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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: August 27, 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 (August 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	August 2013 Rating	July 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"> Conducted RTTT Stat Meeting for all IT Projects on July 11, 2013 and all other projects on July 18, 2013 Conducted training for Executive Sponsors on August 8, 2013 on process for completing/closing of Year 3 amendments 	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"> Monthly Deliverable including an Interim Analysis on the LEA Reports, CAIRE observations of the 2013 Educator Effectiveness Academies, and the CAIRE Case study on the Breakthrough Center were received and distributed Completed and issued the Notice of Grant Award (NOGA) for July 1 through September 31, 2013 	Continuing review to approve new detailed scope of work.	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	2	<ul style="list-style-type: none"> Candidates were interviewed to fill vacant positions on the project team. Three offers were made and accepted. New hires are scheduled to begin August 29th Proposals were received and reviewed from two vendors for the formative assessment online professional development modules and an 	This project has a new project schedule and is on track with those milestones. The procurement of formative assessment modules is on track and will be available for teachers this fall. The RFP for Item and Task	

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				<p>evaluation team has been selected</p> <ul style="list-style-type: none"> Item and Task RFP continues to be drafted with modifications from the AG's office made Submitted amendment to USDE and have responded to all questions 	Development continues to be drafted. The project staffing will be completed by the end of August	
Standards and Assessment	4/3: Curriculum and Formative Assessment Development	3	3	<ul style="list-style-type: none"> Curriculum resources loaded on Blackboard, including the Fine Arts lesson seeds for middle school, the adolescent literacy modules, and the disciplinary literacy resources for social studies, and science Curriculum resources shared with school teams at the all Educator Effectiveness Academies 		
Standards and Assessment	5/4: Curriculum and Formative Assessment Development for International Technology and Engineering Educators Association (ITTEA)	4	4	<ul style="list-style-type: none"> The online curriculum guide for Foundations of Technology (FoT) is being used across the state for local curriculum development and professional development. There have been many positive comments received regarding the updated curriculum Three face-to-face professional development (PD) sessions were conducted (Anne Arundel County, Baltimore City and Carroll County)- Sixty teachers attended and completed the training 		
Standards and Assessment	6/76: Curriculum and Assessment Development CTE-SREB	4	3	<ul style="list-style-type: none"> On July 30-31, 2013, Construction Design and Management (CDM) teachers from six Local School Systems participated in professional development sessions regarding the implementation of the CDM courses 	Due to the Successful training session with teachers from across the state implementing the first three courses of the CDM program, the rating has	

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				<p>and CDM Blackboard resources. Participants also reviewed updates to the AutoCAD exam and certification requirements</p> <ul style="list-style-type: none"> On July 30, 2013, the Project Director met with members of the CDM Design team to discuss the completion of the project (milestones and timelines) On July 30, 2013, the Project Director participated in the Maryland Center for Construction Education and Innovation (MCCCEI) forum for business partners at Montgomery College 	<p>increased on this project. These teachers will also attend an October session to prepare for the final course implementation.</p>	
Standards and Assessment	7/5: World Languages Pipeline	4	4	<ul style="list-style-type: none"> Teachers, MSDE specialists, and national consultants participating in July 10-11 curriculum workshop developed 5 STEM module outlines for grades 4-5 as well as plans for lessons, resources, Can Do statements, and performance assessments Consultant and world language specialists have begun the process of writing and revising the new modules designed on July 10-11 		
Data Systems	8/11: Develop Overall Technology Infrastructure	2	1	<ul style="list-style-type: none"> Completed build out of P12 Test (DPSCS) environment by August 1, 2013 target date Migrated the P12 Development environment at OIT to the P12 Development environment at DPSCS. All current and future development for P12 will be done in the P12 Dev DPSCS 	<p>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 9/30/2013 Production delivery date for the P12 dashboards.</p>	<p>Currently targeting October 1st to have this project back on track. The P12 Test environment has been delivered and project staff are currently working on delivering P12 Production by 8/31. The team will work overtime as needed to address any unplanned issues.</p>

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				<p>environment.</p> <p>Migrated the testing environment from P12 Dev DPSCS environment to the P12 test DPSCS environment</p> <ul style="list-style-type: none"> Submitted a comprehensive amendment to USDE that included an overview of all RTTT technology projects at the start of the grant and with the current proposed plan 		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"> Continued validating developed dashboards. Increased the number of dashboards in the "Testing/Validation Phase" from seven in June to 21 in July Oracle Business Intelligence Enterprise Edition (OBIEE) Developers continued development of Year 3 Dashboards and Business Analysts are validating the data. 14 Dashboards are currently being developed Addressed long-standing issues with two dashboards. They are on track to be rolled out by September 30th 	All dashboards are progressing towards a target date of 9/30/2013. Project 08 11 has completed the test environment needed for dashboard testing and validation. As of 8/1, 7 dashboards are prepared to participate in User Acceptance Testing (UAT) with Local Education Agencies/External Stakeholders during the month of August. Executive approval will be completed to begin external UAT.	Project 09 27 is on a very aggressive timeline. Dashboards are being completed and prepare for external UAT, and will be moved to production following the completion of the Production environment. The expectation is that all 36 dashboards will be completed by 9/30/2013. The outcome will depend upon the success of internal testing. The testing phase will confirm the functionality and data quality of each dashboard. If a dashboard does not initially meet the expectations, it will need to be corrected in the development environment and then re-tested.
Data Systems	10/28: Multi-Media Training	3	3	<ul style="list-style-type: none"> Continued editing of Year 1 and Year 2 to include the changes in the development process Year 3 modules are still being developed as they mirror the Year 3 Dashboard development timeline 9 modules are production ready 	The LDS coaching Subject Matter Expert (SME) has been approved. As of 8/9/2013, the contractor has not begun work due to procurement delay.	The Longitudinal Data System (LDS) Coaching portion of 10/28 is a major concern. Once the contractor is able to begin work, 10/28 will evaluate the schedule needed to meet the objective. 10/28 will utilize the

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				<ul style="list-style-type: none"> Editing has continued as a result of 08 11 completing the Test Environment. (AP Readiness, Standard Course Code (SCC), E-Transcripts, Charter Schools, and Breakthrough Center -Following the completion of the script, these modules will be production ready) User Acceptance Test (UAT) scripts have been prepared to support the external testing of dashboards in project 09 27 		Comprehensive Training Plan to support the LDS Coaching for project 10 28. The Executive Sponsor and Program Director are aware of this concern.
Data Systems	11/29: LEA System Application and Infrastructure Upgrades	4	3	<ul style="list-style-type: none"> June 30th indicated the end of the grant period. LEAs have 90 days to liquidate all encumbered funds 	Project objectives have all been met.	
Data Systems	12/60: Expansion to LDS - Data Exchange	4	4	<ul style="list-style-type: none"> All project activities were completed by June 30, 2013, with the exception of the user satisfaction survey 	Need to close out project transfer remaining budget to the 08 11 project (or another project) via an amendment.	
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	4	4	<ul style="list-style-type: none"> The Curriculum Management System (CMS) has been integrated into the Learning Management System (LMS). The LMS is now comprised of three 	Closed project as of June 30 th .	

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	Curriculum System			<ul style="list-style-type: none"> projects: 14 31, 24 56, and 26 43 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"> Algebra I Professional Development Course and English Grade 10 approved for credits Meta-tag documentation submitted for Deliverable 1 Thinkport resources Public Service Announcement scripts and taping from MPT are in progress STEM scripts submitted for T-shirt, Snack , Birdhouse and Rainforest modules Pre-proposal meeting held for Project 7 Technical Project Manager replacement 	Due to the fact that this project will not commence until fall 2013, the project remains a 2.	Since this portion of the project requires the creation of a portal, identification of existing resources, and meta tagging with no development of resources, the project will be completed on time.
Data Systems	16/20: STEM Instructional and Career Support	4	4	<ul style="list-style-type: none"> Training materials and the online system are ready. Training for STEM Coordinators has been scheduled for Sept 17, 2013 Data from previous Challenge module testing have been collected and reviewed Modifications to refine and/or expand the modules have been completed based on the analysis of those data Two new Challenge modules have been designed (in GSI and Chemistry) bringing the total number of Challenge modules and accompanying resources to four (one is the Governor's Stream Challenge) 		

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Data Systems	17/32: Implement a Test Item Bank System	2	2	<ul style="list-style-type: none"> Prepared revised amendments and provided additional clarifying information to USDE Developed payment milestones and drawdown schedule based on vendor feedback 	Amendment is still outstanding. Vendor contract cannot occur without USDE approval of project amendments for 03 02, 17 32, 18 33, and 19 34.	The mitigation strategy is to complete the amendment process in an expeditious manner, award the contract, and begin immediate implementation. Since several LEAs have already offered to become early adopters, MSDE has an opportunity to get this system to adopt, and thus still meet the original schedule objective of rolling out the system to teachers by September 30, 2013.
Data Systems	18/33: Implement a Computer-Adaptive Test Delivery System	2	2	<ul style="list-style-type: none"> Prepared revised amendments and provided additional clarifying information to USDE Developed payment milestones and drawdown schedule based on vendor feedback 	This project is related to 17/32. Amendment is still outstanding, vendor contract cannot occur without USDE approval of project amendments for 03 02, 17 32, 18 33, and 19 34. Continued slippage could impact the ability to successfully roll-out in the 2013/14 school year. It is believed that if this project continues to slip into September 2013 then CAT rollout will be subsequently delayed to the fall 2014 to complete rollout activities.	The mitigation strategy is to complete the amendment process in an expeditious manner, award the contract, and begin immediate implementation. Teacher training will be offered as a "train the trainer" model and coordinated via a master training plan that MSDE is preparing. Since many LEAs have already offered to become early adopters, MSDE has an opportunity to get this system to adopt as many LEAs that wish to adopt and thus begin field testing of CAT items as early as November 2013.
Data Systems	19/34: Item Load and Integration	2	2	<ul style="list-style-type: none"> Prepared revised amendments and provided additional clarifying information to USDE 	This project is reliant on the passing of 4 amendments in total, i.e. 03 02, 17 32,	The mitigation strategy is to complete the amendment process in an expeditious manner, award

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	Setup for Test Item Bank System			<ul style="list-style-type: none"> Developed payment milestones and drawdown schedule based on vendor feedback 	<p>18 33, and 19 34. Additionally the project is currently overdue by 4 months. Vendor contract cannot occur without USDE approval of project amendments for 03 02, 17 32, 18 33, and 19 34.</p>	<p>the contract, and begin immediate implementation. Since many LEAs have already offered to become early adopters, MSDE has an opportunity to get the TIBS (17 32) system to as many LEAs that wish to adopt and thus still meet the original schedule objective of rolling out the system to teachers by September 30, 2013. Items content loaded into the TIBS is especially important to these activities. Additionally, items will also be used in CAT field testing but at this time it is expected that project 18 33 (CAT) will lag this project.</p>
Data Systems	20 35: Adaptive Testing Units for High Schools	1	1	<ul style="list-style-type: none"> Completed survey of LEAs to identify participation and adaptive testing unit preference Began preparation of new amendment request to USDE detailing fund distribution strategy to LEAs as sub-grants to purchase hand-held units that will be used in conjunction with project 18 33 (CAT) 	<p>This project is on hold pending preparation of subsequent amendment to USDE to include funds distribution and a schedule baseline adjustment. Amendment will be submitted as part of project year three close out process; work cannot proceed without USDE approval of project. This project is dependent on project 18 33 to roll out before testing using hand held devices can be conducted.</p>	<p>The mitigation strategy is to complete the amendment process in an expeditious manner, award the contract, and begin immediate implementation.. As indicated earlier, project 18 33 (CATS) could lag. Should 18 33 lag, then this project will also lag in equal fashion. The project team is following projects 17 32, 18 33, 19 34, and 20 35 closely to identify impacts on all four projects.</p>

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Data Systems	21/42: Implement a Statewide System to Support Student Instructional Intervention	1	1	<ul style="list-style-type: none"> Revised amendment to include additional incentives and evaluation measures Submitted final amendment to USDE for review and approval (7-30-13) 	Project on hold pending USDE approval of scope change	Following approval of amendment, MSDE will provide 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. Once amendment is approved by USDE, we will distribute applications, receive responses and evaluate the request, and make grant awards by December of this year. The project will be back on track by December 2013.
Data Systems	22/6: Develop Online Instructional Intervention Modules	4	4	<ul style="list-style-type: none"> One ELA and one Math professional development module have been created, reviewed, and are under revision Feedback is provided to vendor on a weekly basis to ensure quality of product and alignment with Maryland Common Core State Standards The overall project development and delivery schedule has been revised for both the ELA and Math teams taking into consideration the Educator Effectiveness Academies Twelve of the resources are available from LMS and were used during the EEAs. A webinar on how to use the resources was also posted Work sessions began on August 7, 2013, to begin the RFP process for 		

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Data Systems	23/55: Develop Framework for Teacher Toolkit Portal	4	4	<ul style="list-style-type: none"> procuring the remaining 125 modules Created detailed workflow diagram to be imported into SharePoint for the Continuing Professional Development (CPD) application Created new CPD/EIS diagram in Visio Extracted HTML pages (28) from the Jump Chart application Prototype and began editing pages in SharePoint (for the CPD form with workflow) Trained CPD Coordinator on how to access CPD liaison data (CPD Face to Face courses) from Blackboard Began procurement process for revision of CFP materials 		
Data Systems	24/56: Develop and Implement Course Registration System	3	3	<ul style="list-style-type: none"> Three additional Educator Effectiveness Academies have utilized the Professional Learning Community, Curriculum Management System and other resources on the LMS during the EEAs. For a total of five EEAs with over 6000 participants Gain approval from MSDE Accounting Department to move forward with the electronic payment processing component of the project. Testing the Go Sign Me Up building block to register students for courses. Communicated LEA Trainers about setting up Bb training for users in their counties Carroll County has its own section of the Bb LMS established. Working on establishing a section of 	Project is merged with 26/43: Implement a System to Support E-Learning for Instructional Intervention, Enhancement, and Enrichment.	

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Data Systems	25/10: MSDE-IHE Teacher Preparation Workgroup	4	3	<p>Bb for Hartford County</p> <ul style="list-style-type: none"> Added additional educators to the data base who have heard of the project and expressed interest In the course of regularly scheduled technical assistance with IHEs, Program Approval Staff members continue to emphasize and look for evidence of Common Core standards in higher education teacher preparation programs 	<p>All objectives for this year are met. The planning for next year cannot occur until the facilitators of the Educator Effectiveness Workshops can identify the topics to be covered and provide input into schedule availability.</p>	
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"> Three additional Educator Effectiveness Academies have utilized the Professional Learning Community, Curriculum Management System and other resources on the LMS during the EEAs for a total of five EEAs with over 6000 participants. Gained approval from MSDE Accounting Department to move forward with the electronic payment processing component of the project Testing the Go Sign Me Up building block to register students for courses Communicated LEA Trainers about setting up Blackboard (Bb) training for users in their counties Carroll County has its own section of the Bb LMS established Working on establishing a section of Bb for Hartford County 	<p>Project is merged with 24/56: Develop and Implement Course Registration System</p>	
Data Systems	27/46: Equating of MSA for Use	NR	NR			

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	on Growth Model					
Great Teachers and Leaders	28/47: Develop and Implement a Statistical Model to Measure Student Growth	NR	NR			
Great Teachers and Leaders	29/48: Develop and Implement an Educator Evaluation System (Calculation Engine)	4	4	<ul style="list-style-type: none"> Developed and circulated a new Teacher/Principal Evaluation (TPE) guide. Refined new strategic Professional Development plan—"Spheres of Influence"—for FY 2013-14 Scheduling, venues, and content well advanced. Began site visits to LEAs which piloted the pure State Model to conduct ex post facto analysis of findings Joined the Quality Evaluation Rollout data workgroup and provided a first presentation of Maryland's accomplishments to date Represented the project a variety of meetings and forums 	Awaiting approval of amendment to award sub-grants.	
Great Teachers and Leaders	30/49: Expand Educator Information System (EIS) to Accommodate Additional	4	4	<ul style="list-style-type: none"> Completed Customer Relationship Management (CRM) Data Entry Screens Completed draft of Data model Completed application workflows Began development of Certification Application within portal 		

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	Data			<ul style="list-style-type: none"> Continued development of relationships between Educators and Out of State Certifications, Portal Eligibility, and Portal Initial Applications Held pre-proposal conference for EIS expansion vendor Resource Held meetings to stabilize development and test environment 		
Great Teachers and Leaders	31/13: Building Leadership Capacity in Low-Achieving Urban and Rural Districts	4	4	<ul style="list-style-type: none"> Currently, of the 25 candidates, 21 are enrolled in the UMES doctoral program and 4 are enrolled in Masters at SU; 8 who finished the Masters at SU began the doctoral program at UMES 16 Lower Eastern Shore School Leadership Institute (LESSLI) candidates have been promoted as of August 1, 2013- One who was promoted to Principal will now become a Superintendent in another state; 3 have become Principals; 4 have become Assistant Principals; 2 have become Supervisors/Directors at the Central Office level; 4 have received promotions to Other Administrative positions (e.g. Math and Reading Coaches; Testing Coordinator; Pupil Personnel Worker); and 2 have been promoted to Dean of Students positions 		
Great Teachers and Leaders	32/73: Teach for Maryland	3	3	<ul style="list-style-type: none"> Conducted 3-day, July 10-12, 2013, Summer Institute with representation from all 10 Higher Education Institutions (IHE) and their 	Year 4 deliverables and plans are contingent upon the MSDE amendment revision/approval process.	

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				Professional Development School partnerships <ul style="list-style-type: none"> • Provided leadership and coordination for the writing team to develop the <i>Teacher Preparation Manual for High Poverty/High Minority Schools</i> within the Institute • Provided technical assistance to Teach for Maryland Project managers and partnerships through face to face meetings and electronic means to discuss budget issues, plans for Year 4 budget 	The project is on schedule and all deliverables have been met. Crosswalk has been completed as requested.	
Great Teachers and Leaders	33/50: Compensation to Teachers and Principals in Lowest 5% Schools	3	3	<ul style="list-style-type: none"> • Received and approved grant application for 2013-2014 from Prince George's County Public Schools • Communicated with Baltimore City LEA contact what the LEA should do in light of the fact that they are still waiting to receive some data to be used in their application. LEA will complete their application with the data they currently have, make a note that they are still waiting on these last few data pieces, and send an addendum to their application with that data when it become available. 		
Great Teachers and Leaders	34/51: Compensation Incentives for Teachers in Shortage Areas	3	3	<ul style="list-style-type: none"> • Received grant application for 2013-2014 from Baltimore County Public Schools, and awaiting a final review before giving final approval to 2013-2014 application • Received and approved grant application for 2013-2014 from Kent County Public Schools 	Still waiting to receive 2013-2014 grant application from Baltimore City, although the LEA contact confirms that they will be applying for a grant this year (previously the LEA contact had mentioned	

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Great Teachers and Leaders	35/26: Elementary STEM Certification	4	4	<ul style="list-style-type: none"> Elementary STEM Certification Summer Institute was conducted with 52 participants to include representatives from all 12 projects and their LEA partners in attendance Elementary STEM Certification Workgroup met July 16 and July 31 The workgroup developed an endorsement in STEM Instructional Leader (PreK-6); Plans are underway to present the draft regulation at the September 5 meeting of the Professional Standards and Teacher Education Board (PSTEB) Four proposals were submitted for presentations at local and national conferences Grant/contract approval documentation has been distributed for nine of the twelve FY14 sub grants and contracts; follow up efforts to finalize three contracts are ongoing 	that they might not participate in 2013-2014). However, Prince George's County has indicated that they will not participate in 2013-2014.	
Great Teachers and Leaders	36/75: LEAs, Providers, and IHES (UTeach) Maryland)	3	3	<ul style="list-style-type: none"> During the summer months, the program directors have concentrated on recruitment procedures including garnering information from the state staffing report, community colleges, etc. A meeting is set for late August to 	This project is on target in all instances programmatically and will be more than ready to continue with NMSI funding at the close of RTTT. However, the	

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				review the plans for clinical field experience placements in PDS	university has spent or encumbered a significant portion of the Year 3 award since the MSDE meeting in May, when spending looked very low relative to the time left in the fiscal year which may have had an impact on the rating	
Great Teachers and Leaders	37/54: International Partnerships to Recruit Teachers in Critical Needs Areas	NR	NR			
Great Teachers and Leaders	38/53: Incentives for Teachers who Obtain ESOL Certification	4	4	<ul style="list-style-type: none"> To date, a total of 242 teachers have completed the coursework and passed the Praxis in years 1-3 	Two hundred thirty teachers who are participating in the Year 4 project are taking courses to meet the requirements before the grant ends.	
Great Teachers and Leaders	39/25 Teacher Induction Academies	4	4	<ul style="list-style-type: none"> The Teacher Induction Academy 2013 evaluations were reviewed and analyzed for areas of improvement The MSDE Project Manager met with Stonebridge to review the filmed portions of the Academy and the taped interviews that will be used to create a video and clips summarizing the Race to the Top Teacher Induction Academies Project Initial planning of the design and content of the Fall 2013 Online Follow-ups has begun 		

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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 developed to prepare all stakeholders, including executive officers, to implement and sustain Teacher and Principal Evaluation The first Summit was held in early July at two venues with positive feedback 		
Great Teachers and Leaders	41/24: Educator Effectiveness Academies	4	4	<ul style="list-style-type: none"> Prepared logistics, such as registration, attendance, master teacher room assignments, participant room assignments, name tags for academies, and conducted academies in Washington, Charles, Montgomery, Talbot, Anne Arundel, and Baltimore counties, as well as Baltimore City Video-taped through Towson University, EEA sessions in ELA, math, STEM, and principals, for use as stand-alone PD offerings on the Learning Management System (LMS) Sent CAIRE evaluation surveys to academy participants in Prince Georges, Wicomico, Harford, Howard, Washington, Montgomery, Talbot, and Baltimore counties, as well as Baltimore City 		
Great Teachers and Leaders	42/17: Priority Schools Academy	4	3	<ul style="list-style-type: none"> Contractor selected Met on August 8 with Baltimore City Turnaround Office to finalize logistics and content and receive final list of 	All aspects of the project are on schedule. All timelines, milestones, and activities have been met at	

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				<p>newly appointed principals and executive officers</p> <ul style="list-style-type: none"> • Registration is almost completed; those newly appointed principals and executive officers are in the process of registering • Materials are being reviewed, printed, and collated, as completed 	a high quality.	
Great Teachers and Leaders	43/21: Develop Online PD on Educator Instructional Improvement Content	3	3	<ul style="list-style-type: none"> • A third and final RFP review meeting for the project's second RFP (soliciting bids to develop nine remaining online professional development courses) was held with the Department of Information Technology (DOIT), resulting in verbal approval on July 25 • The RFP was approved by DOIT and released for vendor response • Pre-proposal conference is set for week of August 19 • Responses are due the week of September 30 	DOIT said it would email written confirmation of approval on July 26 or soon thereafter; Procurement emailed DOIT the morning of August 2 indicating urgent need for approval. DOIT responded on Aug. 6 with conditional approval dependent upon another change which they had not requested previously and was erroneous.	
Lowest-Achieving Schools	44/41: The Breakthrough Center (BTC)	4	4	<ul style="list-style-type: none"> • A new cohort of 32 Aspiring Principals Fellows, from turnaround schools and feeder schools in Prince Georges County Public Schools (PGCPS), participated in the summer Aspiring Principals' Institute • Three Aspiring Principal Fellows, who participated in the Aspiring Principals Institute during 2012-2013, were appointed to principals this summer, two in PGCPS and one in Baltimore City Public Schools (BCPS) 		

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				<ul style="list-style-type: none"> Instructional specialists in the Breakthrough Center developed a series of professional development modules for teachers in the turnaround schools On July 23, the Focus Schools Network Leadership Team conducted a webinar with 23 representatives from school systems that have Focus schools 		
Lowest-Achieving Schools	45/67: RITA Team Audits	NR	NR			
Lowest-Achieving Schools	46/57: Extend Student Learning and Improve School Culture, Climate, and Support	2	2	<ul style="list-style-type: none"> The summer staging institute was held from July 29th until August 2nd More than eighty educators participated in the week long training that included team building, goal setting (long and short term), and other capacity building exercises Data collected through evaluations has produced very positive outcomes 	The procurement of a school culture and climate team is not complete, and to date has been unsuccessful.	To address this unsuccessful effort, MSDE will explore building the team from our partnership with Sheppard Pratt and Johns Hopkins. Internal meetings have been scheduled to discuss the role and the logistics regarding the involvement of our partners.
Lowest-Achieving Schools	47/45: Coordinated Student Services	3	3	<ul style="list-style-type: none"> Met with Turnaround personnel in Prince George's County to discuss goals for school year 2013-2014 Met with the administrators at Augusta Fells High School to set goals for the coming year Provided cross-training for MSDE PDS summer institute on understanding the effects of racism on school performance Planned and presented at the Summer Staging Institute on the roles and responsibilities and roles of team 		

Assurance Area	Project	August 2013 Rating	July 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"> members Intensive support and planning with the principal and 2 assistant principals from City school Augusta Fells Savage HS Team strategy session with the Deputy Superintendent from Prince Georges targeting health strategies in clusters of the high schools as well as middle schools 3 weeks in July were consumed by planning and assisting in the execution of Project 57's Summer Staging event 		
Lowest-Achieving Schools	49/63: Physical Activity	3	3	<ul style="list-style-type: none"> Continue to collect fitness assessment data from each LEA for the schools who completed testing Have created a system for PGCPS and BCPS to track grants, equipment purchased, fitness assessment records, and Wellness Team Plans for each school Created and facilitated Physical Activity for Summer Institute Found 3 school contacts at Summer Institute and continue to work online with them to support their needs as appropriate 	<p>Not having a web site for RTTT grants continues to make it difficult to disseminate information to LEA's and their schools</p> <p>Waiting on approval to develop tutorial for teachers and administrators on Blackboard.</p> <p>Administrator and PE Teacher Turnover at schools has created "start over" challenges for many schools.</p> <p>Two remaining schools left to order equipment have yet to do so even though funds have been available for over a month.</p>	
Lowest-Achieving Schools	50/58: Extended Learning	4	3	<ul style="list-style-type: none"> Developed a PowerPoint presentation and documents for the extended learning session of the Summer 	<p>Over the last three years of the RTTT grant, the number of RTTT and</p>	

Assurance Area	Project	August 2013 Rating	July 2013 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				<p>Staging Institute</p> <ul style="list-style-type: none"> Scored the Continuation Reports of the 21st CCLC programs at Commodore John Rodgers and Carmody Hills and provided the grantees with feedback on required revisions Conducted formal program reviews of the 21st CCLC programs at Carnody Hills and Benjamin Stoddert and provided feedback via a monitoring report Reviewed 21st CCLC documents from two new grantees operating 21st CCLC programs at Drew Freeman and Thomas Johnson and informed them of necessary revisions Continued to update resources in the 21st CCLC Resource Guide 	<p>Priority schools awarded federal grants (21st CCLC or RTTT) for extended learning programs has increased from zero to ten (FY11 = 0; FY12 = 2, FY13 = 4, and FY14 = 4). Also, the project manager continues to: 1) provide technical assistance to these schools as they write 21st CCLC grants or implement extended learning programs; and 2) expand the resources in the 21st CCLC Resource Guide.</p>	
Lowest-Achieving Schools	51/71: Project Lead the Way -- Gateway to Technology	3	3	<ul style="list-style-type: none"> Beginning the Project Lead the Way (PLTW) Gateway to Technology (GTT) program for the spring semester in the 2013 - 2014 school year with the staff from Dorchester County Verifying expended funds for the GTT program with staff in Baltimore City and Prince George's County The project team is working to establish the timeline to conduct school visits to the Baltimore City and Prince George's County GTT sites. 	<p>With the addition of the two middle schools in Dorchester County, the GTT program will be implemented in 10 schools. The project team is working with Prince George's County to mitigate existing concerns.</p>	

Assurance Area	Project	August 2013 Rating	July 2013 Rating	Accomplishments	Comments	Improvement Targets (if rating is a 1 or 2)
				School visits will be conducted during the 2013-2014 school year		
Lowest-Achieving Schools	52/77: Primary Talent Development	4	4	<ul style="list-style-type: none"> The Early Talent Development course has been updated for the new LMS on Blackboard and will be offered September 23 – November 11, 2013 		
Lowest-Achieving Schools	53/44: Charter Schools	3	3	<ul style="list-style-type: none"> Progress made by Conversion Charter School to becoming HP School Project sub-grant budgets have been requested from the LEA for the two schools and for the LEA related authorizing activities A training series provided to Operators and Governance Boards related to the implementation of Quality Standards D and E has been completed The policy resource guide has been completed and has been forwarded to the Assistant Attorney General's office for review 		
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 have 90 days to submit the documentation 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 	Project will need to be formally closed out after receiving, reviewing and paying all outstanding LEA invoices. This will include transferring key information to the programmatic sponsors (Michael Linkins, Richard Scott and Scott Goldiman).	