

USM-Center for Applications and Innovation Research in Education
(CAIRE)
at Towson University

**Building Sustainable State-wide Capacity for
Evaluating Maryland's RTTT
Educational Innovation and Progress**

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Why USM? Why State-Wide?

IMPACT and CAPACITY

Assessment of most of RTTT's goals, projects outcomes and especially "ambitious goals" occurs after the initial funding ends. USM-CAIRE- at Towson provides Maryland with an evaluation system that is embedded within USM, the LEAs and MSDE to enable sustainable evaluation capacity to track RTTT and related educational outcomes beyond 2014*

*(contingent on the availability of necessary funding)

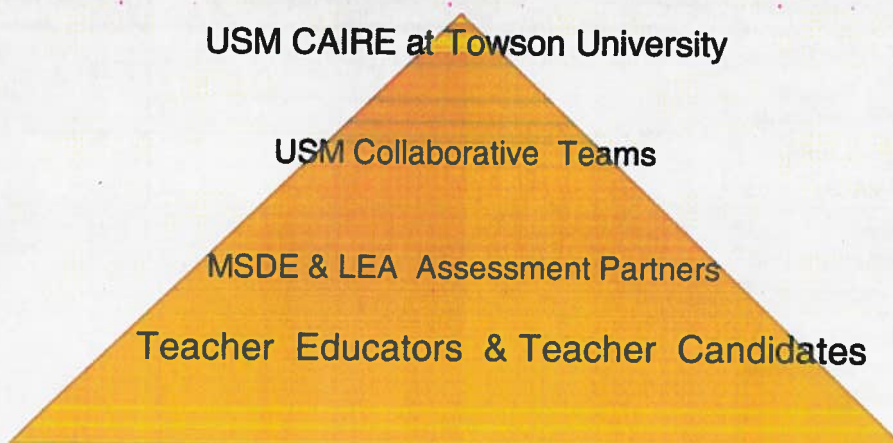
USM-Center for Applications and Innovation Research in Education (CAIRE) at Towson University

- Centralized Oversight and Fiscal Administration and decentralized Assessment Partnerships;
- Focus on development, implementation and effectiveness of RTTT's 15 goals; 54 projects; and progress toward its "ambitious goals";
- Enhancing and deepening educational assessment capacity across Maryland;
- Sustainability through breadth of involvement, dissemination of expertise and overlap of responsibility across USM, MSDE, LEAs and Maryland.

USM-Center for Applications and Innovation Research in Education (CAIRE) at Towson University

- "Research as intervention" model combines rigorous formative and summative assessment with building evaluation capacity across public education stakeholders.
- Goal is establishment of sustainable infrastructure for continuous review and refinement of educational interventions, innovations and impacts beyond RTTT.
- Continuous MSDE-USM-LEA partnership serves the needs and expands the capacity of all in the service of cutting-edge and evidence-based innovation in education.

Building Sustainable Capacity across Levels of Educator Involvement



MSDE – USM – LEA

Building State-wide Sustainable Assessment Capacity

- CAIRE will recruit educational and evaluation scientists across USM to design, conduct and report on progress in meeting goal (N = 15) objectives through project (N = 54) completion.
- USM teams will partner with MSDE and LEA designees to align initiatives and assessments and broaden and deepen Maryland's evaluation capacity locally, regionally and statewide.
- Through their participation in CAIRE initiatives and in annual CAIRE symposia, teacher educators will deepen inquiry-based dispositions within teacher candidates in preparation for their professional development during induction and professional assessment relative to student academic growth.

**Collaborative
Assessment Teams**

(STEM Initiatives are embedded within and across the four areas below)

RTTT Assurance Area	MSDE Lead	USM Lead	USM Collaborators	MSDE/LEA Collaborators
Standards and Assessment				
Longitudinal Data Systems				
Great Teachers and Leaders				
Support for Low Achieving Schools				

Assessment Team Responsibilities

- CAIRE Assessment Teams organized within and across USM;
- Teams identify MSDE and LEA key informants and collaborators;
- Teams organized around projects (N = 54) within goals (N = 15) designed relative to the chronology of formative and summative measurements;
- Teams define formative and summative methods for each project within each goal;
- Team assigns responsibility to members for conduct, analysis and reporting of formative and summative measures;
- Team applies allocated resources to assessment work.

For each project and/or group of projects we will examine . . .

- **Process & Product-** Examine the development and implementation of the systems, professional development efforts, and new products developed and delivered to educators.
- **Utilization-** Examine the use of materials by various stakeholders - are the materials used and, if so, how?
- **Impact-** Examine the relationship between RTTT strategies that are implemented and key educational outcomes including student achievement and measures of college readiness.

Goals to be Measured

- **15 Overarching Goals actualized through 54 project activities.**
- **Ambitious Statewide Goals**

Evaluation Matrix

State Success Factors

**Section (A)(2), GOAL 1:
PROVIDE EFFECTIVE OVERSIGHT OF THE RACE TO THE TOP GRANT**

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/ Evaluation Methods	Evidence	Responsible Institution
1/78 Office of Reform and Innovation	Patzkowsky	Organizational structure analysis	E & E outcomes	USM-CAIRE at Towson

Evaluation Matrix

State Success Factors

**Section (A)(2), GOAL 2:
ENSURE AN EFFECTIVE PROGRAM EVALUATION**

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
2/1 Program Evaluation	Patzkowsky	USM-CAIRE organizational structure analysis	Rigorous assessment designs for each project ; timely, valid and "user friendly" project updates and final reports.	USM-CAIRE at Towson

Evaluation Matrix

Standards and Assessments

**Section (B)(2), GOAL 3:
DEVELOP AND IMPLEMENT A SET OF HIGH QUALITY ASSESSMENTS
ALIGNED WITH THE COMMON CORE STANDARDS**

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/ Evaluation Methods	Evidence	Responsible Institution
3/2 Formative Assessments	Bageby	Focus group assessments of draft assessment strategies and procedures	Consensus on methods and procedures validated through field trials.	USM-CAIRE at ????

Evaluation Matrix

Standards and Assessments

Section (B)(3), GOAL 4:
CREATE CURRICULAR DOCUMENTS IN PARALLEL FORMAT
FOR ALL CURRICULAR AREAS

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
4/3 Curriculum and Formative Assessments	Pfeifer	tbd		USM - CAIRE - tbd
5/4 Curriculum ITEEA	Gilli	tbd		USM - CAIRE - tbd
6/76 Curriculum SREB	Mikos	tbd		USM - CAIRE - tbd
7/5 World Languages Pipelines	Spinnato	tbd		USM - CAIRE - tbd

Evaluation Matrix: Data Systems

Section (C)(2), GOAL 5:
IMPLEMENT THE 10 KEY MARYLAND LONGITUDINAL DATA SYSTEM INITIATIVES

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
8/11 Technology Infrastructure	Wilson			
9/27 State Data Dashboards	Wilson			
10/28 Multi-media Training	Wilson			
11/29 LEA Infrastructure Upgrades	Wilson			
12/60 LDS Data Exchange	Wilson			
13/61 LDS P-20/Workforce				

Evaluation Matrix: Data Systems				
Section (C)(3), GOAL 6: DEVELOP AND IMPLEMENT A HIGH QUALITY INSTRUCTIONAL IMPROVEMENT SYSTEM				
MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
14/31 State Curriculum System	Bagsby			
15/07 Expand Instructional Toolkit				
16/20 STEM Instructional and Career Support				
17/32 Test Item Bank System				
18/33 Computer Adaptive Delivery				
19/34 Item Load, Integration Setup				

Evaluation Matrix: Data Systems				
Section (C)(3), GOAL 6 (CONTINUED): DEVELOP AND IMPLEMENT A HIGH QUALITY INSTRUCTIONAL IMPROVEMENT SYSTEM				
MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution(s)
21/42 Statewide Instructional Intervention	Wilson			
22/6 Online Intervention Models	Jenkins Pfeffer			
23/55 Teacher Toolkit Portal	Jenkins			
24/56 Course Registration System	Allen			
25/10 Teacher Preparation Workgroup	Jenkins			
26/43 E-Learning	Bagsby			

Evaluation Matrix: Great Teachers and Leaders				
Section (D)(2), GOAL 7: DEVELOP A STATEWIDE STUDENT GROWTH MEASURE TO USE IN A STATEWIDE SYSTEM OF EDUCATOR EVALUATIONS				
MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution(s)
28/47 Statistical model to measure student growth	Wilson			
29/48 Educator Evaluation System	Wilson			

Evaluation Matrix: Great Teachers and Leaders				
Section (D)(2), GOAL 8: EXPAND EDUCATOR INFORMATION SYSTEM				
MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
30/49 Educator Information System	Ericson			

Evaluation Matrix: Great Teachers and Leaders				
Section (D)(3), GOAL 9: INCREASE THE EQUITABLE DISTRIBUTION OF TEACHERS AND PRINCIPALS IN HIGH-POVERTY, HIGH-MINORITY, AND HARD-TO-STAFF SCHOOLS				
MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
31/13 Urban/Rural Leadership Capacity	Allen			
33/50 Teach for Maryland	Madden			
34/51 Compensation for Shortage areas	Shepherd			
35/26 Elementary STEM Cert.	Neal			
36/75 MAP Cost for LEAs	Dunkle			
37/54 International Recruitment	Spinnato			
38/73 Incentives for EOPC Cert.	Spinnato			

Evaluation Matrix: Great Teachers and Leaders				
Section (D)(5), GOAL 10: ENSURE THAT ALL TEACHERS EFFECTIVELY TRANSITION INTO THE PROFESSION				
MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
39/25 Teacher Induction Academies	Pfeller			

Evaluation Matrix: Great Teachers and Leaders

Section (D)(5), GOAL 11:
**GIVE ALL TEACHERS AND PRINCIPALS
 THE OPPORTUNITY TO BECOME EFFECTIVE OR HIGHLY EFFECTIVE**

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
40/15 PD for Executive Officers	Swirnow			
41/24 Educator Effectiveness Academies	Pfeifer			
42/17 Low-achieving Schools Academy	Swirnow			
43/21 Online PD for Educator Effectiveness Content	Moore			

Evaluation Matrix: Support for Low-achieving Schools

Section (E)(2), GOAL 12:
ESTABLISH THE BREAKTHROUGH ZONE AND IDENTIFIED SCHOOLS

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
44/41 The Breakthrough Center	Glascock			

Evaluation Matrix: Support for Low-achieving Schools

Section (E)(2), GOAL 13:
 COMPLETE ROBUST NEEDS ASSESSMENT TO DETERMINE PRIORITIES FOR DISTRICT
 ACTION AND STATE ASSISTANCE

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution(s)
45/67 RITA Team Audits	Lamb			
46/57 Culture, Climate, and Support	Buckler			
47/45 Coordinated Student Services	Buckler			
48/69 School Health Services	Mason			
48/63 Physical Activity	Digge			
50/56 Extended learning	Gilli			
51/71 PLTW: Gateway to Technology	Spinnato			

Evaluation Matrix: General

Section (F)(2), GOAL 14:
 DEVELOP A PARTNERSHIP WITH TWO SCHOOL SYSTEMS TO CONVERT
 SCHOOLS IN RESTRUCTURING TO CHARTER SCHOOLS

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution(s)
53/44 Charter Schools	Ortiz			

Evaluation Matrix: Invitational Priority -- P-20

**GOAL 15:
IMPLEMENT A STANDARDIZED, WEB-BASED, CENTRALIZED
TRANSCRIPT SYSTEM FOR ALL LEAS TO USE**

MSDE Project Management		USM Evaluation		
Project #	Person Responsible	Survey/Evaluation Methods	Evidence	Responsible Institution
54/79 Implement statewide, centralized, student transcript system	Wilson			

- Ambitious Statewide Goals**
- **CAIRE will determine the degree to which Maryland has met its ambitious statewide goals as follows:**
 - **NAEP reading and mathematics at grades 4 and 8**
 - **MSA reading and mathematics at elementary and middle school level (dependent upon reauthorization of ESEA)**
 - **HSA % passing all four exams (dependent upon reauthorization of ESEA)**
 - **Graduation rate – to be established after gathering data on new cohort rate**
 - **College going rate**
 - **Persistence rate among high-poverty and high-minority students**

Ambitious Statewide Goals						
All Students		Grade 4			Grade 8	
	2009 % Basic and Above	2014 Goal	2020 Goal	2009 % Basic and Above	2014 Goal	2020 Goal
NAEP Reading	70	75	85	77	80	85
NAEP Mathematics	85	90	95	75	80	90
		Elementary			Middle	
	2009 % Meeting State Standards	2014 Goal	2020 Goal	2009 % Meeting State Standards	2014 Goal	2020 Goal
MSA Reading	87	100	100	82	100	100
MSA Mathematics	85	100	100	71	100	100

Ambitious Statewide Goals						
High School Students		HSA			4-Year Graduation	
	2009 % Passing All Four Exams	2014 Goal	2020 Goal	2009 % Cohort Rate	2014 Goal	2020 Goal
All Students	75	80	90	80	TBD (need baseline data)	90
... and 75% of students will go on to college by 2014, with 65% persistence rate for high-poverty and high minority groups						

Overall CAIRE Mission

- **To provide Maryland with the overall program evaluation promised in its Race to the Top application**
- **To deliver an embedded evaluation system with sustainable evaluation capacity that will be ready and able to continue tracking desired educational outcomes beyond Race to the Top, contingent on the availability of necessary funding.**