Maryland’s Race to the Top Implementation
From National Leader to World Class

Working on behalf of nearly 1 million public school students
Education – The State’s Economic Engine

“America cannot lead in the 21st Century unless we also have the best educated, most competitive work force in the world.”

- President Barack Obama
What is Race to the Top?
Encourage and reward states that are creating conditions for innovation and reform, implementing ambitious plans in four reform areas, and achieving dramatic gains in student outcomes.
Race to the Top Criteria (500 points)

- Achievement and wide support
- Standards and assessments
- Data systems
- Great teachers and leaders
- Turning around struggling schools
- General reform criteria

+ Competitive Priority: STEM (15 pts)

Final: November 4, 2010
Race to Top Funding and Timeline

- $4 billion in total funding available

- Round 1 competition
  - Applications due January 19, 2010: 41 applications
  - 16 finalists announced March 2010
  - Two winners announced April 2010: Delaware and Tennessee

Final: November 4, 2010
Race to Top Funding and Timeline (cont.)

- Round 2 competition
  - Applications due June 1, 2010: 35 applications
  - 19 finalists announced July 2010
  - 10 winners announced late August 2010: Florida, Georgia, Hawaii, Massachusetts, **Maryland**, New York, North Carolina, Ohio, Rhode Island, and Washington, D.C.
  - $3.33 billion committed – Maryland won $250 million
## Race to the Top Scoring

<table>
<thead>
<tr>
<th>Assurance</th>
<th>MD points</th>
<th>Possible points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: State Success Factors</td>
<td>111.7</td>
<td>125</td>
<td>89.3%</td>
</tr>
<tr>
<td>B: Standards/Assessments</td>
<td>69.8</td>
<td>70</td>
<td>99.7%</td>
</tr>
<tr>
<td>C: Data Systems</td>
<td>40.8</td>
<td>47</td>
<td>86.8%</td>
</tr>
<tr>
<td>D: Great Teachers/Leaders</td>
<td>126.2</td>
<td>138</td>
<td>91.4%</td>
</tr>
<tr>
<td>E: School Turnaround</td>
<td>46.2</td>
<td>50</td>
<td>92.4%</td>
</tr>
<tr>
<td>F: General Criteria</td>
<td>40.8</td>
<td>55</td>
<td>74.1%</td>
</tr>
<tr>
<td>STEM</td>
<td>15</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450.5</strong></td>
<td><strong>500</strong></td>
<td><strong>90.1%</strong></td>
</tr>
</tbody>
</table>

Final: November 4, 2010
Maryland’s Race to the Top Application
Participation

- LEA participation – 22 of 24 LEAs (missing Frederick and Montgomery counties)
  - 94% of high-poverty schools
  - 79% of all students in the state
  - 77% of minority students
  - 85% of students in poverty

Final: November 4, 2010
Participation (cont.)

- Union participation – 2 of 24
  - Baltimore City
    - 51.5% of high-poverty schools in the state
    - 92% minority population
  - Prince George’s County
    - 21% of high-poverty schools in the state
    - 95% minority population
Legislative/Regulatory Changes

- General Assembly passed *Education Reform Act of 2010*
  - Extended tenure decisions from two to three years
  - Established student growth as a “significant” factor in teacher and principal evaluations
  - Authorized incentives for highly effective educators who work in low-achieving schools

- **Maryland Council for Educator Effectiveness (Governor’s Executive Order)**
  - Will advise on design of new educator evaluation

- State Board of Education regulations *(proposed April 2010)* to build the new evaluation framework
  
  Final: November 4, 2010
Section A: State Success Factors

- Provides Executive Summary for the application and Maryland’s school reform plan

- Builds on Maryland’s No. 1 in the nation recognition: “Moving from national leader to world class”

- Details LEA participation, Maryland’s history of accomplishments, and major policy decisions (i.e., moving early childhood programs to MSDE)

Final: November 4, 2010
A New Path

Compliance-oriented

Support-oriented

Data access

Data use for improving instruction

Assessments as only summative

Assessments as diagnostic tools to improve instruction

Educator quality

Educator effectiveness

ALL STUDENTS COLLEGE- AND CAREER- READY

Final: November 4, 2010
### Ambitious Goals

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Grade 4</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009 % Basic and Above</td>
<td>2020 Goal</td>
<td>2009 % Basic and Above</td>
</tr>
<tr>
<td>NAEP Reading</td>
<td>70</td>
<td>85</td>
<td>77</td>
</tr>
<tr>
<td>NAEP Mathematics</td>
<td>85</td>
<td>95</td>
<td>75</td>
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</table>

Final: November 4, 2010
## Ambitious Goals (cont.)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009 % Meeting State Standards</td>
<td>2020 Goal</td>
</tr>
<tr>
<td>MSA Reading</td>
<td>87</td>
<td>100</td>
</tr>
<tr>
<td>MSA Mathematics</td>
<td>85</td>
<td>100</td>
</tr>
</tbody>
</table>

Final: November 4, 2010
# Ambitious Goals (cont.)

<table>
<thead>
<tr>
<th>High School Students</th>
<th>HSA</th>
<th>4-Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009 % Passing All Four Exams</td>
<td>2020 Goal</td>
</tr>
<tr>
<td>All Students</td>
<td>75</td>
<td>90</td>
</tr>
</tbody>
</table>

... and 75% of students will go on to college, with 65% persisting through graduation.

Final: November 4, 2010
Biggest Goal: Eliminating Achievement Gaps

A Coherent Strategy for Improving Student Achievement and Closing Gaps

1. Common Core Standards raise expectations for all students

2. Aligned and enhanced curriculum (inc. STEM, world languages) provides stronger foundation for standards-based instruction

3. Aligned assessments (formative, interim, summative) show whether students are meeting the standards

By 2020:
- 100% proficient in ELA and math
- 90% graduate
- 75% enroll in college

4. Enhanced data infrastructure collects, analyzes, and distributes info on student achievement to principals, teachers, parents, etc.

5. Student achievement data drives fairer, more accurate principal and teacher evaluations and identifies low-performing schools for intensive assistance and turnaround

6. Performance-based evaluations allow targeted professional development and placement and compensation incentives to pair best principals and teachers with neediest students

7. Targeted placements and professional development drive instructional improvements to help all students meet the higher standards

Final: November 4, 2010
Section B: Standards and Assessments

- Transition Maryland State Curriculum to align with Common Core State Standards
  - All teachers fully trained by 2013
  - State Board adoption of Common Core State Standards June 2010
  - MSDE convening educators from every LEA to align the Maryland State Curriculum to Common Core during 2010-2011
  - State Board adoption of new Maryland Common Core State Curriculum anticipated in 2011

Final: November 4, 2010
Section B: Standards and Assessments (cont.)

- Incorporate technology appropriately into PreK-12 Maryland State Curriculum

- MSDE will work with Maryland’s institutions of higher education to design assessments to measure high school students’ college and career readiness and their use for college admissions and/or placement into credit-bearing courses.
Section B: Standards and Assessments (cont.)

- Four educators from every public school will annually participate in targeted Educator Instructional Improvement Academies in PreK-12 reading/English language arts, mathematics, and STEM with follow-up throughout the year.

Final: November 4, 2010
Section B: Standards and Assessments (cont.)

- Maryland is a member of the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment consortium
  - PARCC-developed assessments are anticipated for school year 2014 – 15
  - They will replace current Maryland School Assessment tests (for grades 3-8)
- New assessment system (summative, formative, and item banks) will improve classroom instruction—developed collaboratively with other states
Section C: Data to Inform Instruction

- Establish an independent, statewide Longitudinal Data Center that will link current LEA, K-12, higher education, and workforce data systems.

- Build a new instructional improvement system to give teachers and administrators better data about their students, schools, and school systems.

- Enlarge the existing Online Instructional Toolkit.
  - Equip teachers with curriculum information, model lessons, formative assessments, and professional development opportunities.

Final: November 4, 2010
Section C: Data to Inform Instruction (cont.)

New Performance Dashboards

A dashboard is a computer tool allowing for the display of key performance measures for a student, class or school. A dashboard offers the ability to:

- Chart trends in performance
- Align instructional strategies and school improvement goals
- Identify and correct problems
- Generate detailed reports
Using Technology to Improve Instruction

Instructional Improvement Process With Supporting Technology Subsystems

1. Teacher accesses Portal and selects instructional objectives from Common Core
2. Teacher accesses Portal and consults student background data, administers pre-assessments if needed, and plans lessons tied to Common Core
3. Teach lesson(s)
4. Teacher accesses Portal and prepares formative assessments from Test Item Bank using Blueprint

5. Students take appropriate formative assessments - teachers may use Scantrons, Rubric cubes for project based assessments, adaptive testing for grading, etc.

6. Teachers collaborate to interpret assessment results for groups/individuals, and determine future instructional strategies.
7. Teacher meets with students to implement enrichment/improvement plans using tutors, E-learning, extra projects, etc.
8. Teacher differentiates instruction making available online materials to class for enrichment, extension, or re-testing if needed. Teacher tracks growth and performance using benchmark and student dashboards
9. Interim benchmark assessments and benchmark achievement tracking

Final: November 4, 2010
Instructional Improvement Process with Technology Subsystems

- Internet Resources to Assist Teacher Planning
  - Longitudinal Data System with students’ achievement history
  - Instructional toolkit with digital lesson resources
  - Formative assessment bank of items tied to State Curriculum

- Teacher Implements Enrichment/Intervention Plans to Increase Student Mastery
  - Tutoring resources
  - Extended day programs
  - E-Learning activities
  - On-line instructional modules

- Teacher Administers Benchmark Assessments to Track Effectiveness of Intervention Strategies
Section D: Great Teachers and Leaders

Teacher and Principal Evaluations

- 50% student growth: 30% State approved, 20% mutually agreed or state model (Begins 2012-2013)

- For teachers: 50% teacher skills and knowledge to include
  - Instruction
  - Planning & Preparation
  - Classroom Environment
  - Professional Responsibilities

- For principals: 25% on Maryland Instructional Leadership Framework and 25% mutually agreed

- Baltimore City, and Baltimore, Charles, Kent, Prince George’s, Queen Anne’s, and St. Mary’s to pilot in 2011-2012 school year

Final: November 4, 2010
Ensure educator evaluations inform decisions about professional development, compensation, tenure, and removal of ineffective teachers

- New induction requirements plus tenure moved to three years
- Performance Compensation Workgroup will pool lessons
- Further changes on dismissal to be identified
- All principals/executive officers trained on evaluations
Section D: Great Teachers and Leaders (cont.)

- Increase equitable distribution of teachers and principals in high-poverty, high-minority, and hard-to-staff schools
  - Expand New Leaders for New Schools; create other programs
  - Create Teach for Maryland
  - Offer incentives and change conditions for highly effective teachers and principals to work at struggling schools
  - Prevent transfers of ineffective educators to struggling schools

Final: November 4, 2010
Section D: Great Teachers and Leaders (cont.)

- Link student growth/evaluation results to all teacher preparation programs
  - Publish data widely
  - Use data in program approval and expansion
Section E: Turning Around Lowest-Achieving Schools

The Breakthrough Center—a statewide system of support for low-achieving schools and LEAs

- Detailed needs assessment
  - Develop partnership agreements

- Innovative programs and financial incentives to expand the pipeline of teachers and principals with special expertise in turnaround schools

- Increased partnerships with child-serving programs, social service agencies, community groups, and businesses to provide students with expanded health, after-school, and parent involvement supports

- Establish Breakthrough Zone to address the needs of the lowest 5% of our schools
Breakthrough Center Services

State Conditions to Accelerate Improvement
Effectively Leveraging Policy, Partnerships, and Resources

District Conditions & Capacity Building
Breakthrough Zones for Improvement
Needs Assessment and Partnership Development

Supportive School Community
School Climate, Parents & Community Engagement

Principal & Teacher Development
Instructional Leadership and Monitoring
Recruitment, Induction, & Retention

Core Work
Effective Teacher Planning and Instruction
Examination of Student Learning
Principal Monitoring

Increased Student Achievement

Final: November 4, 2010
Section F: Reform Conditions and Charter Schools

- Partnership with Baltimore City and Prince George’s County to convert some schools in Restructuring to charter schools

- Create Charter School Quality Standards that will be part of charter schools’ application, authorization, performance contract, self-assessment, and renewal processes

- Strengthen and make transparent the charter school authorizing processes

Final: November 4, 2010
Competitive Priority: STEM

- Align preK–12 STEM curriculum with college and workplace expectations; provide internships, co-ops, or lab experiences
- Triple the number of teachers in STEM shortage areas and increase STEM graduates by 40%
- Ensure that all P–20 mathematics and science teachers are fully prepared
- Develop STEM Innovation Network and Elementary STEM Certification
**Approved Budget**

Maryland will receive $250 million:
- $125 million for state activities in the application
- $125 million for LEAs’ plans that align with the application

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<tr>
<th>SECTION</th>
<th>Project Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A. State Success Factors</td>
<td>$0.5</td>
<td>$1.2</td>
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<tr>
<td>B. Standards and Assessments</td>
<td>2.8</td>
<td>5.1</td>
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<tr>
<td>C. Data Systems to Support Instruction</td>
<td>29.5</td>
<td>8.0</td>
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<tr>
<td>D. Great Teachers and Leaders</td>
<td>12.3</td>
<td>10.1</td>
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<tr>
<td>E. Turning Around the Lowest-Achieving Schools</td>
<td>2.5</td>
<td>2.2</td>
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<tr>
<td>F. General</td>
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<tr>
<td>Invitational Priority 4</td>
<td>0.5</td>
<td>0.7</td>
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<tr>
<td>Total - Statewide Portion (50%)</td>
<td>$48.6</td>
<td>$28.3</td>
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<tr>
<td>Participating LEA Share (50%)</td>
<td>25.0</td>
<td>37.5</td>
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<tr>
<td>Overall Total</td>
<td>$73.6</td>
<td>$65.8</td>
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Amounts may not sum due to rounding
22 LEAs will split $125 million according to the Title I formula:

<table>
<thead>
<tr>
<th>Local Unit</th>
<th>Estimated Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>$1,714,775</td>
</tr>
<tr>
<td>Anne Arundel</td>
<td>6,850,953</td>
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<tr>
<td>Baltimore City</td>
<td>52,789,872</td>
</tr>
<tr>
<td>Baltimore</td>
<td>17,403,073</td>
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<tr>
<td>Calvert</td>
<td>847,260</td>
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<tr>
<td>Caroline</td>
<td>780,138</td>
</tr>
<tr>
<td>Carroll</td>
<td>520,521</td>
</tr>
<tr>
<td>Cecil</td>
<td>1,959,554</td>
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<tr>
<td>Charles</td>
<td>1,830,692</td>
</tr>
<tr>
<td>Dorchester</td>
<td>925,006</td>
</tr>
<tr>
<td>Frederick</td>
<td>-</td>
</tr>
<tr>
<td>Garrett</td>
<td>833,298</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$124,999,635</strong></td>
</tr>
</tbody>
</table>

Amounts Based Upon:
1. State receives requested Race to the Top funds and distributes 50% based on FY-2010 Title I, Part A allocation (Regular & ARRA)
2. 22 Participating LEAs receive RTTT funds.