

Cert Reg Title	Secondary Certification Area				Total # Of First Year Resident Teachers With One Certification	Total # Of Resident Teachers Dually Certified	Total # Of Resident Teachers With Certifications
	English for Speakers of Other Languages	Special Education: Elementary/middle (Grades 1-8)	Special Education: Infant/primary (Birth - Grade 3)	Special Education: Secondary/adult (Grades 6-12)			
Art (PreK-12)					8	0	8
Biology (7-12)				6	39	6	45
Chemistry (7-12)					11	0	11
Dance (PreK-12)					1	0	1
Early Childhood Education (PreK-3)			1		45	1	46
Elementary Education (1-6)	4	46			91	50	141
English (7-12)				12	47	12	59
English Language Arts (4-9)					1	0	1
Family and Consumer Sciences (7-12)					2	0	2
Health (PreK - 12)					3	0	3
Mathematics (7-12)				6	63	6	69
Middle School: Grades 4-9		4		2	17	6	23
Music (PreK -12)					4	0	4
Physics (7-12)					1	0	1
Social Studies (7-12)				7	1	7	8
World Language: Modern: French (7-12)					1	0	1
World Language: Modern: Spanish (7-12)					22	0	22

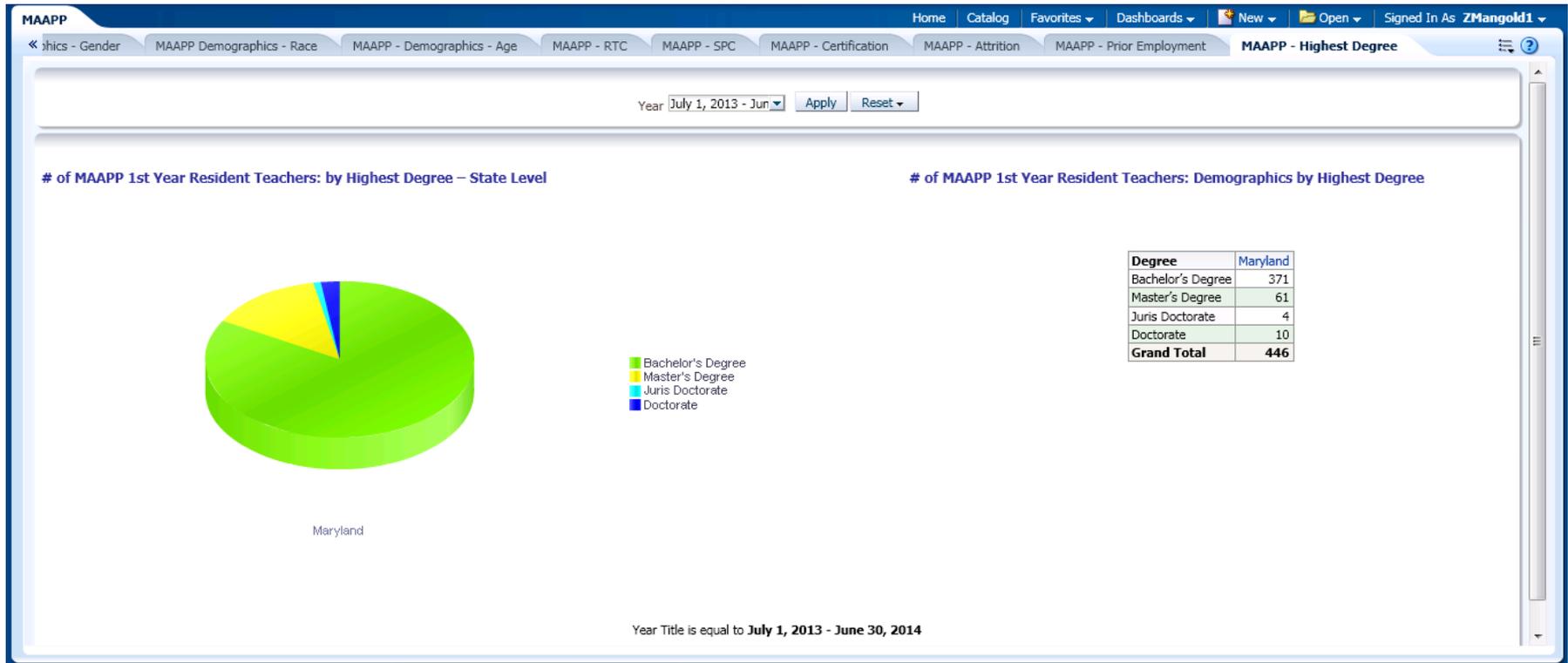
MAAPP - Attrition



MAAPP – Prior Employment



MAAPP – Highest Degree



Dashboard Checklist

- Design- *Executive Sign off*
- Development
- Data Validation- *DAADs or Data Sponsor*
- Internal Testing- *Executive Sign off*
- External Testing (UAT)- *Executive Sign off*
- Production rollout

Following the Rollout

- Change management process will be development as a virtual component on the LDS P-12 Portal.
- MSDE will manage change management process to support ongoing maintenance and enhancements.
- LDS Portal integration into LEARN MD Portal.
- Comprehensive Training Plan will support the ongoing training and user support for the LDS Dashboards.

Questions/Feedback

