Maryland's Race to the Top Annual Performance Report

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This PDF compiles Maryland's Year One Race to the Top Annual Performance Report (APR) from www.rtt-apr.us as of January 20, 2012. To learn more about the APR, including definitions and terms used, please visit http://www.rtt-apr.us/about-apr. Supporting files provided by the State in its APR are included at the end of this PDF. Please visit www.rtt-apr.us for an accessible version of the content contained in this PDF.

State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

Maryland's State-reported Progress in Comprehensive Education Reform

State-reported response: State Success Factors

Maryland has established a Race to the Top (RTTT) office in the Division of Academic Reform and Innovation under the direction of an Assistant State Superintendent. The personnel in this office manage the day-to-day operations of the Race to the Top program. MSDE has also established a comprehensive RTTT Communication Plan. Materials that have been developed include, among others, a RTTT video on Top Ten Teacher Questions on RTTT, RTTT video on the four assurances, handouts on Common Core, RTTT, monthly RTTT updates, etc. All materials are available on the MSDE RTTT website at:

http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top

Standards and Assessments

English language arts and mathematics curriculum teams completed the draft Maryland Common Core Curriculum Frameworks in May, 2011. Maryland educators from across the state worked for nine months to develop these frameworks. The draft documents were accepted by the Maryland State Board of Education on June 21, 2011. The frameworks include three components: the Common Core State Standards, identification of those standards that are an excellent match at the same grade level to Maryland's current curriculum, and an analysis of each grade level standard, identified as essential skills and knowledge. The curriculum frameworks were used as key documents for this summer's Educator Effectiveness Academies. The frameworks are posted on our website, www.mdk12.org, for comment from our stakeholders. The final draft of the Maryland Common Core Curriculum Frameworks will be presented to the Maryland State Board of Education for adoption in June, 2012.

Project 05/04—the Development of Curriculum and Formative Assessments – International Technology and Engineering Educators Association (ITEEA)—is ahead of schedule by almost two years because local school system leaders are voluntarily adopting the ITEEA network agreement to

use the digital resources for curriculum, instruction and assessment as well as participate in high-quality professional development co-sponsored by MSDE and ITEEA. Staff have developed a standards-aligned, resource rich curriculum guide with embedded just-in-time professional development for the Foundations of Technology (FoT) course. The FoT course is used by most local school systems to meet the Maryland Technology Education graduation requirement. The curriculum guide includes ready to teach, educational resources such as presentations, design briefs, grading rubrics, student exemplars, formative assessment items as well as sample end-of-course assessment items and embedded videos. The guide is organized via a website, which can be viewed on a teacher's computer or mobile device. The guide is available to participating Maryland school systems at no cost. Further development of the curriculum guide will produce a student website and possibly a curriculum app which could be downloaded by students and/or teachers. Master teachers are responsible for conducting both face-to-face and online professional development sessions

Data Systems

Maryland has made some significant progress on its data systems in this initial year of Race to the Top funding. First, Maryland now has all 12 components of the America Competes Act. Project 46-47 allows Maryland to yield growth percentiles for each student, based on the Colorado model, and these percentiles are being utilized by several if not all of the seven systems piloting the teacher evaluation system. These data are also being used in the student progress dashboards currently in development, in work that also includes Rhode Island and New Haven.

Ten of the twelve dashboards are on schedule for year 1, and the on-line training modules (Project 28) for administrators and teachers to support these dashboards are being developed. Procurements are in place to purchase and implement modules and purchase the training framework.

In Project 60, student, course, teacher, and grade linked data were collected for the 2010-2011 school year, and teachers will receive reports on their students' growth in September. This effort included the development of manuals, webinars for LEA training, ETL and ODS built to support data exchange, and data filed validations built with logic/business validations in process.

In Project 11, infrastructure improvements have been implemented to support the necessary portals and (Project 29) two LEAs have received sub-grants on behalf of all of the LEAs to support upgrades to the data systems utilized by all 24 LEAs.

In Project 48, RFPs are being drafted to develop online qualitative evaluation tools for principals and a second tool for teachers. A portfolio consultant is working with an LEA to develop rubrics for students work samples to be used in Fine Arts teacher evaluation.

In Project 61, MOUs with all involved P-20 agencies are in place or in process, a data modeler/ETL developer has been hired, crosswalk table elements have been defined, 15 policy questions have been defined and data modeling initiated for the data warehouse, the portal framework is operational and the content is in review.

In addition to the above, on September 9, 2011, the Maryland Business Roundtable for Education will launch the website STEMnet. This website will provide resources for teachers and students interested in STEM. Two components of STEMnet are being piloted this fall. The first component is - Specialists in the Classroom. Specialists from the scientific community will partner with classroom teachers to deliver instruction to Biology students. The Specialists in the Classroom pilot will take place in two Maryland school systems. Over the summer, Biology teachers produced lessons in content areas of Biology that are challenging for students. Specialists will assist teachers in delivering these content specific Biology lessons this school year. Twenty five specialists have been recruited and will receive training as Specialists in the Classroom. MBRT conducted research on Career Explorations for Students, which is the second component of STEMnet. Students were surveyed regarding their interest and needs in STEM career exploration and preparation. Career exploration activities are being designed based on student interest and needs.

Great Teachers and Leaders

On June 1, 2010, Governor Martin O'Malley signed an Executive Order creating the Maryland Council for Educator Effectiveness. The Executive Order set forth the membership, identified the co-chairs, prescribed operating procedures, and set forth the responsibility of the Council. Specifically, the Council was charged with making recommendations for the development of the model evaluation system for educators required under the Education Reform Act of 2010. The recommendations were

expected to address the following three components:

1. The definitions of effective teachers and principals;
2. The definitions of highly effective teachers and principals; and
3. The relationship between the student learning component of educator evaluations and the other components of the evaluation.

The Executive Order also stated that the Council's recommendations should seek to ensure that every educator is:

1. Evaluated using multiple, fair, transparent, timely, rigorous, and valid methods;
2. Afforded a meaningful opportunity to improve their effectiveness; and
3. Provided the means to share effective practices with other educators statewide.

The Council made it clear in its report that underlying its recommendations is a philosophy of educator improvement. Although difficult personnel decisions will inevitably need to be made in the case of persistently ineffective teachers or principals, the Council believes that helping educators to improve is the primary purpose of evaluation. To that end, both the LEAs and the State have the responsibility to provide effective, quality, and relevant professional development as the cornerstone of the proposed statewide system of evaluation. Such professional development is an ethical obligation that school systems have to employees they hire. It represents a fundamental belief in fairness to employees. It also recognizes the current reality that Maryland has a number of teacher and principal shortage areas, an increasing number of eligible retirees, and a diminishing pool of candidates from which to choose. Thus the State and local school systems face not only an ethical responsibility but also a very real, practical reason for providing the kind of professional development that will allow our teachers and principals to continually improve.

After extensive deliberation, the Governor's Council on Educator Effectiveness mentioned above brought forward a conceptual model which allows creativity and flexibility in formulating multiple measures to assess educator effectiveness. The attached report describes in detail the recommendations of the Governor's Council.

As stated in the Data Systems section above, Projects 46-47 have helped move Maryland's evaluation system of teachers and principals forward. These projects yielded growth percentiles for each student, based on the Colorado model, and these percentiles are being utilized by several if not all of the seven systems piloting the teacher evaluation system. These data are also being used in the student progress dashboards currently in development, in work that also includes Rhode Island and New Haven.

Projects 47 and 48, Student Growth and Educator Effectiveness, made important progress during the grant year. MSDE conducted site visits to 23 of 24 local school districts to catalog existing resources and to build cohesion around the initiative. Maryland developed two complementary statistical approaches to student growth, informed by work shared by sister states that were vetted and endorsed by the National Psychometric Council. These approaches are now being tested during a full-year no-fault pilot implementation with seven volunteer districts encompassing urban, suburban, rural, large and small school systems. Concurrently, the first iteration of student growth dashboards are advanced, and associated student progress reporting required by SFSF assurances are on track for delivery in September 2011.

The Performance Compensation Workgroup has been established to investigate differentiated compensation models and to share lessons, ideas, and best practices on compensation for teachers and principals with all local school superintendents for their consideration as part of their collective bargaining process. Local School System leadership and unions of Anne Arundel, Montgomery, Prince George's, Queen Anne's and Washington Counties are members of the Workgroup. Three meetings have been planned for the workgroup.

Maryland held Educator Effectiveness Academies at 11 sites across the state serving approximately 6000 educators from all 1500 public schools in Maryland this summer. Master teachers shared curriculum frameworks developed during the year for mathematics and English/language arts and shared a vision for STEM education in Maryland based on the Governor's STEM task force. Each school, under the leadership of its principal, brought one teacher from each of these three curricular areas to engage with a master teacher in in-depth study of the Maryland Common Core State Curriculum. School teams then produced a professional development plan for their school to assist

teachers in the transition to the new curriculum. MSDE will conduct follow-up sessions on-line both spring and fall to build on summer work. These academies and follow-ups will take place again in 2012 and 2013.

The Teacher Induction Academy trained 224 LEA Program Coordinators and new teacher mentors over three days this summer in order to ensure that teachers at every Maryland public school participate in a high quality program of induction into the teaching profession. In partnership with New Teacher Center, the Teacher Induction Academy was designed based on The Maryland Teacher Professional Development Standards and the Teacher Induction Coordinator Outcomes. In developing this research-based program, New Teacher Center drew on a wealth of experience accumulated since they began in 1998. The immediate feedback from participants was very positive. As a result of this experience, we are anticipating that retention of new teachers should increase or stabilize, the number of new teachers gaining tenure should equate to the number receiving mentoring support, and new teacher ratings of effective should equate to those receiving mentoring.

The work to create an elementary STEM certification is well underway. Stakeholders from higher education, local schools systems and the scientific community met for two days this summer to discuss the content, process, and pedagogical skills needed for elementary teachers to improve the integration of STEM and improve achievement for elementary students. The focus was on teaching students to be creative thinkers and problem solvers utilizing science, technology, engineering and mathematics. MSDE is working on a STEM Framework (Standards) that will guide the content implementation in initial teacher preparation and an endorsement for teachers already in the classroom.

The Teach for Maryland Project (Maryland Teaching Consortium) has begun the work of identifying knowledge, skills, dispositions and processes essential for preparation programs that will prepare teachers to work in high poverty/high minority schools. Maryland Teaching Consortium meetings have brought together representatives from five sub-grantee partnerships consisting of college/university and school system partners to develop a learning community focused on preparing teachers for high poverty/high minority schools. Teachers, school administrators, and higher education faculty representing five sub-grantee partnerships participated in a three-day Summer Institute focused on research, cultural competence, dispositions and teacher resilience.

Turning Around the Lowest-Achieving Schools

During 2010-2011, MSDE's Breakthrough Center has provided turnaround services to the bottom 5 percent of schools in Maryland – 11 low-achieving schools required to adopt one of the four federal intervention models (Turnaround, Restart, Closure, and Transformation) and 10 feeder schools in the Baltimore City Schools and Prince George's County. Throughout 2010 -2011, the Center created partnership agreements with Baltimore City and Prince George's County for the lowest-achieving schools and their feeder schools in the Breakthrough Zones, a five-year commitment of assistance from MSDE, coordinated by the State's Breakthrough Center.

The Center convened the superintendents and senior leadership staff from Baltimore City and Prince George's County Public Schools to review the requirements for turning around the lowest-achieving schools and identify the available resources provided by the Race to the Top grant (RTTT). It also administered robust needs assessments (RITAs) in the lowest-achieving schools and feeders schools to determine priorities for district and school action and state assistance. The Center provided feedback to the implementation of schools' intervention models, as required by the federal School Improvement Grant (SIG), through site visits to each SIG school throughout the school year. The Center coordinated the delivery of support services from MSDE through the Cross-Functional Team's (CFT) monthly meetings, including the development of a directory of services available to the schools in the Breakthrough Zone and establishing a CFT data collection system to track the RTTT services provided to the lowest-achieving schools.

The Center provided job-embedded teacher professional development in reading and mathematics, leadership training for principals and their instructional leadership teams, and support for improving school culture, climate, and student support services. It collaborated with Baltimore City and Prince George's County school districts to develop internal organizational structures within these districts to support the turnaround of the lowest-achieving schools and their feeder schools and sustain that turnaround over time.

The Center explored innovative district and school organizational structures, such as course scheduling, collaborative planning, changes to length of schools day and year for teachers,

recruitment and selection of highly-effective teachers, incentive pay and benefits, and ways to foster community engagement. It collaborated with the Board of Public Works (Interagency Committee on School Construction) to identify a funding stream for school renovations from the Quality Zone Academy Bonds for Breakthrough Center schools. It also designed the format and identified the content for the Breakthrough Center website which will include resources and strategies for school improvement, a guide to help schools that are in improvement navigate the Federal and State requirements, and promising practices for school turnaround in Maryland.

Charter Schools

The Charter Schools-Project (53/44) has had some early successes. The Furman Templeton Preparatory Academy, Baltimore City School district, will open on August 29, 2011 as the first restart charter school as a part of the RTTT Project for Charter Schools. The first draft of the Maryland Quality Standards Implementation Guide was completed and presented to two focus groups for discussion and feedback. These standards will be instrumental to charter schools as they strive to become high quality charter schools. The first symposium was held for Authorizers in the state of Maryland. Maryland's County District Authorizers were given an opportunity to strengthen their understanding of a high quality authorizer's role, consider the importance of national authorizing standards, and engage in substantive discussion regarding charter school growth and authorizing in the State of Maryland.

LEAs

Maryland's LEAs have also contributed to the assurance areas in a number of ways. Below is a sample of the kinds of things that have been taking place in the LEAs.

Allegany County is supporting the State initiatives in Standards and Assessments by implementing enhanced standards and high quality assessments. They are using RTTT funding for the delivery of a Pre-K – 12 digitally enhanced, back-mapped curricula, local benchmark assessments, STEM opportunities, early college opportunities, and graduation requirements which support college and career readiness. They are currently implementing the ASPEN X2 system that has the capacity to house the new principal and teacher evaluation data for the Maryland Longitudinal Data System. Staff participates in a wide variety of professional development opportunities to improve student learning and ensure all students are career and college ready. While they do not currently have any low performing schools like those the Maryland State Board of Education supervise, they approach schools on the watch list and those in Year 1 of School Improvement with the same level of intense support as those taken by the State.

In Anne Arundel County, transition teams have begun to meet to implement action steps for Assurance Area B – Standards & Assessments. A transition team has been established for each reform strategy to include Early Literacy, Common Core, High Quality Assessments, Online Instructional Toolkit, Online and Face-to-face Professional Development, and STEM Initiatives. Each team is tasked with ensuring that the action steps in the RTTT plan are executed and monitored. Each team has met twice. An oversight committee, consisting of executive team members and senior staff, has been established to monitor the work of the transition teams.

Eliminating the Achievement Gap (ETAG) has been a focus of Anne Arundel County Public Schools (AACPS) for a number of years. From the 2000 Minority Student Achievement Report to the 2005 OCR Mediated Agreement to the present, AACPS has been making progress, but not enough and not quickly enough in its own view. Working with the foundation of efforts that have been ongoing through the Office of Equity Assurance, the OCR Advisory and Steering Committees, and members from the offices of Curriculum and Instruction, School Performance, Student Support Services, Assessment, Accountability, and Research, Advanced Studies, Finance, Public Information, Human Relations, Technology, Grants, Human Resources, Professional Growth and Development, the Board of Education, and school-based employees at all levels during the 2010/11 school year, Action Management Teams developed deliverables (actions and recommendations) focused on eliminating the achievement gap among all student groups as well as eliminating gaps toward meeting prescribed standards.

Prior to establishing deliverables AACPS considered the culture of the system, the structures already in place and those still needing to be developed to support the work of schools, the systems that keep the district moving forward, the resources that they have, the resources that they need in order to increase achievement for all students, and the stakeholders who will be contributing to and monitoring this work. All of the deliverables developed by the ETAG Action Management Teams are

based on evidence of best practices in schools and districts that are making progress to eliminate achievement gaps. They have been cultivated by school-based and Central Office leaders, approved by a subset of the Executive Team, and are aligned with the six-step School Improvement Process, Teaching & Learning, and Professional Development Focus priorities. While no district in the country comparable to its district demographics has completely eliminated the achievement gap, AACPS has culled the most promising practices in the literature and developed Action Management Plans to build upon the effective elements currently in practice in its district, and established the critical features necessary to position themselves to be the first district in the country to achieve this elusive outcome. One theme that recurred in all of the research they conducted was the necessity to build a system-wide, comprehensive, focused plan to address elimination of the achievement gap. Their ETAG work does just that.

Baltimore City has accomplished a great deal in the area of standards and assessments. They have literacy diagnostic assessments in grades K-3 and 6-9 that are designed to provide teachers and school leaders with in-depth formative and predictive data to inform instruction. The data will help the LEA students ramp up their literacy skills for success on the Common Core Standards. Furthermore, Literacy Academy I and Reading Academy I were completed to provide professional development to teachers around literacy education.

In terms of the Common Core Standards, Baltimore City has developed a road map for the implementation of the Common Core Standards and has aligned the map with professional development being offered at the district. This alignment ensures that all professional development offered in the LEA touches upon the Common Core Standards. A Summer Leadership Institute was held July 21-24 for over 800 participants where school teams developed an action plan aligned with the district focus. The LEA has partnered with the Aspen Institute and Dana Center to support their implementation plan.

Baltimore City is also making strides in the area of data systems. The Laptop Cart project will support all future electronic assessments for students and will facilitate easy access to this data by teachers and school leaders. IT has reached out personally to all sites providing education around the purpose and usage of the laptop carts. For the first budget year, 92 of the 123 schools that were solicited for their inclusion in the project have confirmed participation. IT will continue to reach out to school sites and promote participation. Implementation of the Oracle Performance and Learning Management Modules supports the initiative to offer and track professional development for teachers as well as providing a vehicle to perform academic evaluations. These two modules address the goal of being able to evaluate teacher performance against the performance of their students. Remedial action can be taken using these systems with the ability for the principal to create and track training opportunities that directly tie to areas of improvement needed to support student achievement. Teachers have the ability to log into their accounts and view training opportunities selected for them or submit requests for particular developmental activities they believe will advance their skills. This contract sets the stage for developing rigorous evaluation of teachers and using those evaluations to inform decisions around compensation, promotion, retention, suggested professional development, tenure, and to inform removal from the district.

In the great teachers and leaders assurance area, Baltimore City has reached agreement on a new teacher contract. The new teacher contract which was jointly developed and negotiated by the LEA and the Baltimore Teachers Union provides career pathways to reward and recognize teachers and education professionals excelling in their field both in terms of student outcomes and teacher practice. The contract eliminates salary increases based solely on advanced degrees while rewarding activities that have targeted and specific outcomes for student achievement and teacher development. During the 2010-2011 school year, the LEA embarked on developing Instructional and School Leader frameworks that will serve as the backbone of the development of accountability measures for instructional staff and school administrators. When developing the framework, the LEA created performance rubrics for both the Instructional and School Leaders standards. These rubrics will be used as the qualitative component of the teacher and school leaders' evaluation systems that are being created. To assess student growth, the LEA has partnered with the American Institutes of Research to create several growth models that will be used as part of the quantitative measures for teachers and school leaders' performance beginning in SY11-12. Additionally, the LEA's professional development offerings have been aligned to the Instructional and School Leader standards.

In the low-achieving schools assurance area Baltimore City has worked closely with the Breakthrough Center to establish a partnership agreement to provide tailored supports to the lowest performing schools. Also, the LEA has established an internal organization structure to support the lowest-achieving schools. Two executive directors will provide oversight and support to the principals

of these schools.

Baltimore County has conducted a gap analysis between the Baltimore County English language arts and mathematics curricula and the Maryland Common Core Curriculum. They have refined the Baltimore County data warehouse to align to the State's longitudinal data system. They have designed a teacher dashboard to provide teachers easy access to student data. In the area of great teachers and leaders, Baltimore County has conducted a gap analysis of the new teacher induction and mentoring programs and aligned the programs with the new state COMAR regulations. They have also collaborated with MSDE regarding the parameters for developing and implementing a pilot teacher and administrator evaluation system. With their low-achieving schools, they have launched an initiative to identify the lowest 5% of elementary, middle, and high schools and provide differentiated support to those schools coordinated through the district's Race to the Top Achievement Team.

The most significant progress in Calvert County is in the assurance areas of data systems and great teachers and leaders. They have begun working with Performance Matters to develop and implement a formative assessment system that will support teacher effectiveness. This data driven system will provide immediate assessment results, teacher summaries, and performance analysis and with that information, allow them to provide more differentiated professional development to their teachers based on the teacher's student achievement data.

In Caroline County, the LEA is providing professional development to teachers and administrators to help them deepen their understanding of the Maryland Common Core State Curriculum Frameworks. Staff from Caroline County has participated in all state information meetings regarding the beta testing of the Student-Course-Grade-Teacher Data Collection process. The staff has worked closely with the developers to identify strengths and weaknesses of the system, resulting in changes to the system. They have conducted a gap analysis for the Comprehensive Teacher Induction program and made changes based on the gap analysis.

Carroll County Public Schools has intentionally integrated their instructional, evaluative, and assessment processes by concurrently aligning their local curriculum with the Common Core Standards, piloting a new local teacher and principal performance tool, and operationalizing a new student data system. These processes will ensure greater integration and intentionality between the student growth measures that result from the content that is taught and the performance of teachers and administrators.

In Cecil County, much time and energy has been spent on expanding the school system's networking capacity (data systems) with the purchase of multiple servers, associated hardware, and licensing arrangements. In addition, scanners have been purchased for each building that will enable teachers to digitally scan local unit and benchmark assessments providing data needed to make timely instructional decisions.

Charles County Public Schools has invested heavily in developing a robust data warehouse with linkages to curriculum and educators in support of transitioning the system to the Common Core Standards and their local Educator Effectiveness Pilot. They have invested valuable time in building the stakeholder capacities of their educators and their professional associations and in delivering informational professional development to principals, assistant principals, and supervisors in preparation for implementation of their pilot evaluation processes.

The most significant progress in Dorchester County is with two projects in the assurance areas of data systems and great teachers and leaders. They have hired a Data Analyst, and computers, and hardware are being installed to increase their technology capacity. They have been working this year with The Breakthrough Center to create a Professional Learning Community through their Administrative Council, focused on purposeful classroom observations. School-based and central office administrators have spent the entire year developing a common language about the teacher appraisal process, observing teachers teaching, providing quality oral and written feedback to classroom teachers with a focus on student learning.

Garrett County continues to provide ongoing professional development relative to the Common Core Standards. All faculty have been trained, and school teams have met to review transition plans. They have used part of their funds to upgrade computers used by faculty as well as computer labs in middle and high schools. They have provided mentors to each new teacher and principal with bi-weekly meetings the minimum norm for principals and weekly for teachers. They have no schools in improvement.

In Harford County, the most significant progress is with two projects in the assurance areas of standards and assessments and great teachers and leaders. Their Model Department Chairs began school visits and walkthroughs, attended the MSDE Mentoring Conference, developed lessons that align to the Common Core Standards, planned professional development for teachers, and assisted with assessment writing. They have just held their new teacher induction conference, coordinated by their new Coordinator of Teacher Induction, who also began planning the role of the mentor in schools for the 2011-2012 school year.

Howard County has and continues to work with the State to develop new curriculum that integrates STEM content, uses the framework of the Common Core Standards, and customizes instruction so that all students graduate from high school college- and career- ready. They have revised procedures about sharing data to support national and statewide evaluation of the Race to the Top initiative. Howard County is also developing procedures to ensure the equitable distribution of highly effective teachers and leaders to schools that have higher percentages of students who are not achieving at expected levels, as well as establishing mechanisms to support those schools.

Kent County Public Schools, in recognition of the priority role of data and systems integration as seminal to supporting all other initiatives, has secured a new data management system that will integrate seamlessly and navigate successfully between student, educator, system, and state platforms. The hiring of a data manager further demonstrates the system's commitment to this priority as necessary to initiating and maintaining the facilitation of subsequent district Race to The Top initiatives.

Prince George's County participated in the Educator Effectiveness Academies and has followed up with principal sessions around the Common Core. Their new goal in this regard is college and career readiness. To this end, they have restructured to include a College and Career Ready Department at central office. It is also expanding the number of dual enrollment students to help reach this goal.

Prince George's County has three initiatives that contribute to the State's data system assurance. They have implemented new software to look for data inconsistencies and ensure data integrity. They have created an expanded data warehouse which provides schools with relevant data to make decisions. They are also developing capacity with data use through a collaboration with Date Wise.

In the area of great teachers and leaders, Prince George's County is working to develop a pipeline of new administrators. They have combined this effort with a Wallace grant that they have received to further leverage this effort as well as working with New Leaders for New Schools. They are also continuing to work with Teach for America to help build the pipeline for new teachers, and they will begin a professional learning community in the fall beginning with the School Leaders Network.

Prince George's County has 4 schools in turnaround, and 2 schools will be in restart this year. They have contracted with an Educational Management Organization to manage professional development. They also have a partnership agreement with the Maryland State Department of Education through the Breakthrough Center.

In Queen Anne's County, they have begun the implementation of Common Core transition plans. They have included a gap analysis and provided pertinent information to all constituent groups. In the area of data systems, they have begun exploring enhanced data system options. QACPS is a pilot system for teacher/administrator evaluation process. In the area of low-achieving schools, they are building capacity for technology in schools, and they have ordered iPads to use to enhance data collection for instruction

Somerset County has provided follow-up sessions to the Educators Effectiveness Academies to ensure that all schools developed quality school-based professional development plans and strategies to disseminate information to teachers about the Maryland Common Core Curriculum. They have hired a consultant to assess the district's technology infrastructure and recommend improvements to ensure alignment with the State's longitudinal data system. They have hired a coordinator to implement the revised Teacher Induction Program. In the area of low-achieving schools, they have implemented the Teacher Capacity Needs Assessment for high schools in Corrective Action and used results to make improvements at the high schools, particularly professional development to improve the climate and culture. They have also replaced some of the staff at the high schools in improvement.

St. Mary's County is one of seven school districts that are participating in the pilot project to work through the specific mechanics, metrics, and protocols for the new evaluation systems during the

next two school years (2010-2012). To this end, they have further refined their on-line TPAS evaluation tool to include a 5th Domain for the SY 2012. Several meetings with school administrators, teacher leaders, and the local educational association have been conducted to discuss Domain 5 Student Achievement, and have proposed four components for Domain 5: Summative/Product Assessments; Formative/Process Assessments; Student Growth; and Student Achievement / Grades. Each component will have two primary elements – one that examines aggregate student performance, and one that examines disaggregated student performance.

Talbot County is conducting a gap analysis between the Common Core State Curriculum and its own curriculum, and has reviewed textbooks to determine whether additional materials will be needed to implement the Maryland Common Core State Curriculum. They participated in the state-wide survey of current hardware and software platforms and have formed a committee to revise a five year technology plan that will align with State initiatives. They have hired three interventionists to be assigned where appropriate in low-achieving schools.

Washington County has provided follow up sessions to the Educators Effectiveness Academies for school teams to assist them in the development of their plan to share information with their staff regarding the Maryland Common Core Curriculum. They have also established a process to monitor the dissemination of information about the Maryland Common Core Curriculum through monthly principal and supervisor meetings. In the area of data systems, they have provided high speed broadband to four additional schools and upgrading the student information system per MSDE requirements. They are currently engaging the Washington County Teachers Association in ongoing dialogue regarding the new teacher evaluation system, and they are exploring the concept of valued-added principal evaluation system. In the area of low-achieving schools, they have hired a coordinator to oversee the delivery of specialized support services to the lowest-achieving schools, and they have provided extended year programs for identified students in the lowest-achieving schools.

In Wicomico County, they have begun working on transitioning activities related to Common Core Standards. In the area of data systems, they have expanded existing student data information management software to schedule and track professional development activities and to transfer existing staff information including teacher observations/evaluations. They are training staff on the expanded capabilities of the student data information management system, and they are identifying gaps existing with the current information system. In the area of great teachers and leaders, they are revising the teacher and principal evaluation process. They are also revising the teacher induction program for new teachers based on COMAR 13A.07.01. With their low achieving schools, they are using AYP data to identify low achieving students and subgroups, planning PD to support co teaching model, and conducting parent forums at each school transition stage to help students and their families to make more seamless transitions.

In Worcester County, they have begun planning for the implementation of the Maryland Common Core State Curriculum and related professional development for teachers/administrators. In the area of data systems, they have planned for the implementation of Performance Matters, their new longitudinal database system. They are also planning their new teachers' evaluation system and working closely with the teachers' association.

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Local Educational Agency (LEA) Participation

LEAs participating in Maryland's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Maryland's plan in each of the reform areas

Collapse All

LEAs participating in Maryland's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	24	22	22	2
Schools	1,451	1,191	1,181	270
K-12 Students	850,253	664,509	665,587	184,666
Students in poverty	345,909	247,952	291,537	54,372
Teachers	59,309	46,838	46,729	12,580
Principals	1,434	1,192	1,168	266

View Table Key

Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: N/A

Additional information provided by the State:

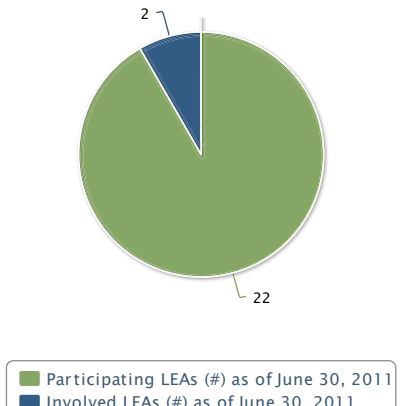
Montgomery County and Frederick County (the only two counties that did not sign on to the application), are involved in certain aspects of the reform effort. For example, they were both involved this summer with our Educator Effectiveness Academies where we began the discussion with teachers and administrators across the State on the Common Core Standards and the Common Core State Curriculum. The 22 LEAs that were participating at the time of the application are all still participating.

All of the above data comes from MSDE's Attendance (March) data collection. These are the total students counts and student counts for FARMS that MSDE provides on the 2011 MDReportCard website. These FARMS counts are based on students enrolled in the beginning of the school year in October.

The numbers in the middle column were prepopulated, and they were slightly incorrect. The above numbers in the middle column have been changed and they are correct.

Close

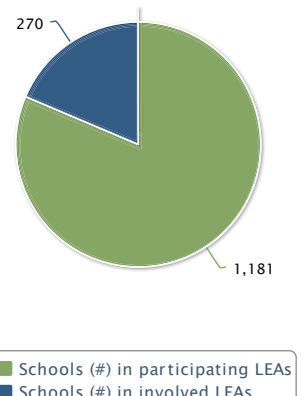
LEAs Participating in Maryland's Race to the Top Plan



View Table (Accessible)

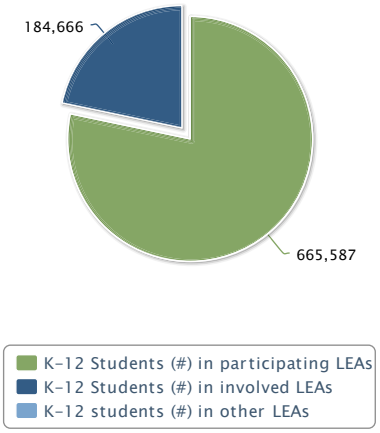
Click to see the name and NCES ID for each participating LEA

Schools in LEAs Participating in Maryland's Race to the Top Plan



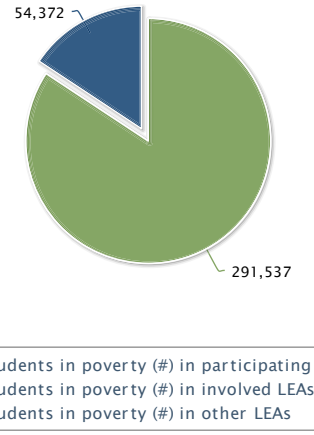
View Table (Accessible)

K-12 Students in LEAs Participating in Maryland's Race to the Top Plan

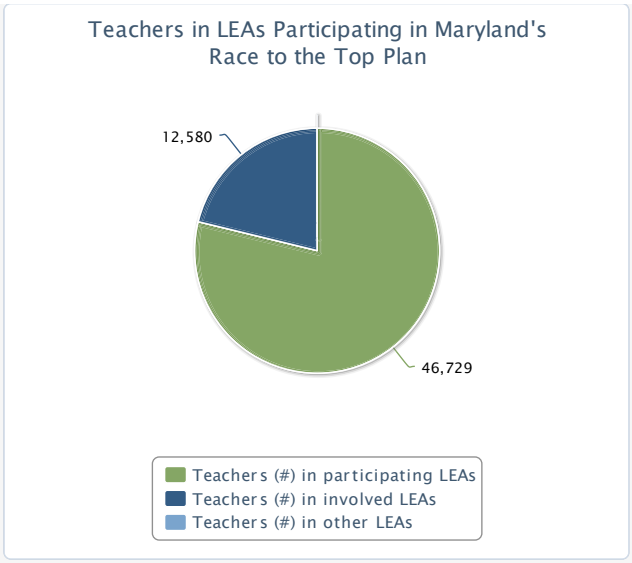


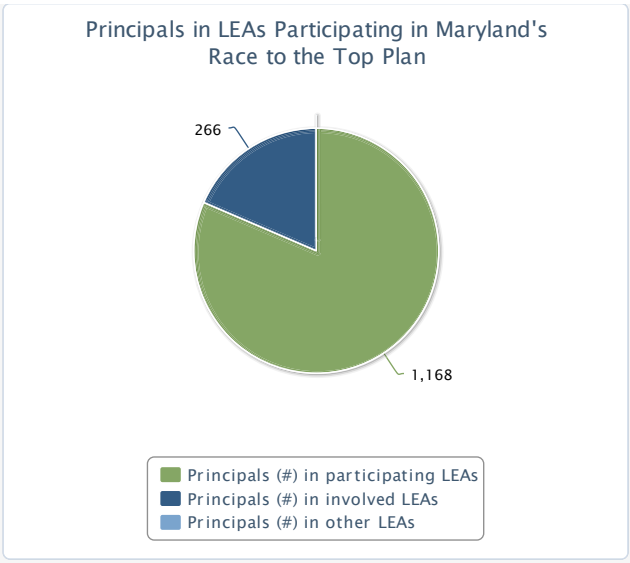
View Table (Accessible)

Students in Poverty in LEAs Participating in Maryland's Race to the Top Plan



View Table (Accessible)





View Table (Accessible)

View Table (Accessible)

Term	State's Definition
Teacher	Teacher - Staff with duties relating to instructing students, including classroom teachers, home and hospital teachers, distance learning teachers, etc. For the purposes of teacher evaluation, a teacher is any individual certificated by MSDE as defined in COMAR 13A.12.02.03-.23 as a teacher who delivers instruction and is responsible for a student or group of students' academic progress in a Pre-K-12 public school setting, subject to local school system interpretation.
Principal	Principal - The administrative head of a school. For the purposes of principal evaluation, any individual certificated by MSDE as defined in COMAR 13A.12.04.02, .04 (excluding supervisors of instruction), .05, .16 as an administrator or supervisor in a Maryland Pre-K-12 public school who is responsible for students' academic progress and efficient operation of school, subject to local school system interpretation.

View Table Key

Back to the Top

The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID
ALLEGANY COUNTY PUBLIC SCHOOLS	30
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS	60
BALTIMORE CITY PUBLIC SCHOOLS	90
BALTIMORE COUNTY PUBLIC SCHOOLS	120
CALVERT COUNTY PUBLIC SCHOOLS	150
CAROLINE COUNTY PUBLIC SCHOOLS	180
CARROLL COUNTY PUBLIC SCHOOLS	210
View Table Key	

LEA	NCES ID
CECIL COUNTY PUBLIC SCHOOLS	240
CHARLES COUNTY PUBLIC SCHOOLS	270
DORCHESTER COUNTY PUBLIC SCHOOLS	300
GARRETT COUNTY PUBLIC SCHOOLS	360
HARFORD COUNTY PUBLIC SCHOOLS	390
HOWARD COUNTY PUBLIC SCHOOLS	420
KENT COUNTY PUBLIC SCHOOLS	450
View Table Key	

LEA	NCES ID
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	510
QUEEN ANNE'S COUNTY PUBLIC SCHOOLS	540
SOMERSET COUNTY PUBLIC SCHOOLS	570
ST. MARY'S COUNTY PUBLIC SCHOOLS	600
TALBOT COUNTY PUBLIC SCHOOLS	630
WASHINGTON COUNTY PUBLIC SCHOOLS	660
WICOMICO COUNTY PUBLIC SCHOOLS	690
WORCESTER COUNTY PUBLIC SCHOOLS	720
View Table Key	

Back to the Top

Participating LEAs committed to implementing Maryland's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011	Percentage of LEAs participating in this subcriteron (%)

	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	22	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	22	100
(ii) Professional development on use of data	0	22	100
(iii) Availability and accessibility of data to researchers	0	22	100
D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	22	100
(ii) Design and implement evaluation systems	0	22	100
(iii) Conduct annual evaluations	0	22	100
(iv)(a) Use evaluations to inform professional development	0	22	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	22	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	22	100
(iv)(d) Use evaluations to inform removal	0	22	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	22	100
(ii) Hard-to-staff subjects and specialty areas	0	22	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	22	100
(ii) Measure effectiveness of professional development	0	22	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	22	100

View Table Key

Back to the Top

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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RACE TO THE TOP

State-reported APR: Year One

Maryland

Standard Version | Accessible Version

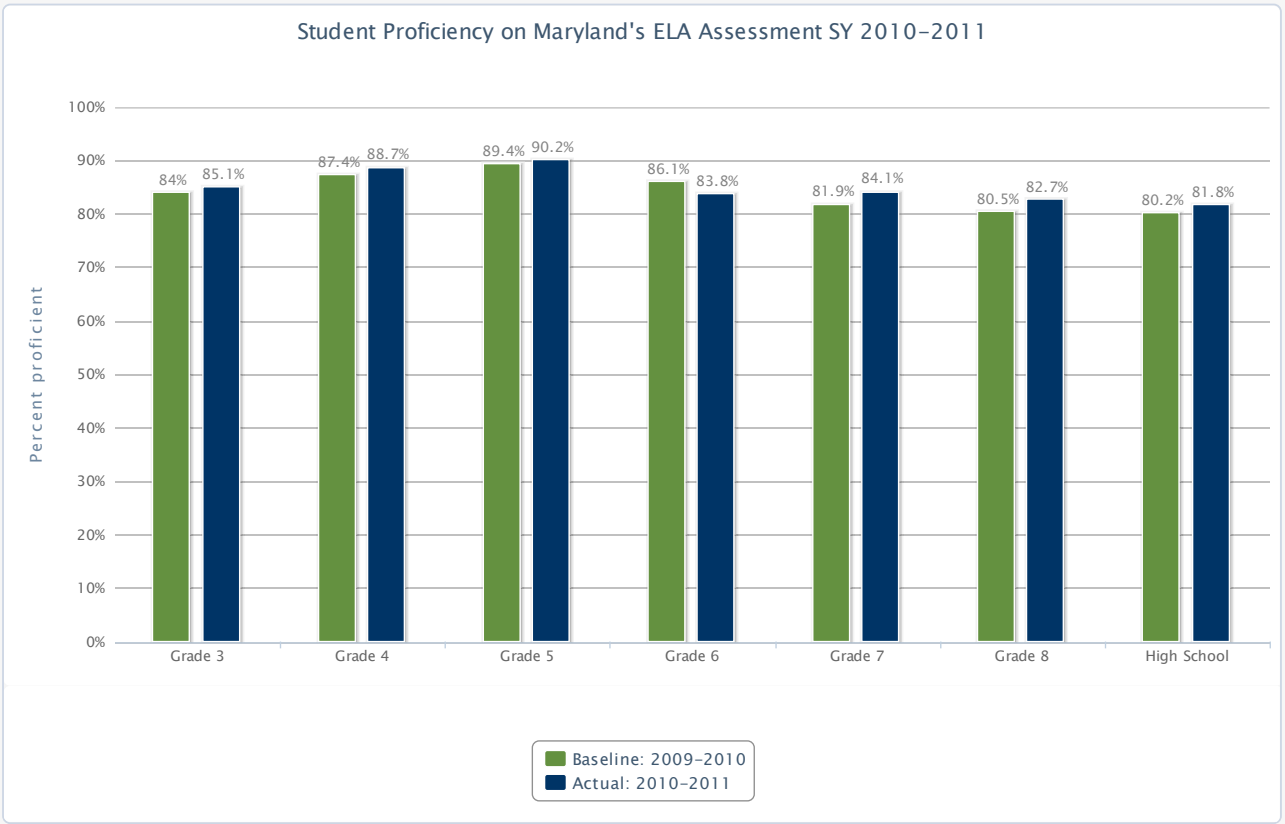
Student Outcomes Data: State Assessment Results

Collapse All

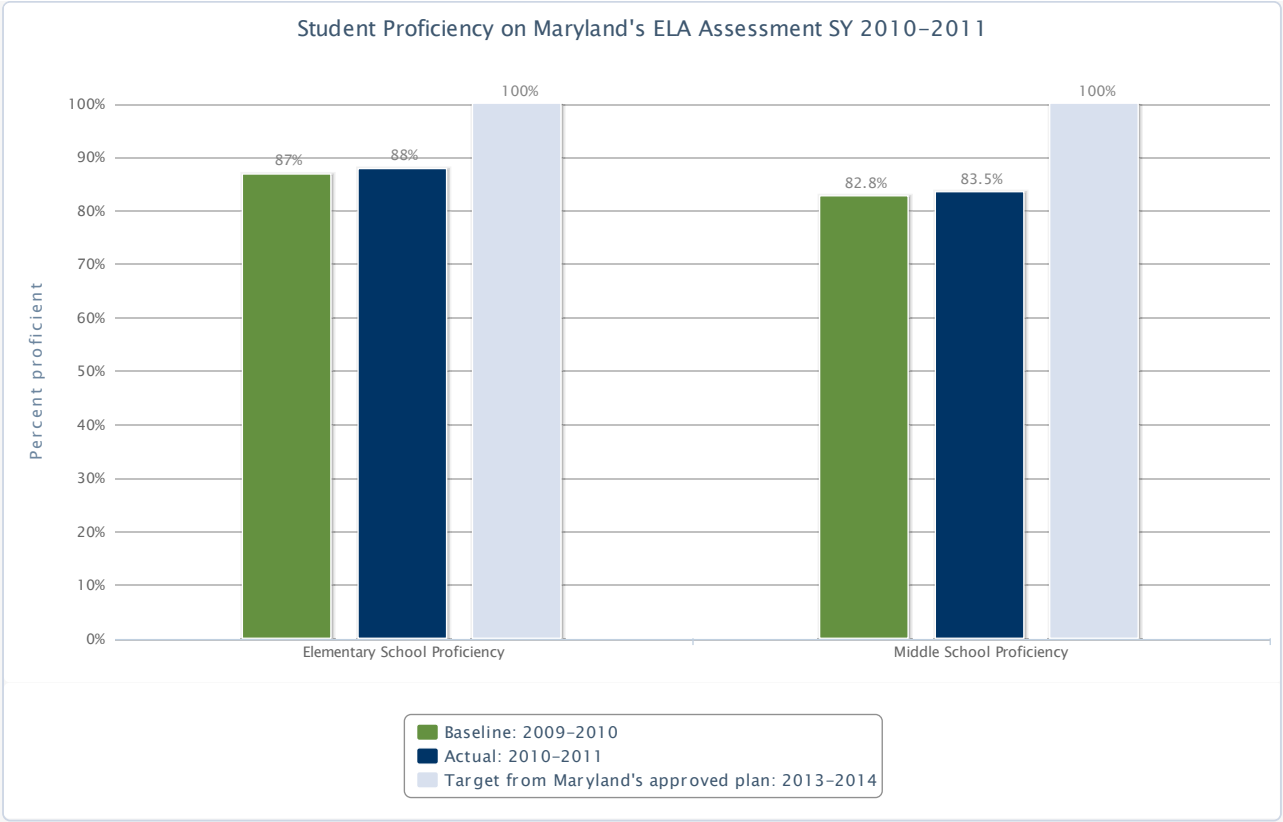
English language arts (ELA) assessment results

State-reported information

Results of Maryland's ELA assessment under the Elementary and Secondary Education Act (ESEA)
Preliminary SY 2010-2011 data reported as of: October 11, 2011



View Table (Accessible)



View Table (Accessible)

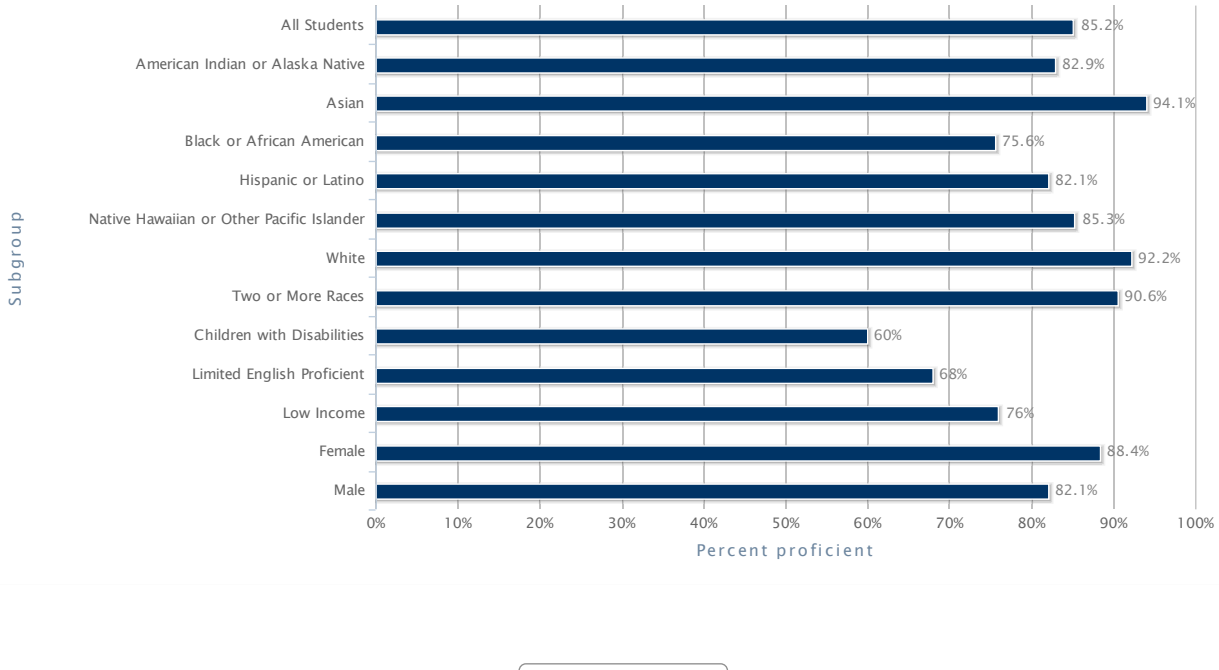
Student proficiency on Maryland's ELA assessment SY 2010-2011. Preliminary data reported as of October 11, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2013-2014
Grade 3	84%	85.1%	N/A
Grade 4	87.4%	88.7%	N/A
Grade 5	89.4%	90.2%	N/A
Grade 6	86.1%	83.8%	N/A
Grade 7	81.9%	84.1%	N/A
Grade 8	80.5%	82.7%	N/A
High School	80.2%	81.8%	N/A
Elementary School Proficiency	87%	88%	100%
Middle School Proficiency	82.8%	83.5%	100%

View Table Key

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

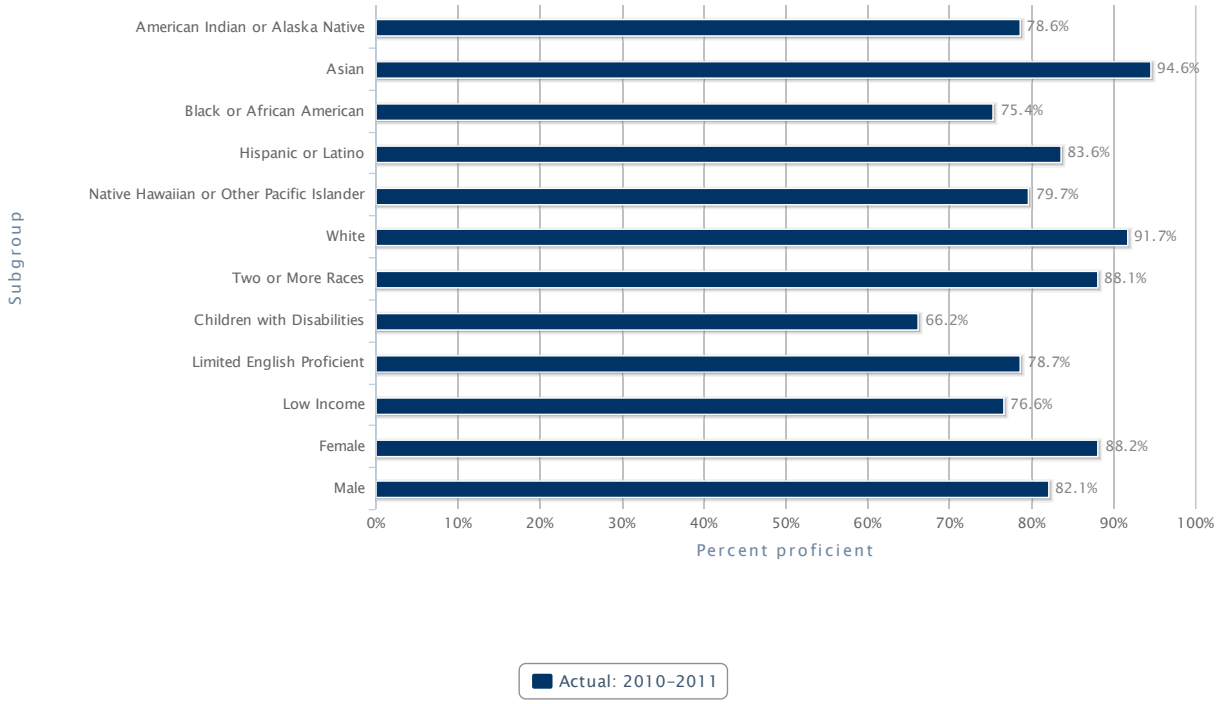
Maryland did not provide targets for each subgroup by grade in the State's approved plan. Maryland did provide targets for grade span, elementary school and middle school proficiency. Please see the supporting files section to access this data.

Overall Proficiency on Maryland's ELA Assessment SY 2010-2011



View Table (Accessible)

Grade 3 Proficiency on Maryland's ELA Assessment SY 2010-2011



Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School

View Table (Accessible)

Preliminary Overall Proficiency SY 2010-2011

Overall Proficiency SY 2009-2010

Close Subgroup Graphs

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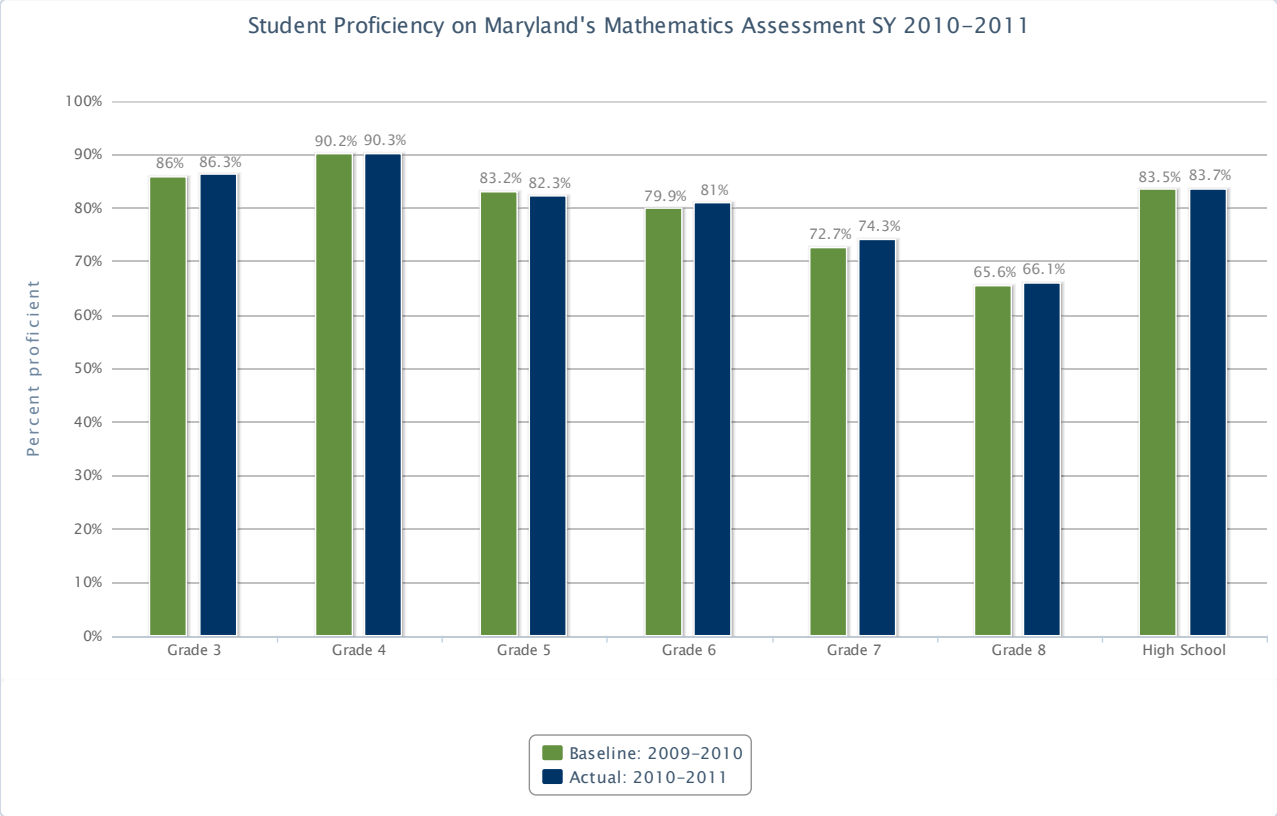
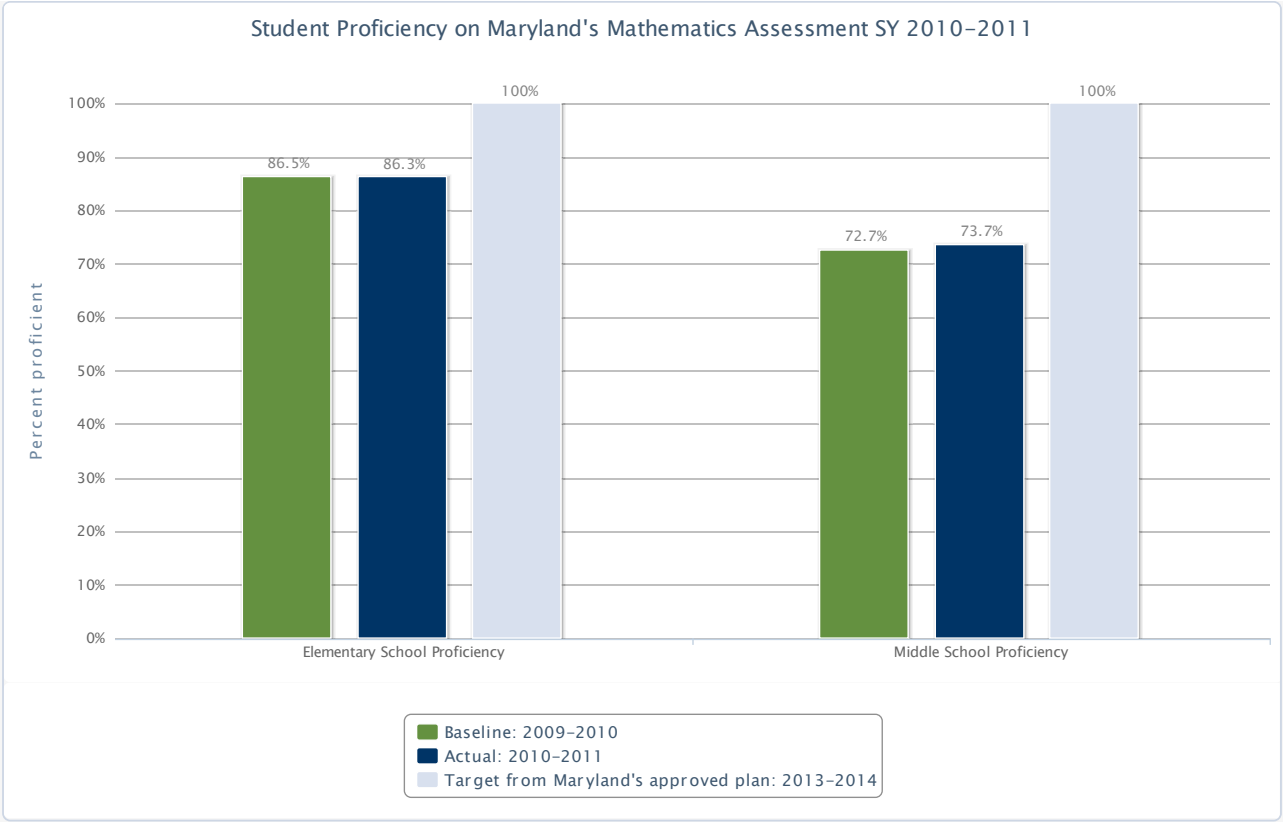
Mathematics assessment results

State-reported information

Results of Maryland's mathematics assessment under the Elementary and Secondary Education Act (ESEA)
Preliminary SY 2010-2011 data reported as of: October 11, 2011



View Table (Accessible)



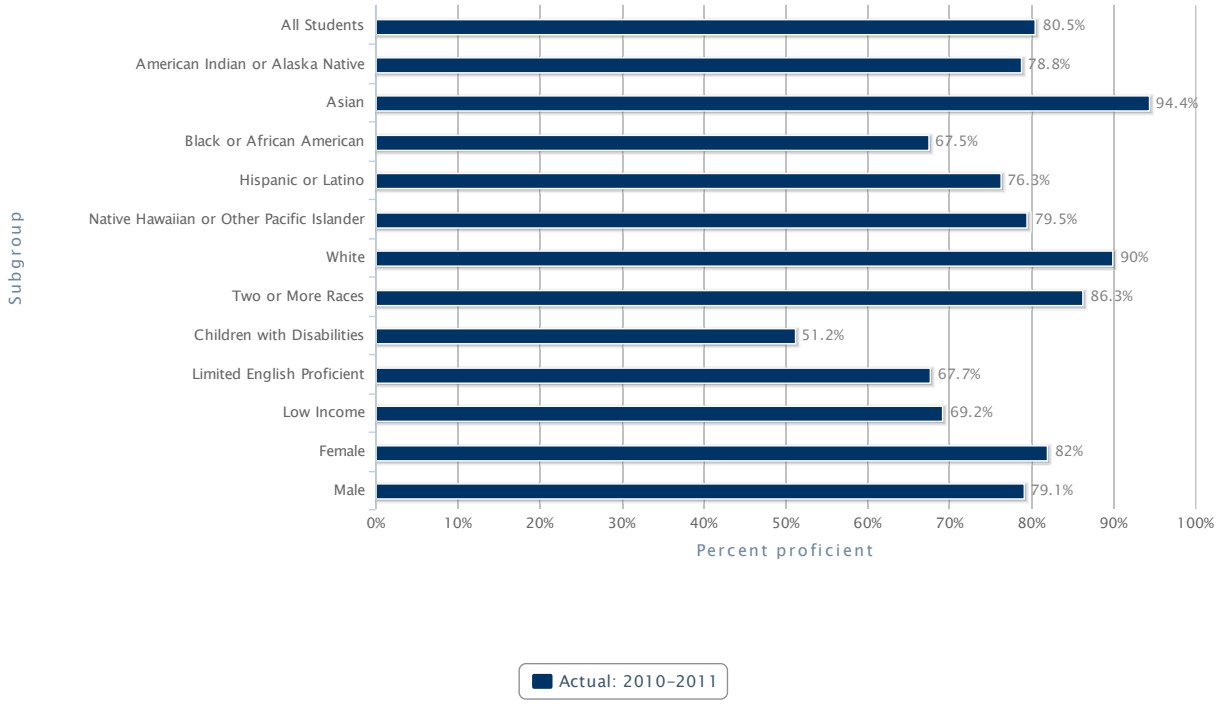
View Table (Accessible)

Student proficiency on Maryland's mathematics assessment SY 2010-2011. Preliminary data reported as of October 11, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2013-2014
Grade 3	86%	86.3%	N/A
Grade 4	90.2%	90.3%	N/A
Grade 5	83.2%	82.3%	N/A
Grade 6	79.9%	81%	N/A
Grade 7	72.7%	74.3%	N/A
Grade 8	65.6%	66.1%	N/A
High School	83.5%	83.7%	N/A
Elementary School Proficiency	86.5%	86.3%	100%
Middle School Proficiency	72.7%	73.7%	100%
View Table Key			

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.

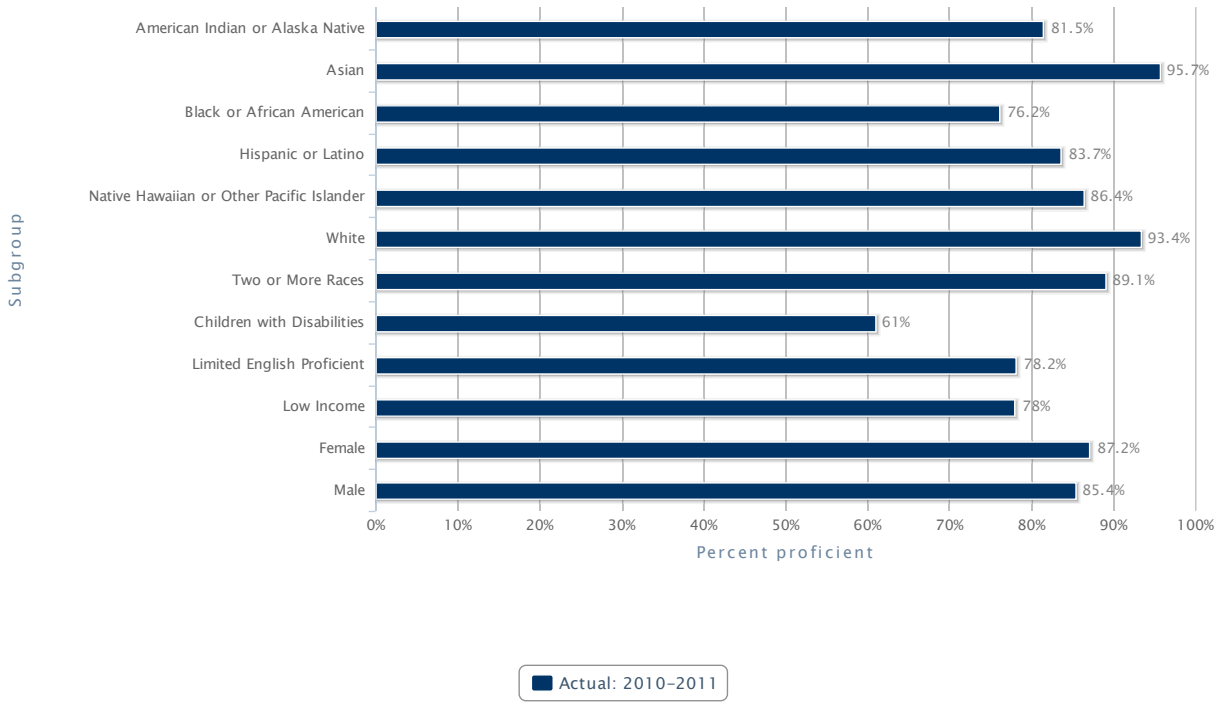
Maryland did not provide targets for each subgroup by grade in the State's approved plan. Maryland did provide targets for grade span, elementary school and middle school proficiency. Please see the supporting files section to access this data.

Overall Proficiency on Maryland's Mathematics Assessment SY 2010-2011



View Table (Accessible)

Grade 3 Proficiency on Maryland's Mathematics Assessment SY 2010-2011



Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School

View Table (Accessible)

Preliminary Overall Proficiency SY 2010-2011

Overall Proficiency SY 2009-2010

Close Subgroup Graphs

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
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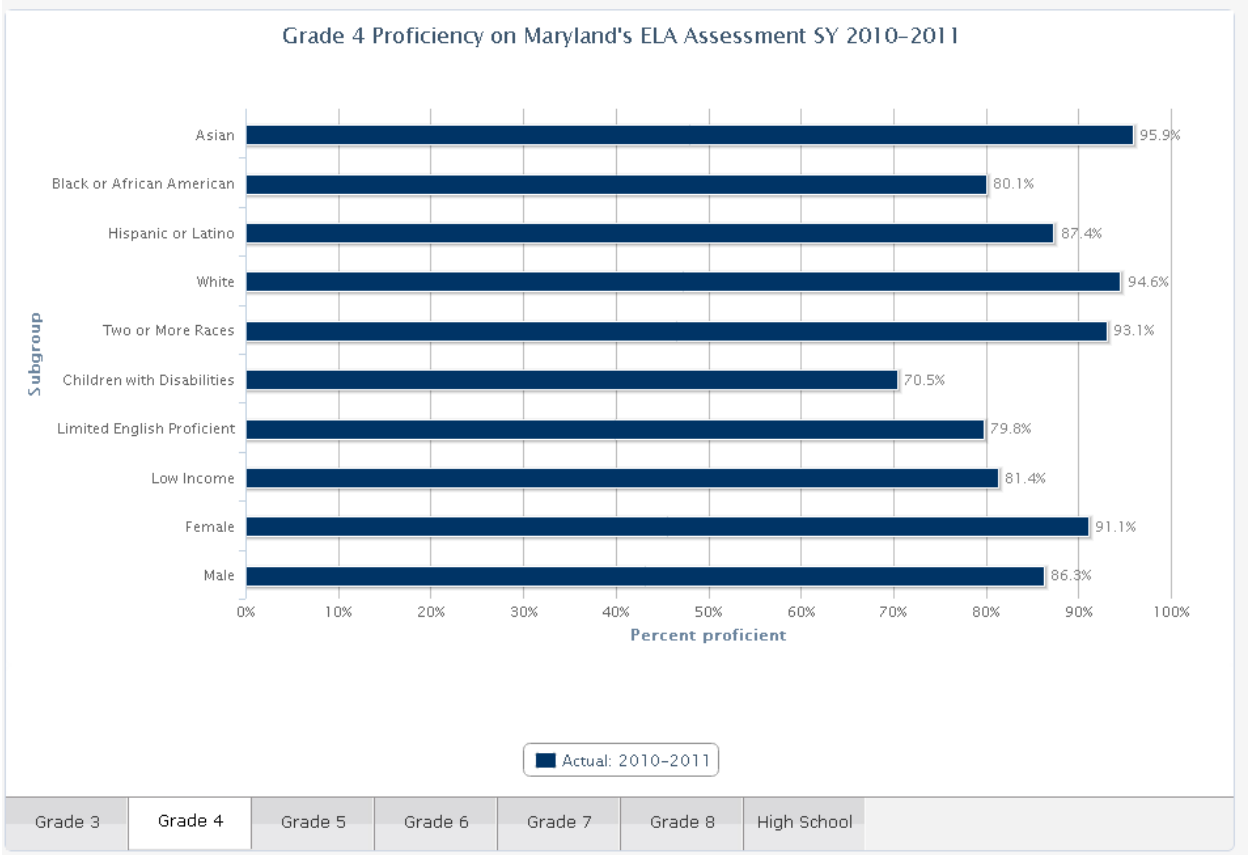
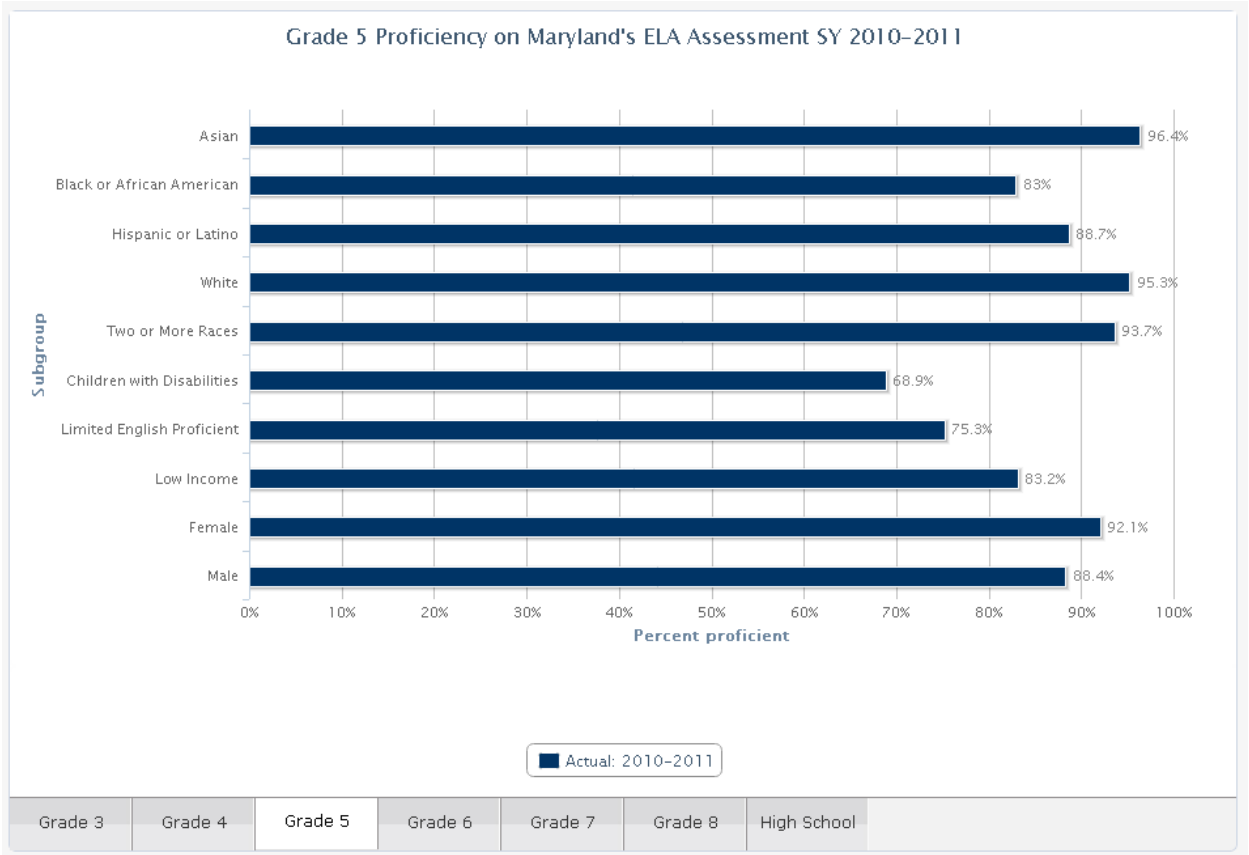
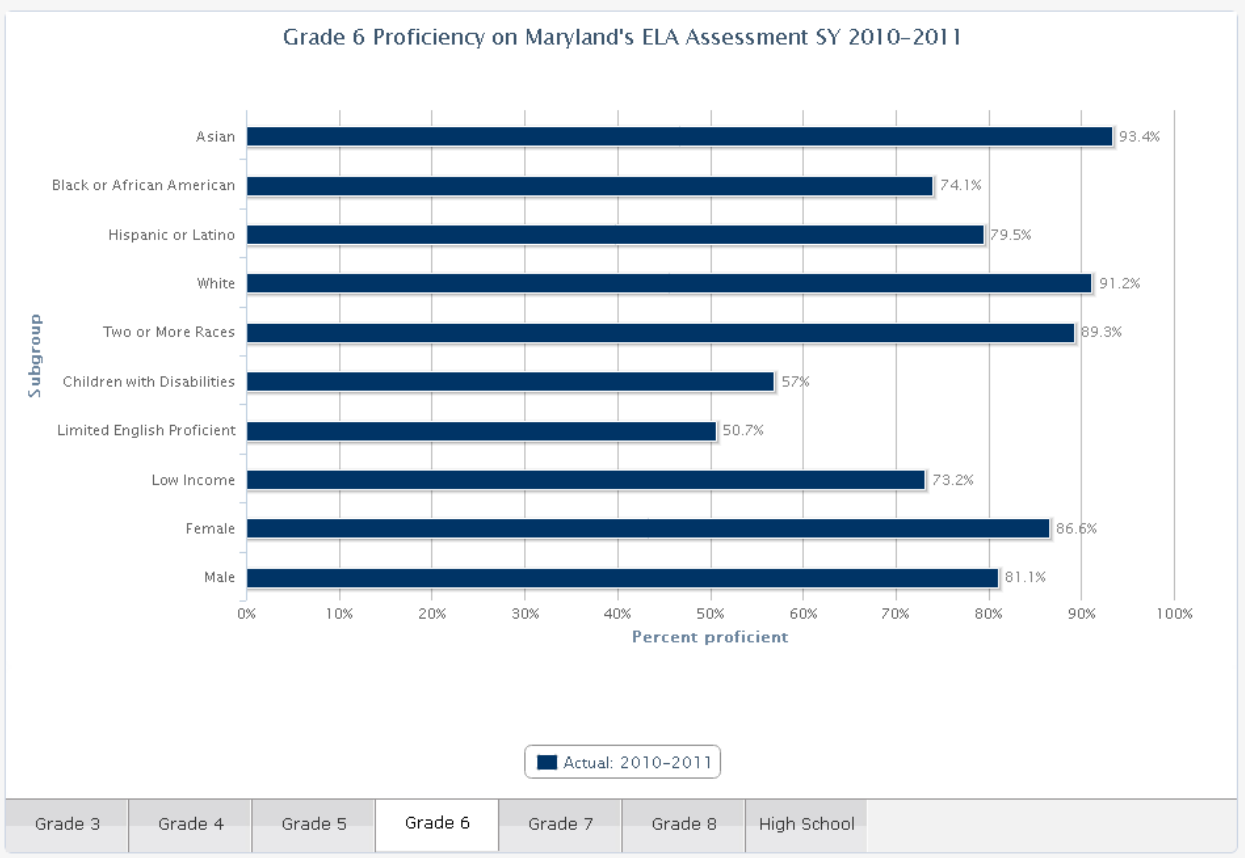
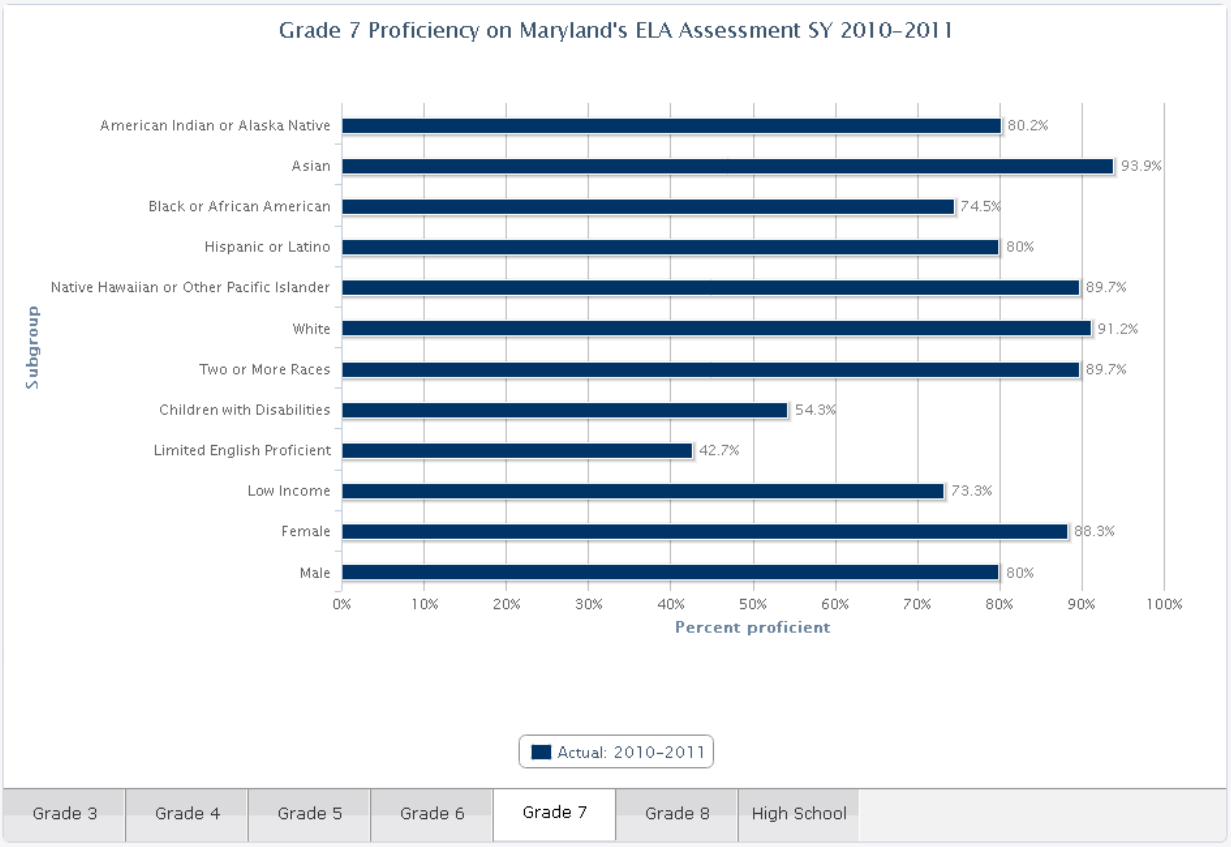
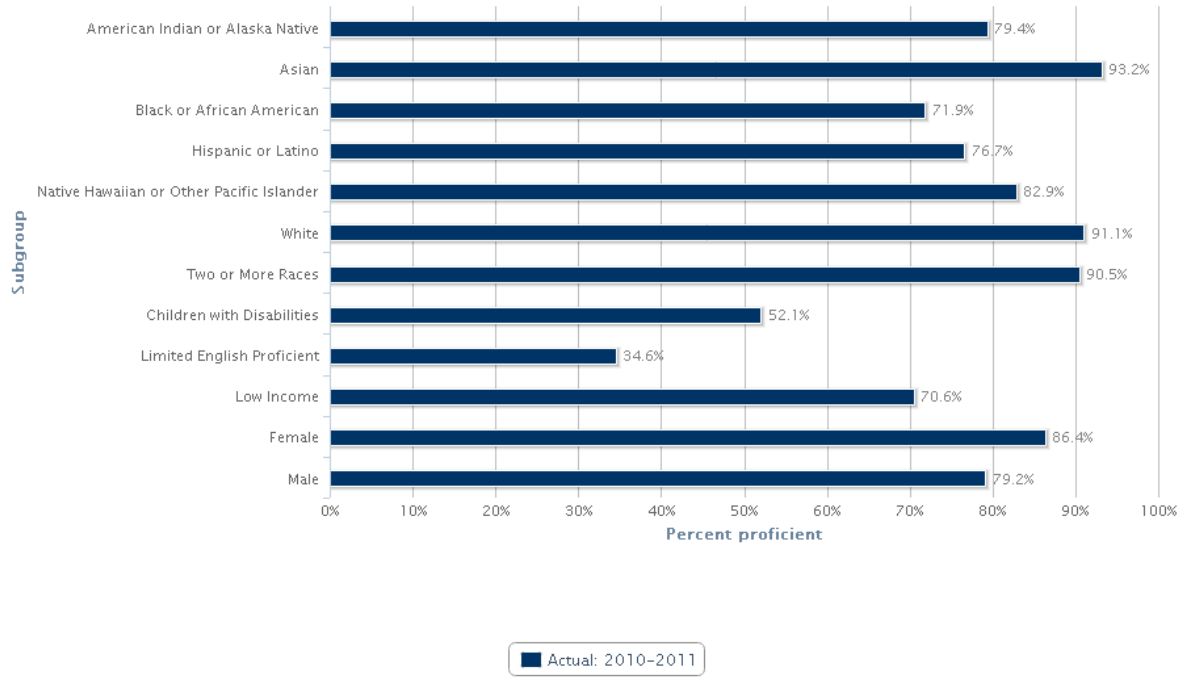

Grade 4 Proficiency on Maryland's ELA Assessment SY 2010-2011
Asian
Black or African American
Hispanic or Latino
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
95.9%
80.1%
87.4%
94.6%
93.1%
70.5%
79.8%
81.4%
91.1%
86.3%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School


Grade 5 Proficiency on Maryland's ELA Assessment SY 2010-2011
Asian
Black or African American
Hispanic or Latino
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
96.4%
83%
88.7%
95.3%
93.7%
68.9%
75.3%
83.2%
92.1%
88.4%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010-2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School


Grade 6 Proficiency on Maryland's ELA Assessment SY 2010–2011
Asian
Black or African American
Hispanic or Latino
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
93.4%
74.1%
79.5%
91.2%
89.3%
57%
50.7%
73.2%
86.6%
81.1%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010–2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School

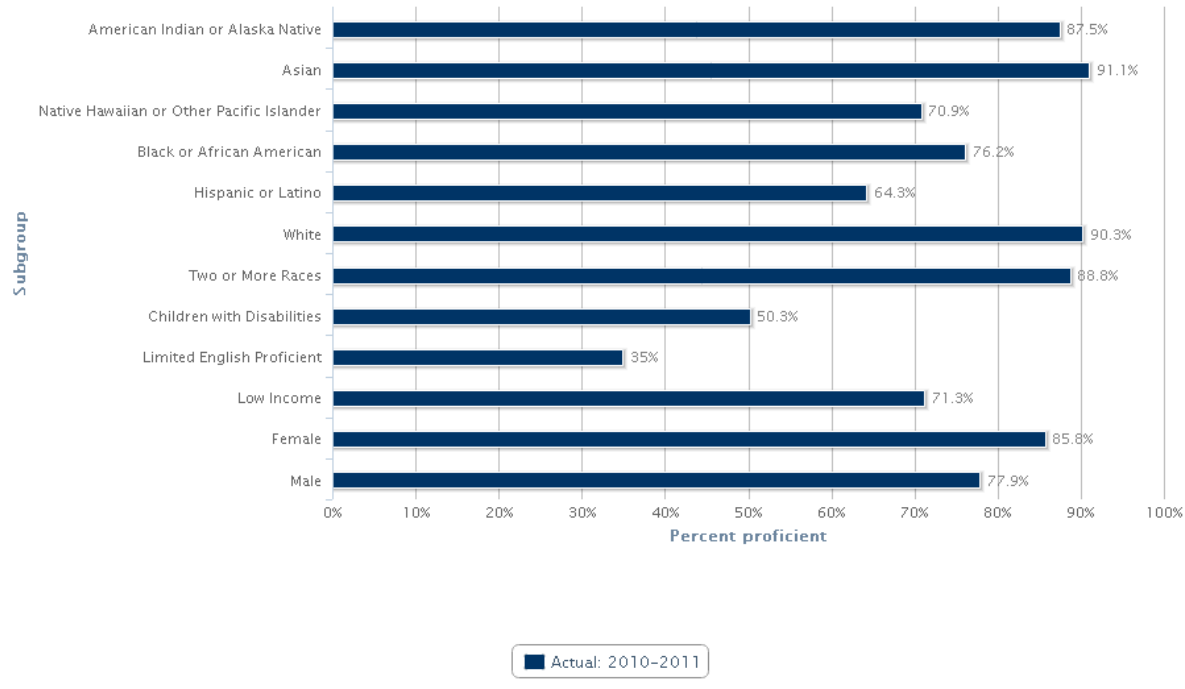

Grade 7 Proficiency on Maryland's ELA Assessment SY 2010–2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
80.2%
93.9%
74.5%
80%
89.7%
91.2%
89.7%
54.3%
42.7%
73.3%
88.3%
80%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010–2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School

Grade 8 Proficiency on Maryland's ELA Assessment SY 2010–2011

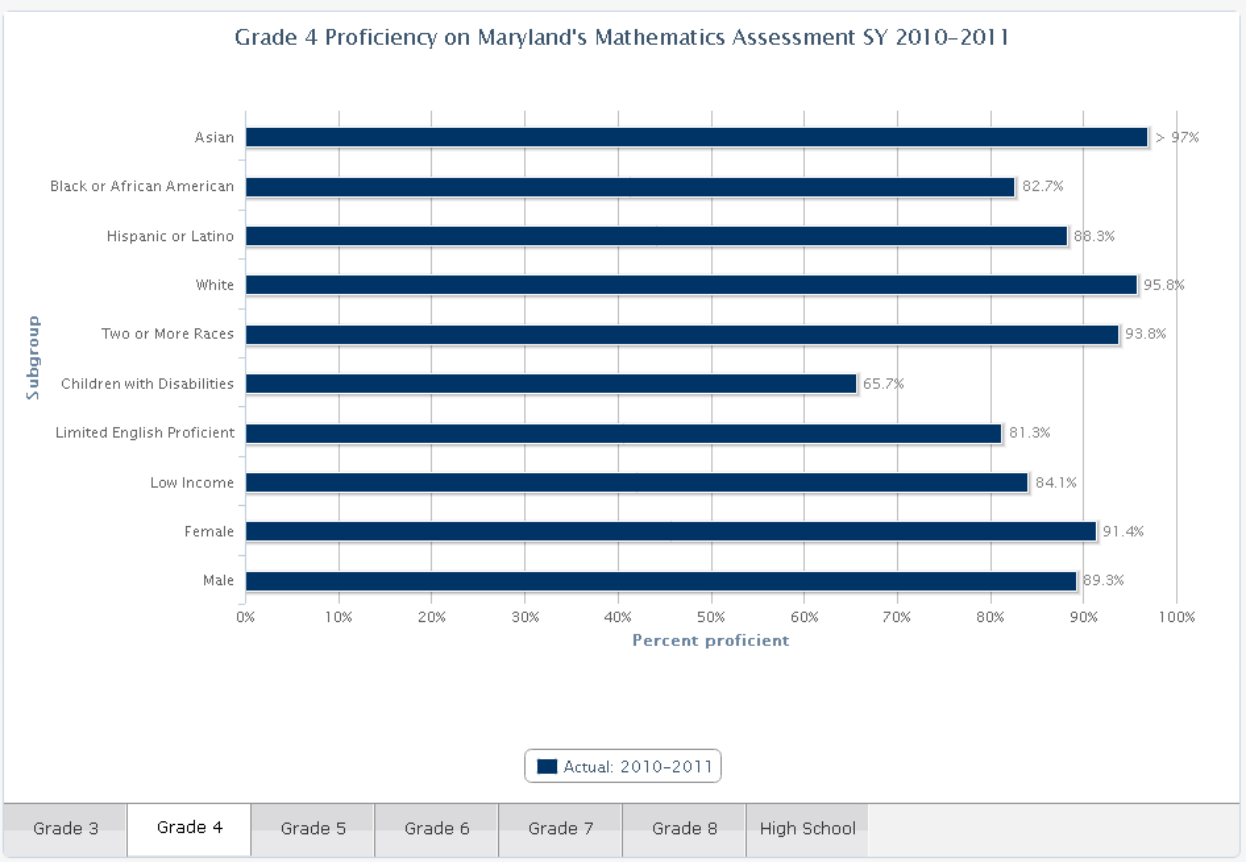


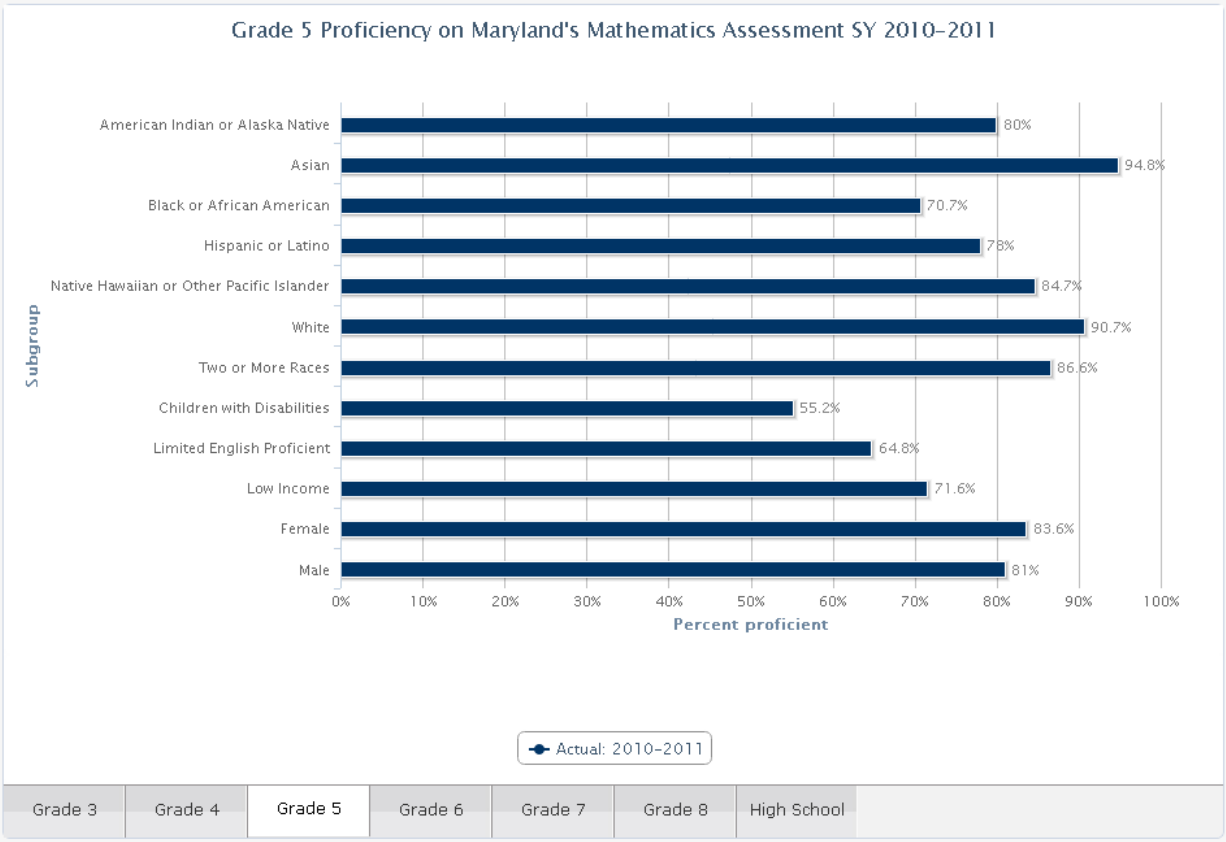
Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | **Grade 8** | High School

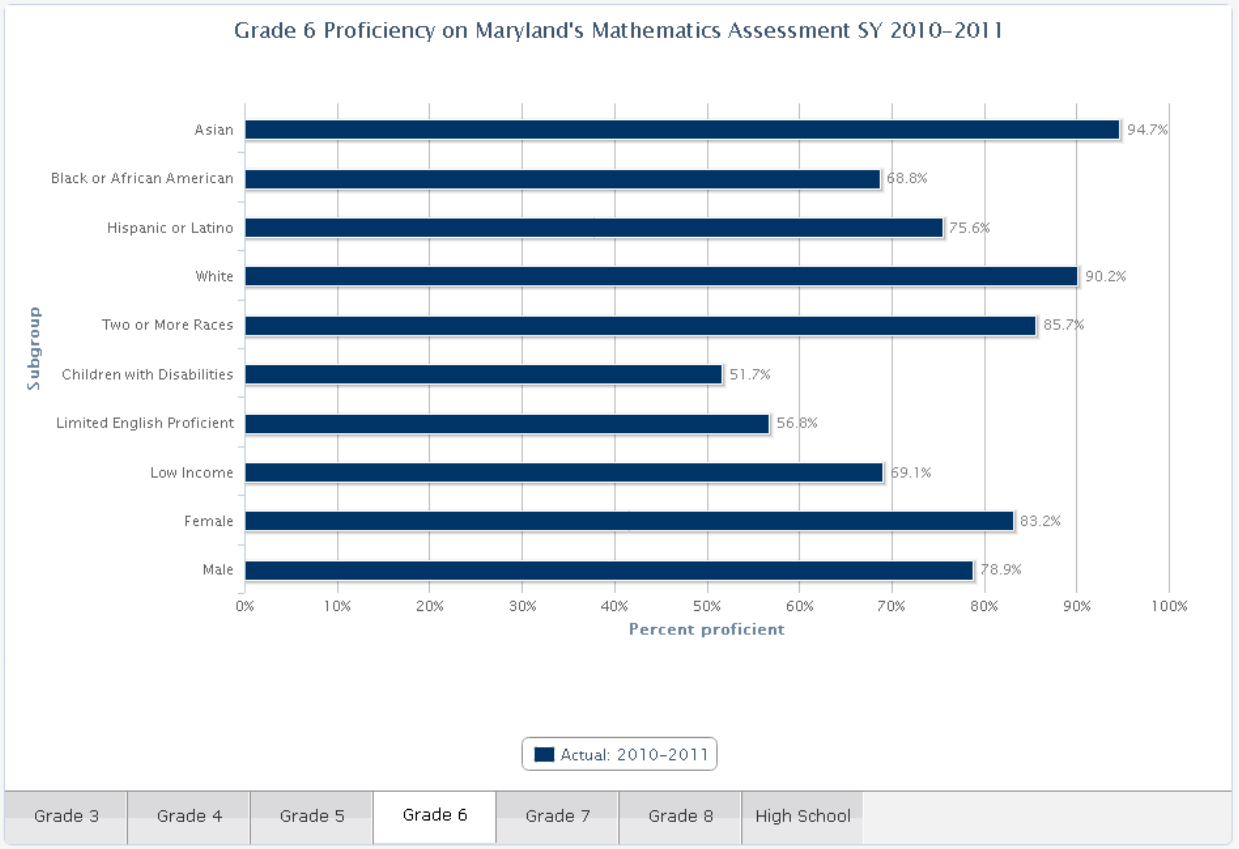
High School Proficiency on Maryland's ELA Assessment SY 2010–2011

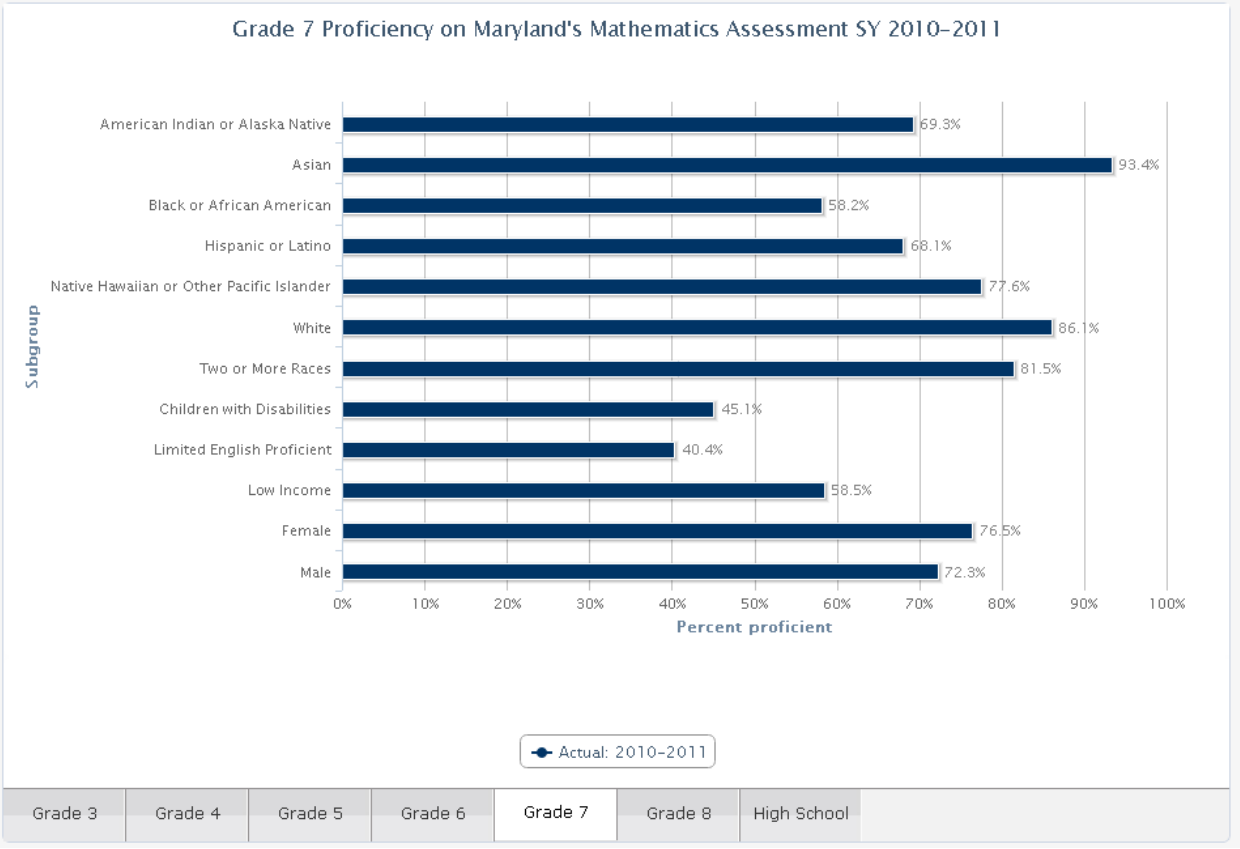


Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | **High School**

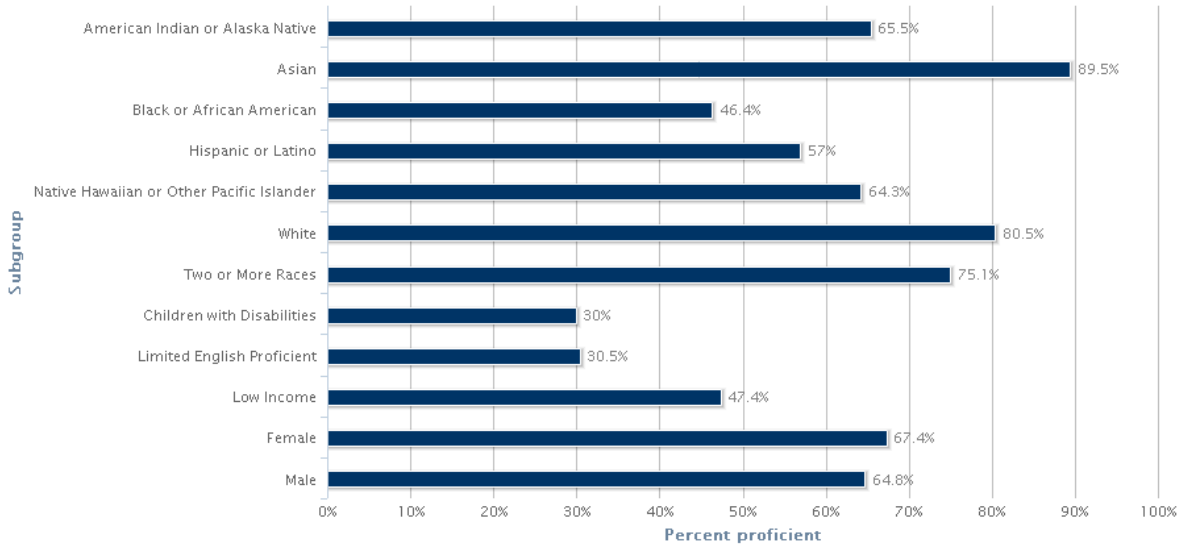

Grade 4 Proficiency on Maryland's Mathematics Assessment SY 2010–2011
Asian
Black or African American
Hispanic or Latino
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
> 97%
82.7%
88.3%
95.8%
93.8%
65.7%
81.3%
84.1%
91.4%
89.3%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010–2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School


Grade 5 Proficiency on Maryland's Mathematics Assessment SY 2010–2011
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
80%
94.8%
70.7%
78%
84.7%
90.7%
86.6%
55.2%
64.8%
71.6%
83.6%
81%
Subgroup
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010–2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School


Grade 6 Proficiency on Maryland's Mathematics Assessment SY 2010–2011
Subgroup
Asian
Black or African American
Hispanic or Latino
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
94.7%
68.8%
75.6%
90.2%
85.7%
51.7%
56.8%
69.1%
83.2%
78.9%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010–2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School

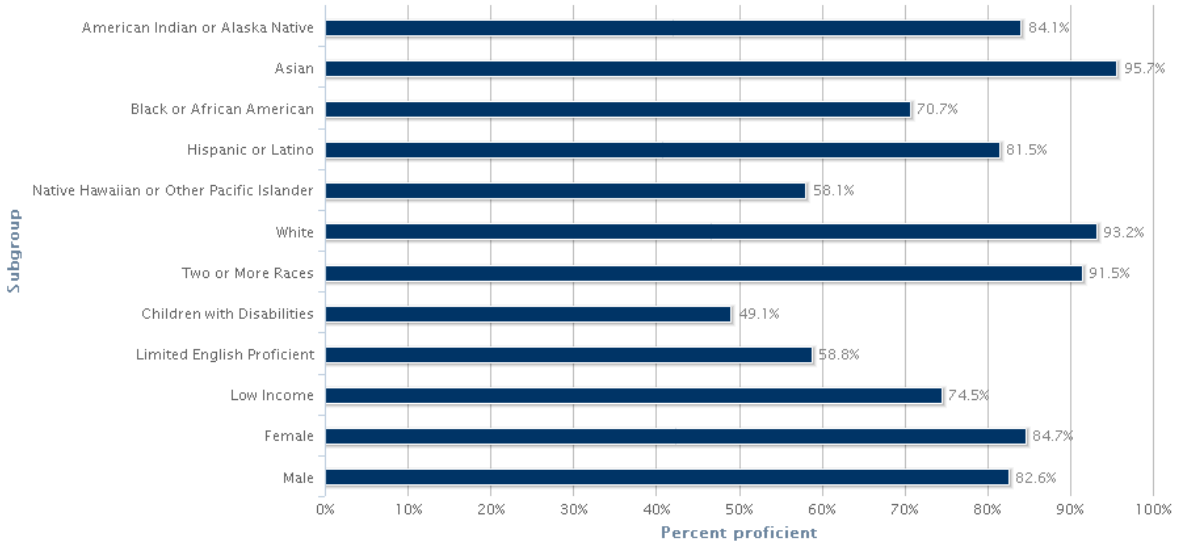

Grade 7 Proficiency on Maryland's Mathematics Assessment SY 2010–2011
Subgroup
American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latino
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Children with Disabilities
Limited English Proficient
Low Income
Female
Male
69.3%
93.4%
58.2%
68.1%
77.6%
86.1%
81.5%
45.1%
40.4%
58.5%
76.5%
72.3%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percent proficient
Actual: 2010–2011
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
High School

Grade 8 Proficiency on Maryland's Mathematics Assessment SY 2010-2011



Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School

High School Proficiency on Maryland's Mathematics Assessment SY 2010-2011

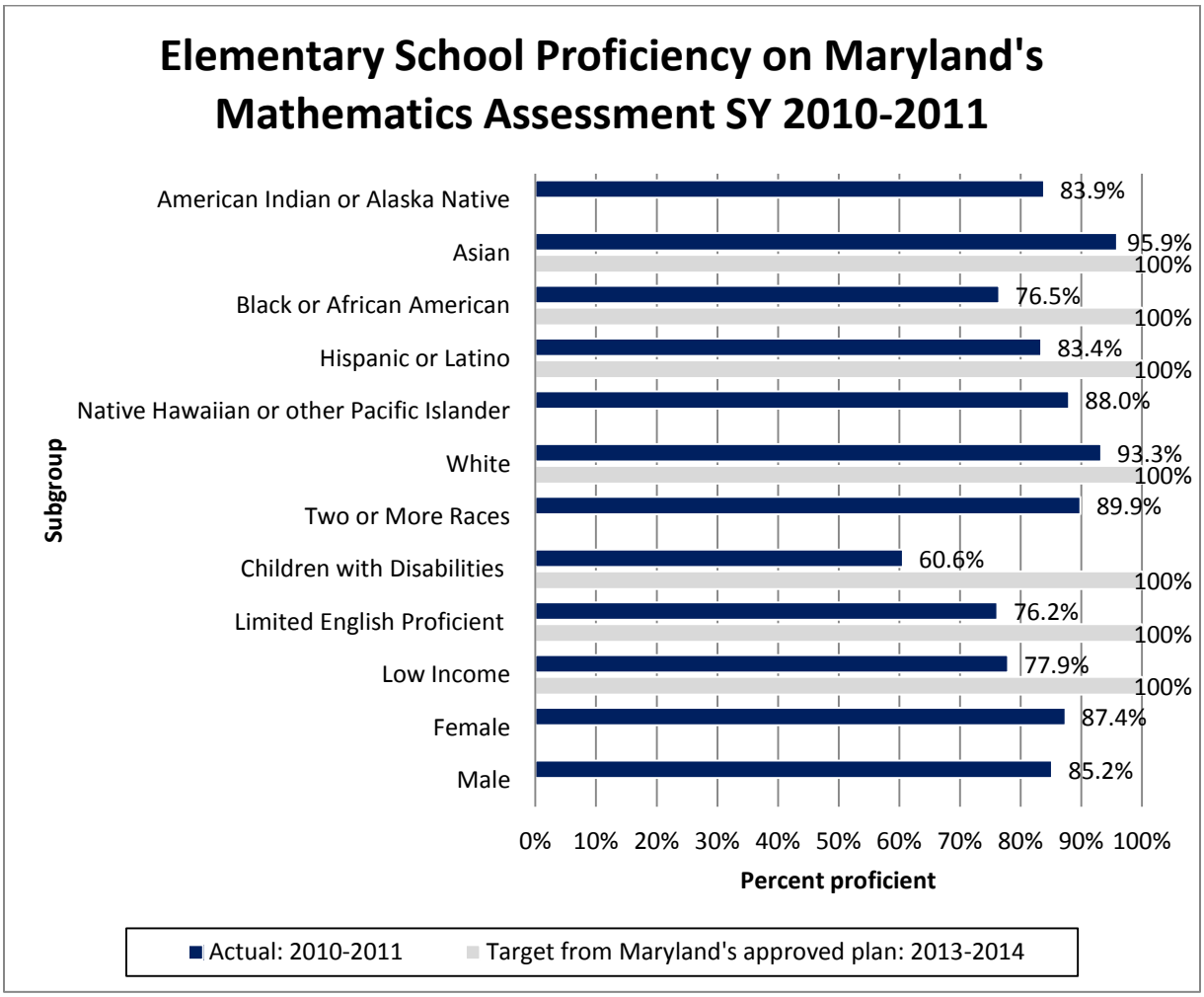


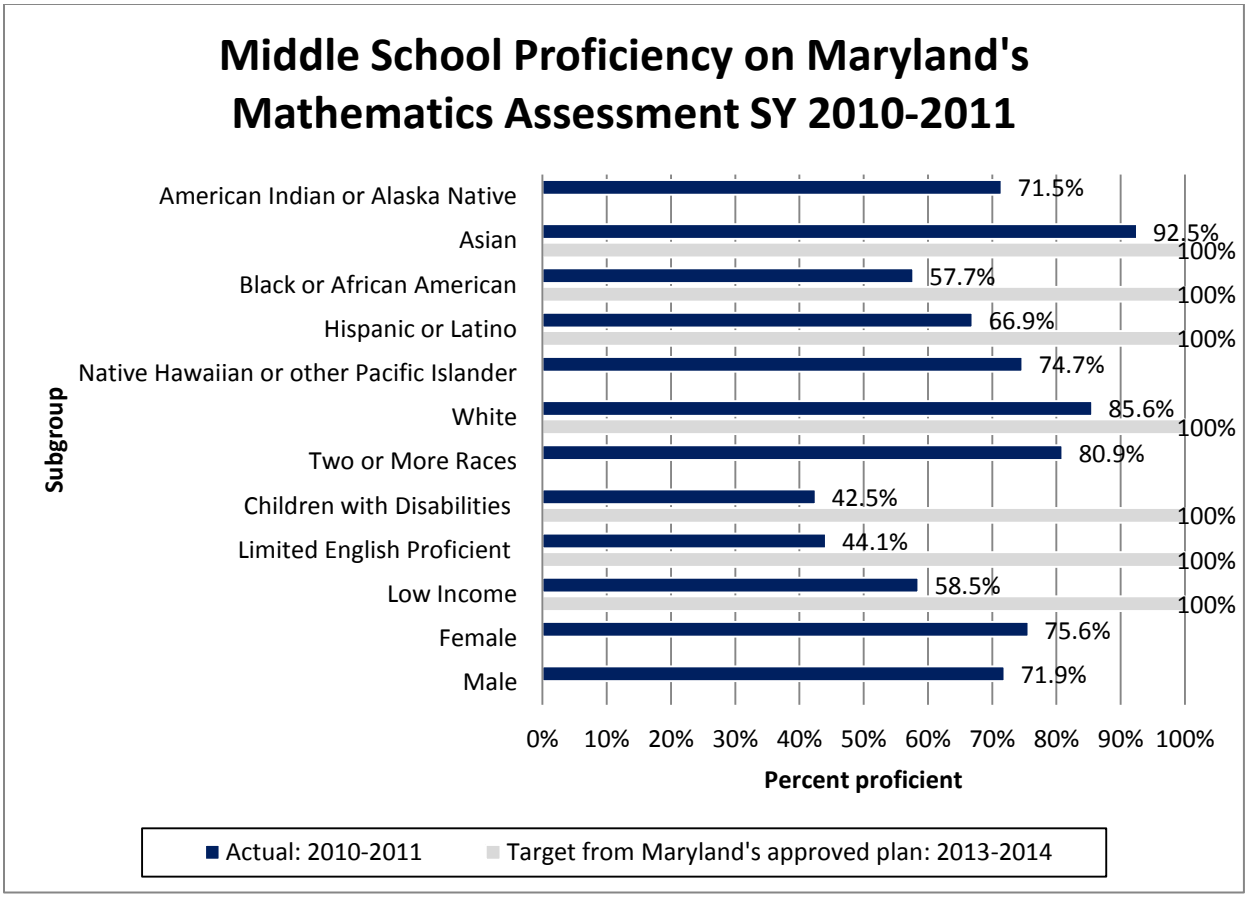
Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | High School

Mathematics assessment results

The Department is transitioning from five to seven racial/ethnic groups to report English language arts and mathematics proficiency results. As a result, data for SY 2009-2010 racial/ethnic groups reported in alignment with this transition is not directly comparable to data for SY 2010-2011 racial/ethnic groups.

Maryland did not provide targets for each subgroup by grade in the State's approved plan. Maryland did provide targets for grade span, elementary school and middle school proficiency, as seen below.





<n indicates that data has been suppressed because of a small count.

- - indicates that data are not available.

N/A indicates not applicable, e.g., the State did not specify a target in its approved plan, or the element is not applicable this year.

Elementary School Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2013-2014**
American Indian or Alaska Native	83.9%	N/A
Asian	95.9%	100%
Black or African American	76.5%	100%
Hispanic or Latino	83.4%	100%
Native Hawaiian or other Pacific Islander	88.0%	N/A
White	93.3%	100%
Two or More Races	89.9%	N/A
Children with Disabilities	60.6%	100%
Limited English Proficient	76.2%	100%
Low Income	77.9%	100%
Female	87.4%	N/A
Male	85.2%	N/A

Elementary School Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	88.7%
Asian or Pacific Islander	95.8%
Black, non-Hispanic	78.2%
Hispanic	82.2%
White, non-Hispanic	92.9%
Children with Disabilities	63.7%
Limited English Proficient	75.9%
Low Income	78.4%
Female	87.5%
Male	85.5%

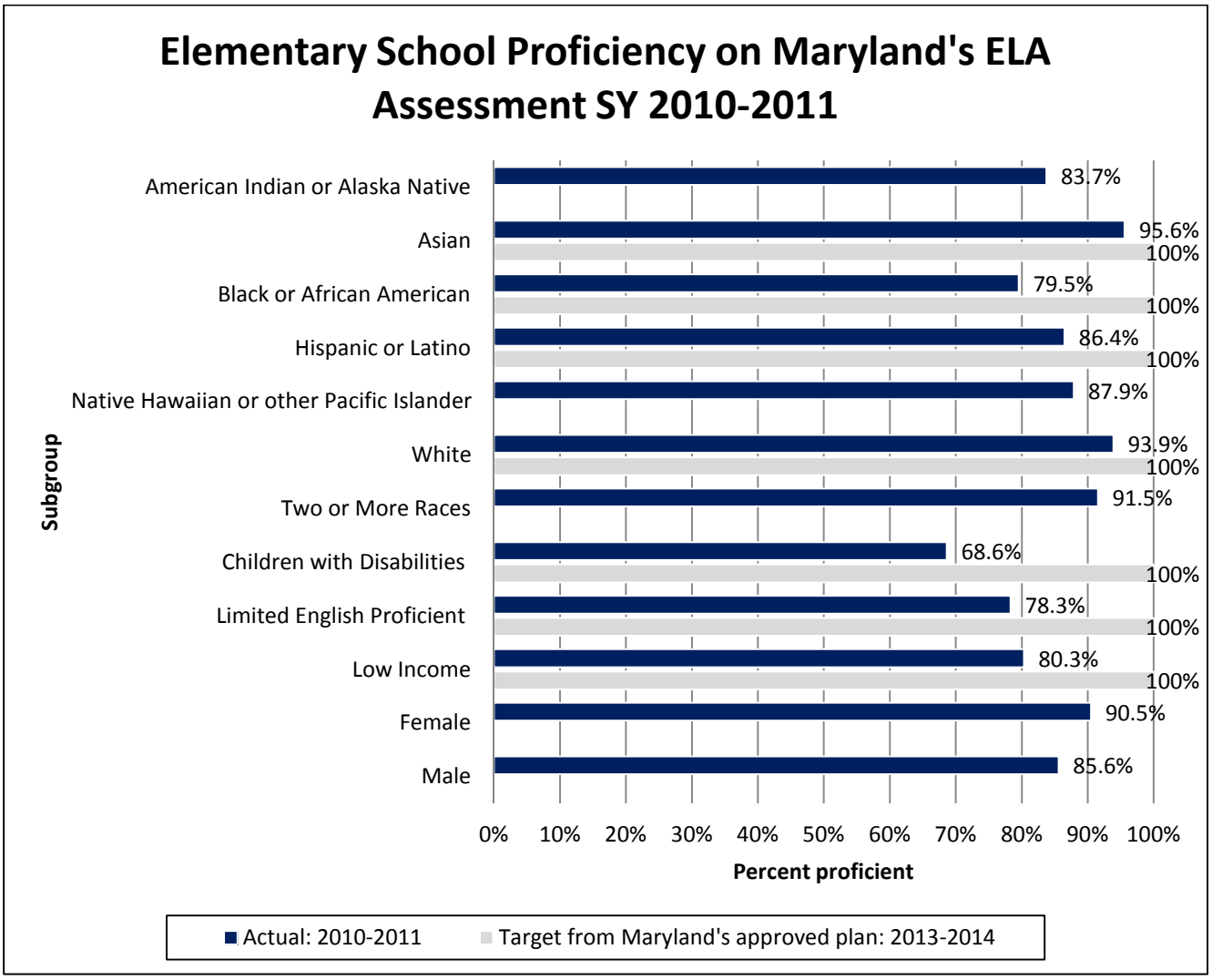
Middle School Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2013-2014**
American Indian or Alaska Native	71.5%	N/A
Asian	92.5%	100%
Black or African American	57.7%	100%
Hispanic or Latino	66.9%	100%
Native Hawaiian or other Pacific Islander	74.7%	N/A
White	85.6%	100%
Two or More Races	80.9%	N/A
Children with Disabilities	42.5%	100%
Limited English Proficient	44.1%	100%
Low Income	58.5%	100%
Female	75.6%	N/A
Male	71.9%	N/A

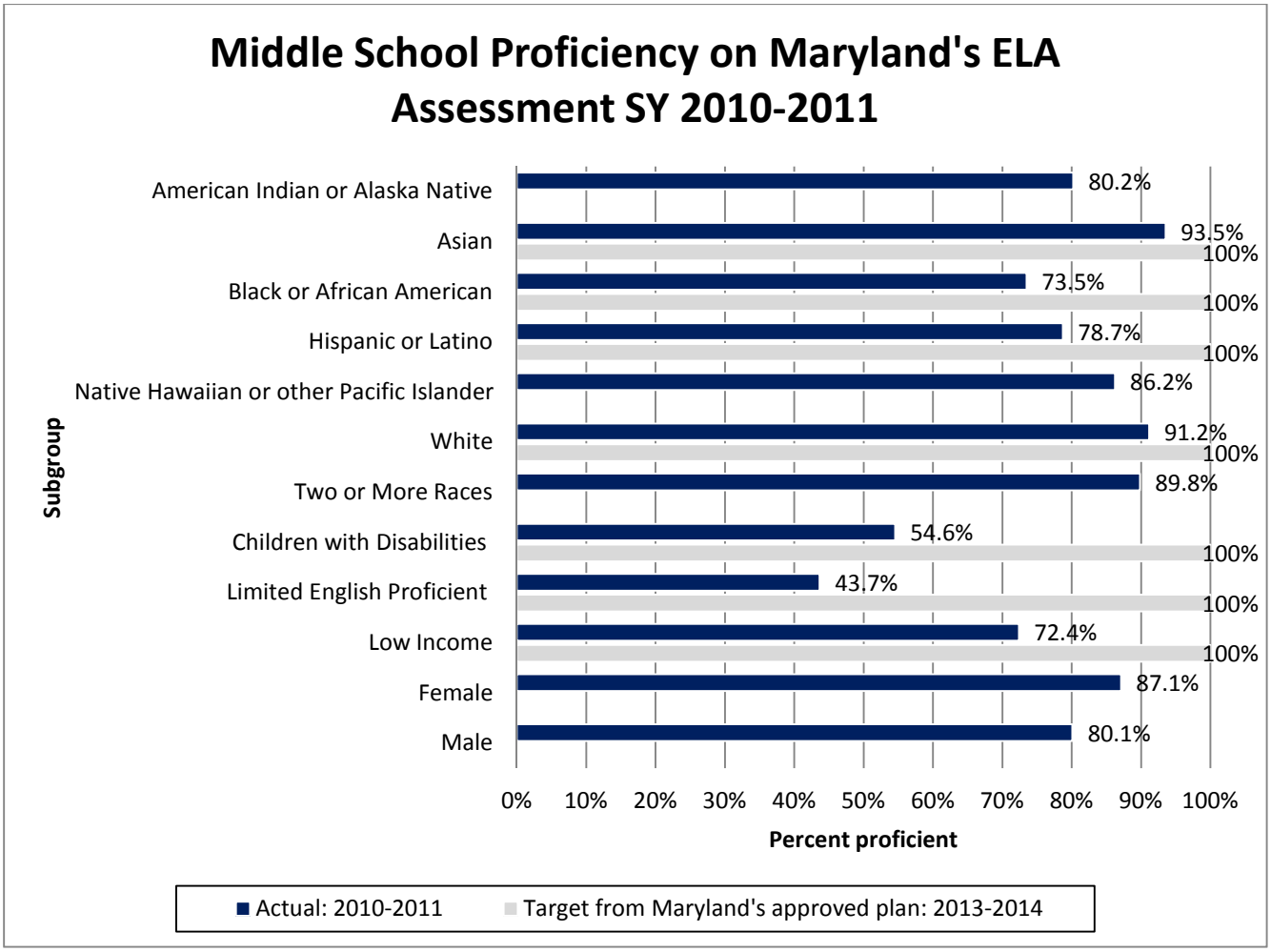
Middle School Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	74.1%
Asian or Pacific Islander	91.8%
Black, non-Hispanic	57.1%
Hispanic	64.1%
White, non-Hispanic	84.6%
Children with Disabilities	44.5%
Limited English Proficient	44.2%
Low Income	57.3%
Female	74.7%
Male	70.7%

English language arts (ELA) assessment results

The Department is transitioning from five to seven racial/ethnic groups to report English language arts and mathematics proficiency results. As a result, data for SY 2009-2010 racial/ethnic groups reported in alignment with this transition is not directly comparable to data for SY 2010-2011 racial/ethnic groups.

Maryland did not provide targets for each subgroup by grade in the State's approved plan. Maryland did provide targets for grade span, elementary school and middle school proficiency, as seen below.





<n Indicates that data has been suppressed because of a small count.	**--** Indicates that data are not available.	**N/A** Indicates not applicable, e.g., the State did not specify a target in its approved plan, or the element is not applicable this year.

Elementary School Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2013-2014**
American Indian or Alaska Native	83.7%	N/A
Asian	95.6%	100%
Black or African American	79.5%	100%
Hispanic or Latino	86.4%	100%
Native Hawaiian or other Pacific Islander	87.9%	N/A
White	93.9%	100%
Two or More Races	91.5%	N/A
Children with Disabilities	68.6%	100%
Limited English Proficient	78.3%	100%
Low Income	80.3%	100%
Female	90.5%	N/A
Male	85.6%	N/A

Elementary School Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	88.3%
Asian or Pacific Islander	94.7%
Black, non-Hispanic	79.4%
Hispanic	82.3%
White, non-Hispanic	93.1%
Children with Disabilities	69.1%
Limited English Proficient	73.7%
Low Income	78.7%
Female	89.5%
Male	84.5%

Middle School Proficiency SY 2010-2011		
Category	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2013-2014**
American Indian or Alaska Native	80.2%	N/A
Asian	93.5%	100%
Black or African American	73.5%	100%
Hispanic or Latino	78.7%	100%
Native Hawaiian or other Pacific Islander	86.2%	N/A
White	91.2%	100%
Two or More Races	89.8%	N/A
Children with Disabilities	54.6%	100%
Limited English Proficient	43.7%	100%
Low Income	72.4%	100%
Female	87.1%	N/A
Male	80.1%	N/A

Middle School Proficiency SY 2009-2010	
Category	**Baseline: SY 2009-2010**
American Indian or Alaska Native	83.9%
Asian or Pacific Islander	93.3%
Black, non-Hispanic	73.5%
Hispanic	76.4%
White, non-Hispanic	90.3%
Children with Disabilities	56.7%
Limited English Proficient	47.5%
Low Income	71.5%
Female	86.7%
Male	79.1%

Student Outcomes Data: NAEP Results

Collapse All

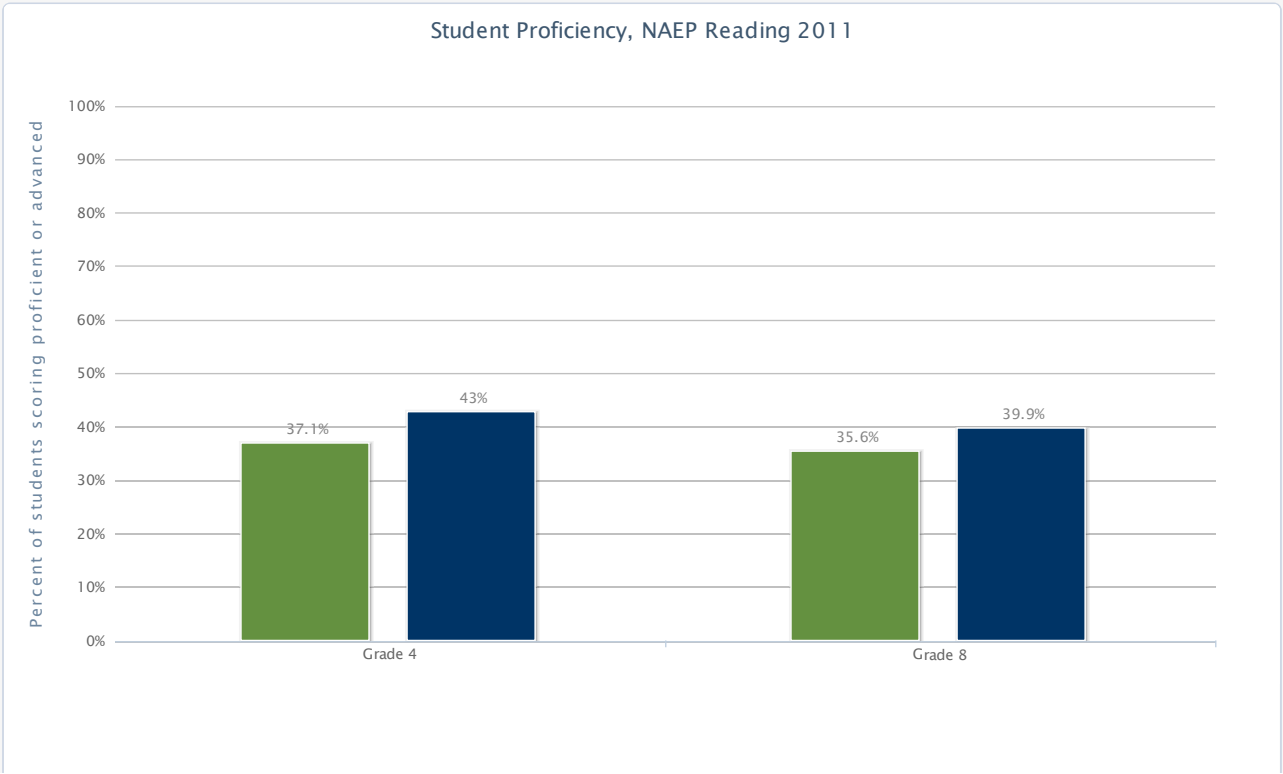
NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Maryland's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

Maryland provided targets for students scoring basic or above. Please see the supplemental files section to access this data.



Percentages | Scale Score

View Table (Accessible)

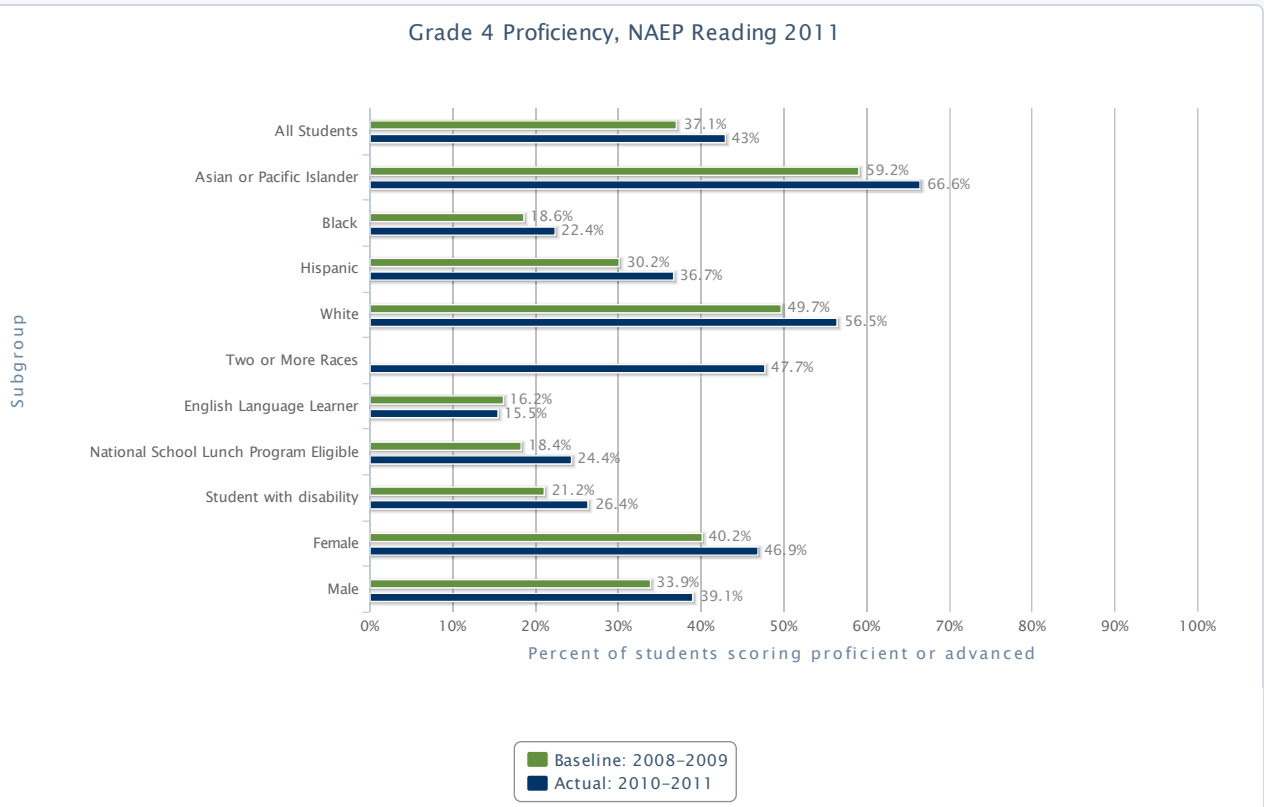
NOTE:

Percentages:
The percentage of Maryland's grade 4 students who were at or above Proficient in reading in 2011 was significantly higher (p <.05) than in 2009.
The percentage of Maryland

Close

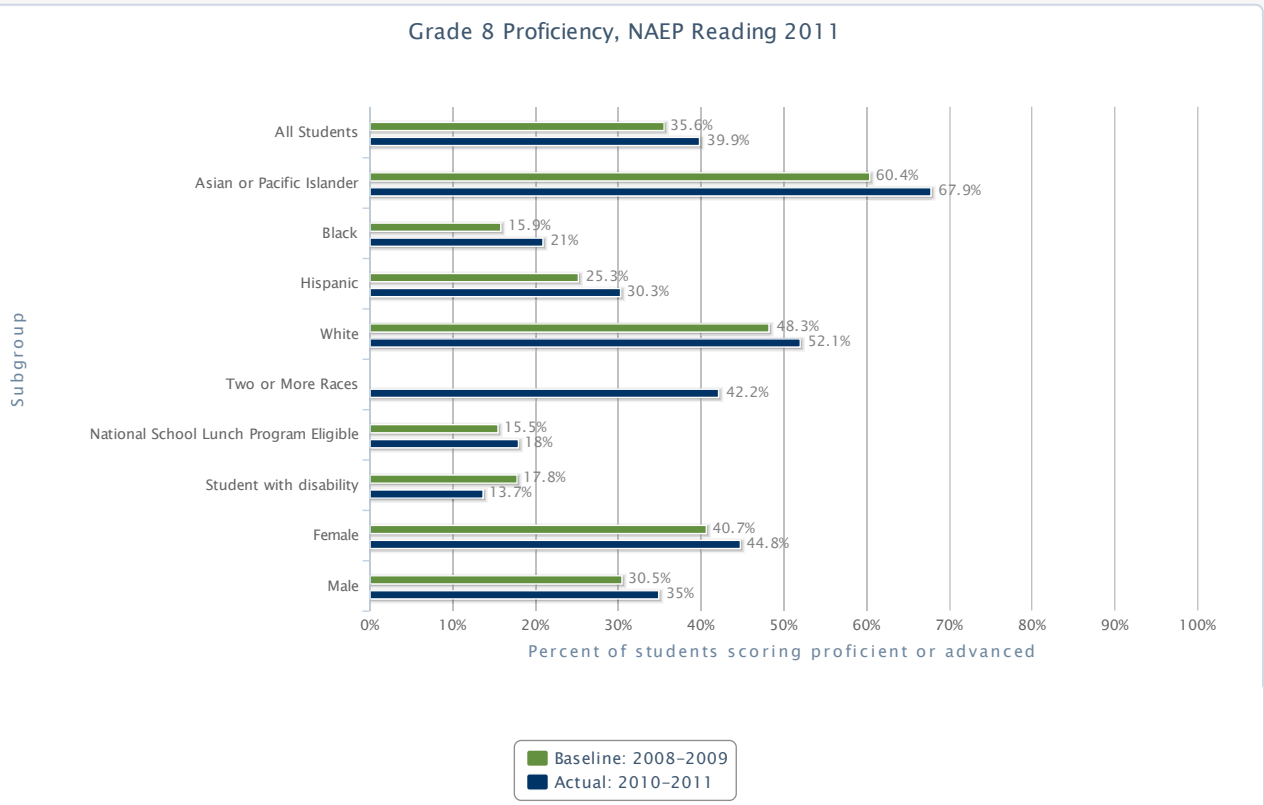
Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	37.1%	43%	226	230.8
Grade 8	35.6%	39.9%	267.3	271.2

View Table Key



Percentages | Scale Score

View Table (Accessible)



Percentages | Scale Score

View Table (Accessible)

Grade 4 Proficiency				
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	<n	<n
Asian/Pacific Islander	59.2%	66.6%	245.5	251.2
Black	18.6%	22.4%	210.1	213.5
Hispanic	30.2%	36.7%	221.1	225.5
White	49.7%	56.5%	236.6	241.9
Two or More Races	<n	47.7%	<n	235.4
English Language Learner	16.2%	15.5%	208.3	205.2
National School Lunch Program Eligible	18.4%	24.4%	209.7	214.6
Student with Disability	21.2%	26.4%	210.8	215.2
Female	40.2%	46.9%	229.4	234.3
Male	33.9%	39.1%	222.5	227.2
View Table Key				

Grade 8 Proficiency				
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	<n	<n
Asian/Pacific Islander	60.4%	67.9%	285.5	293.7
Black	15.9%	21%	250.4	255.4

Hispanic	25.3%	30.3%	258.3	261.7
White	48.3%	52.1%	278.7	281.7
Two or More Races	<n	42.2%	<n	275.7
English Language Learner	<n	<n	<n	<n
National School Lunch Program Eligible	15.5%	18%	249.7	252.8
Student with Disability	17.8%	13.7%	246.7	247.8
Female	40.7%	44.8%	272.4	275.4
Male	30.5%	35%	262.2	267
View Table Key				

Close Subgroup Graphs

Back to the Top

NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

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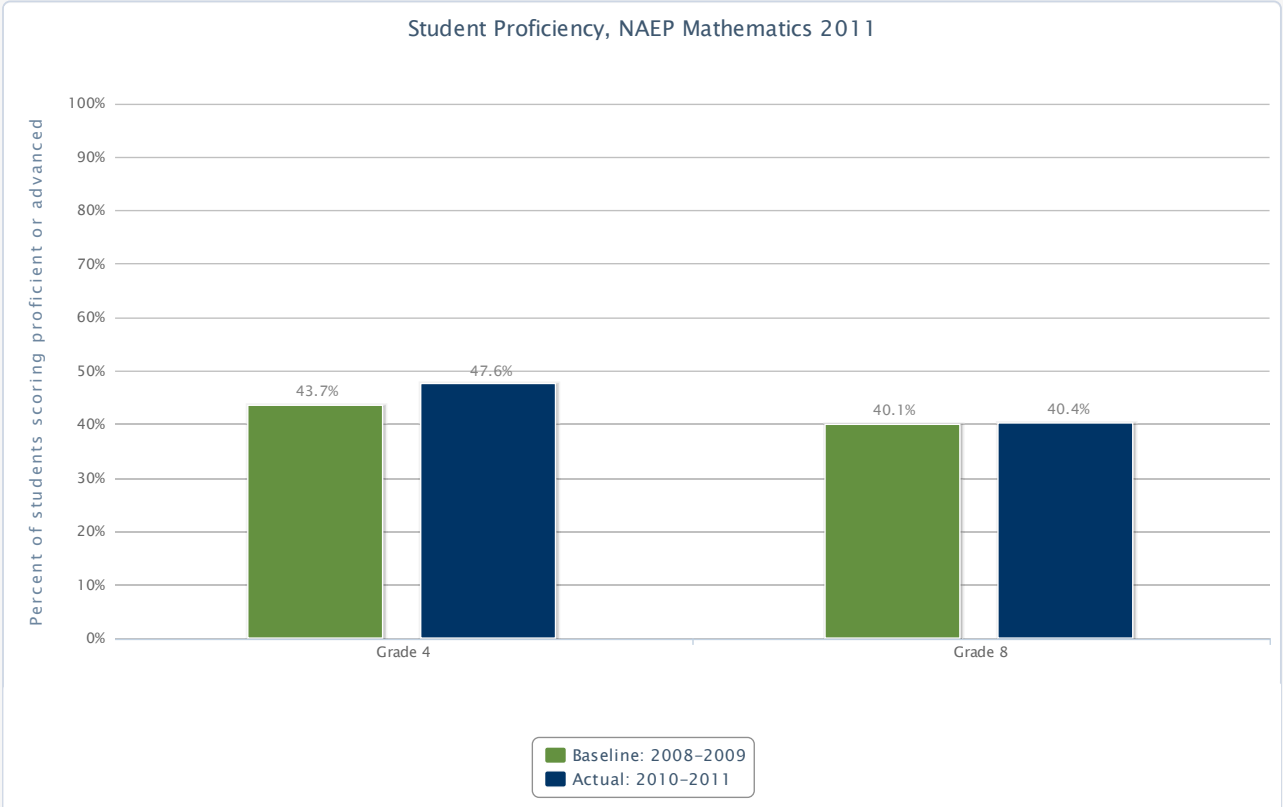
Maryland provided targets for students scoring basic or above. Please see the supplemental files section to access this data.



Percentages | Scale Score

View Table (Accessible)

NOTE:

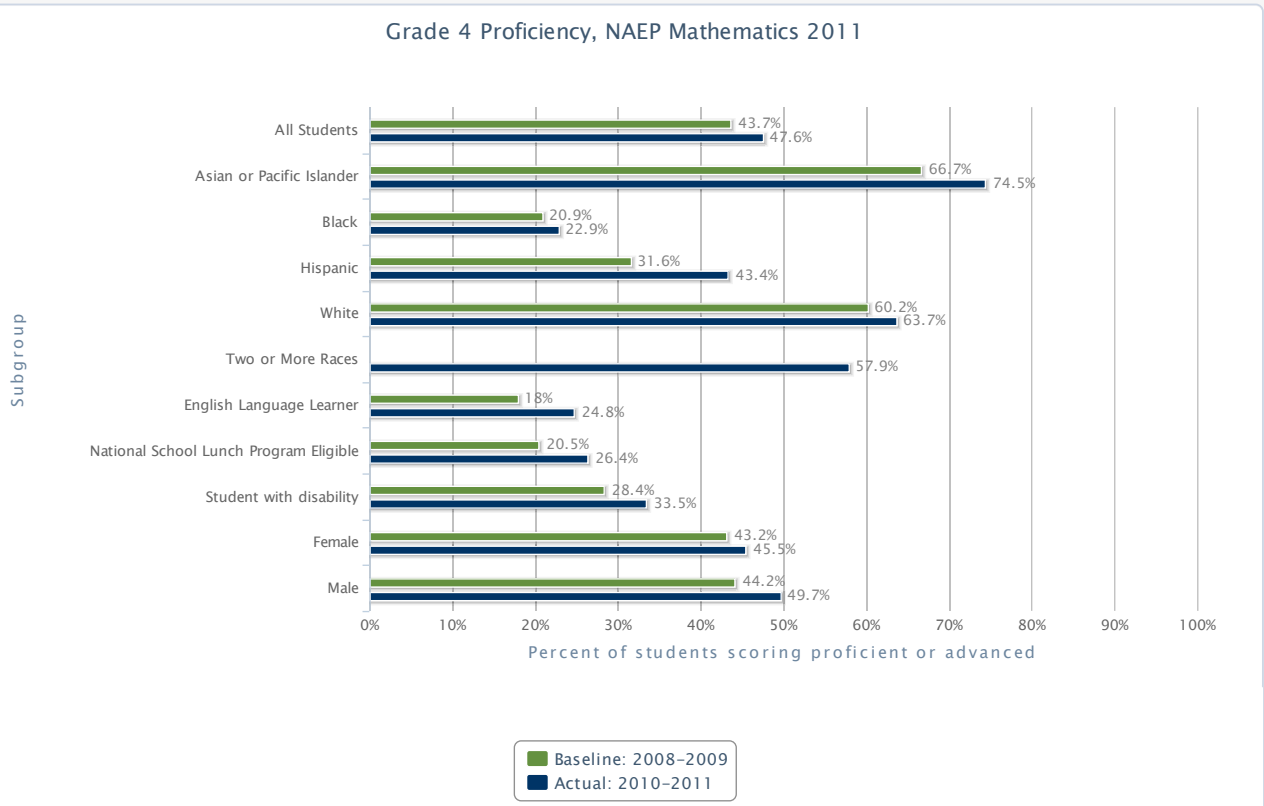
Percentages:
The percentage of Maryland's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.
The percentage of Maryland's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

Scale Score:
Maryland's grade 4 mathematics score was significantly higher ($p < .05$) in 2011 than in 2009.
Maryland's grade 8 mathematics score was not significantly different in 2011 than in 2009.

Close

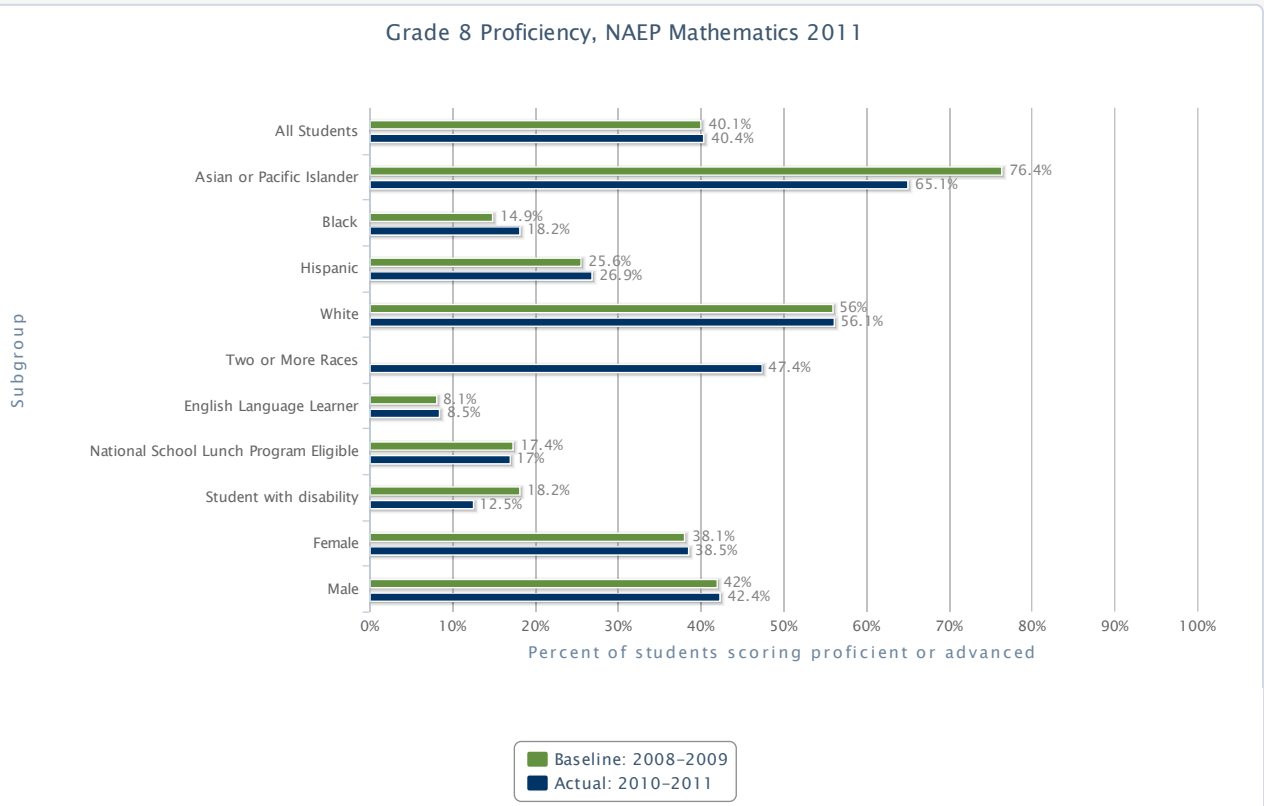
Student proficiency on NAEP mathematics	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	43.7%	47.6%	243.8	247.1
Grade 8	40.1%	40.4%	288.3	288

View Table Key



Percentages | Scale Score

View Table (Accessible)



Percentages | Scale Score

View Table (Accessible)

Grade 4 Proficiency				
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	<n	<n
Asian/Pacific Islander	66.7%	74.5%	259.3	267.1
Black	20.9%	22.9%	228.2	229.8
Hispanic	31.6%	43.4%	237.5	244.7
White	60.2%	63.7%	254.7	257.8
Two or More Races	<n	57.9%	<n	256.2
English Language Learner	18%	24.8%	227.9	232.3
National School Lunch Program Eligible	20.5%	26.4%	229.2	232.5
Student with Disability	28.4%	33.5%	229.1	235.3
Female	43.2%	45.5%	243.3	245.7
Male	44.2%	49.7%	244.2	248.4
View Table Key				

Grade 8 Proficiency				
Subgroup	**Baseline (percentage): SY 2008-2009**	**Actual (percentage): SY 2010-2011**	**Baseline (scale score): SY 2008-2009**	**Actual (scale score): SY 2010-2011**
American Indian/Alaska Native	<n	<n	<n	<n
Asian/Pacific Islander	76.4%	65.1%	319.6	311.2
Black	14.9%	18.2%	265.8	267.2

Hispanic	25.6%	26.9%	274.9	273
White	56%	56.1%	302.9	303.2
Two or More Races	<n	47.4%	<n	295.9
English Language Learner	8.1%	8.5%	248.8	247.1
National School Lunch Program Eligible	17.4%	17%	267	266.4
Student with Disability	18.2%	12.5%	264.7	257.6
Female	38.1%	38.5%	286.9	286.7
Male	42%	42.4%	289.8	289.3
View Table Key				

Close Subgroup Graphs

Back to the Top

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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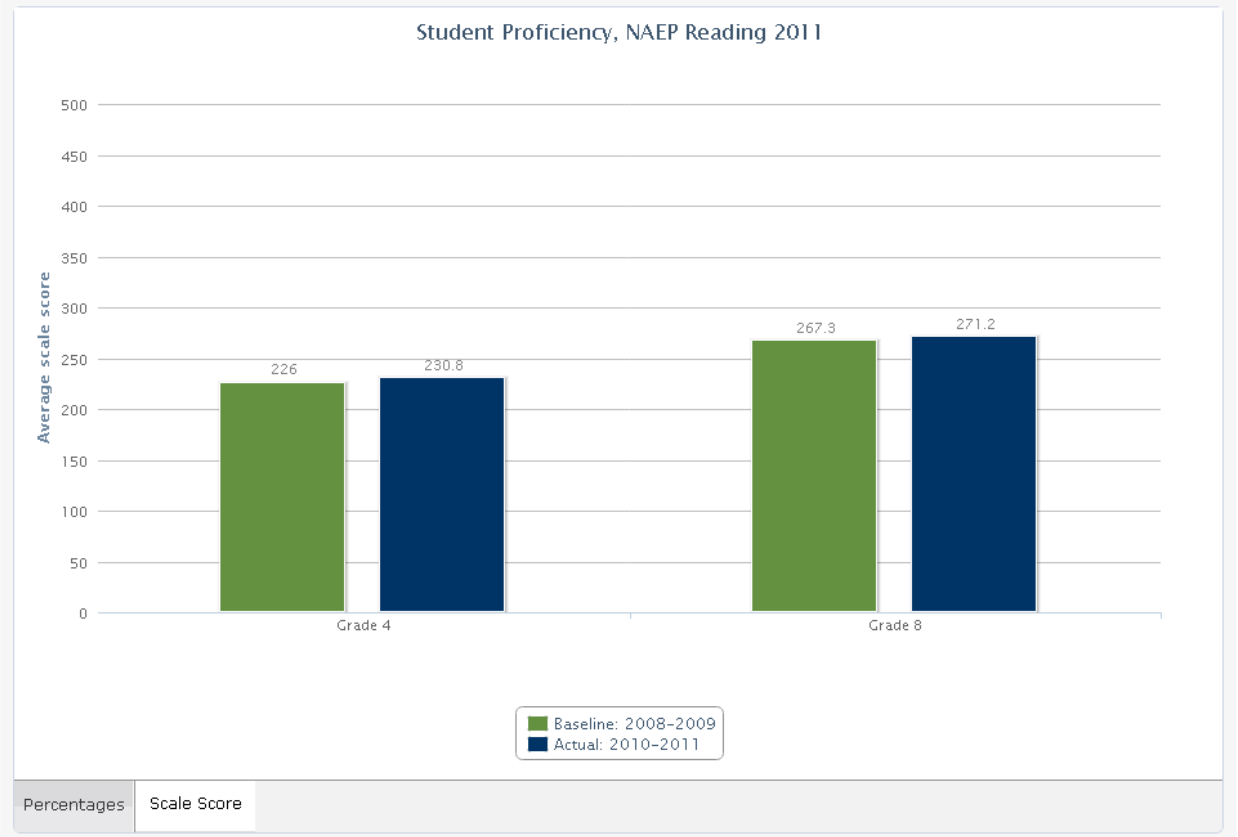
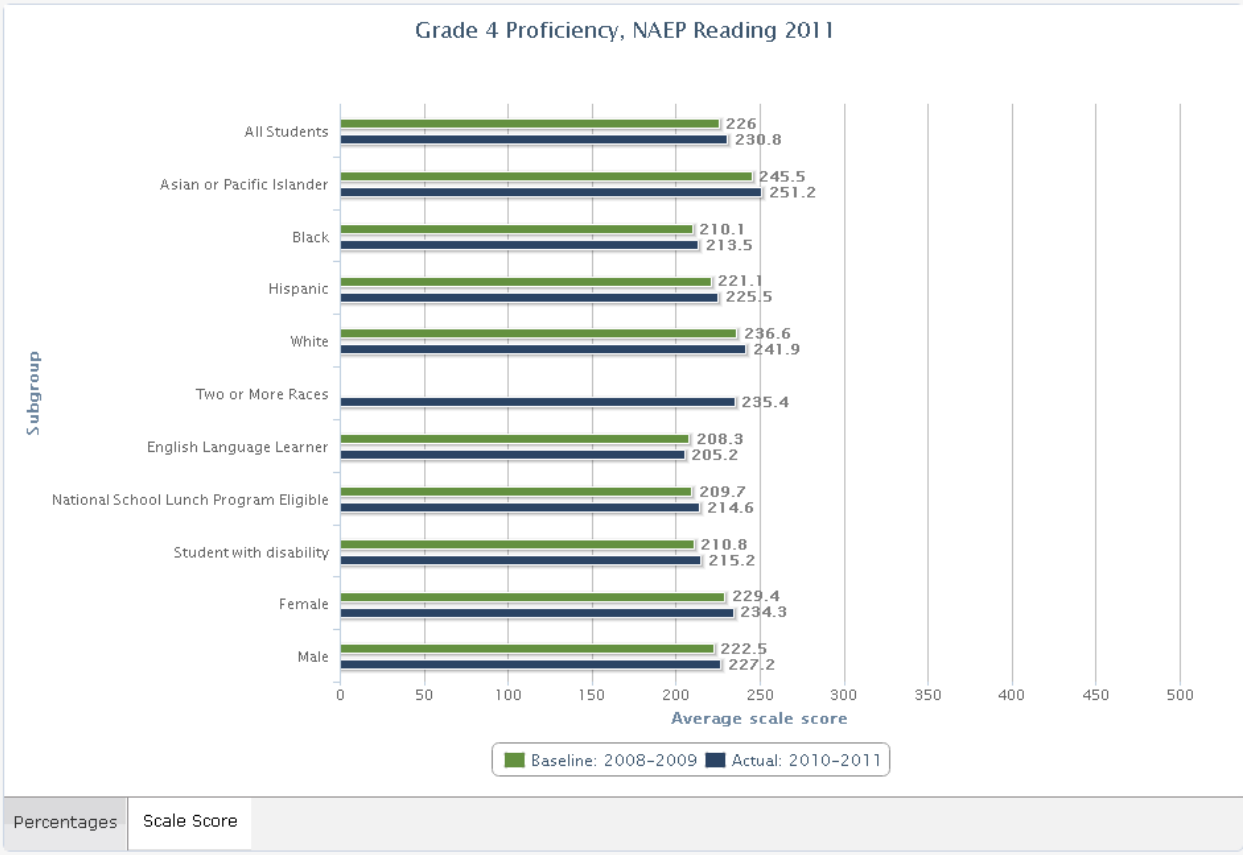
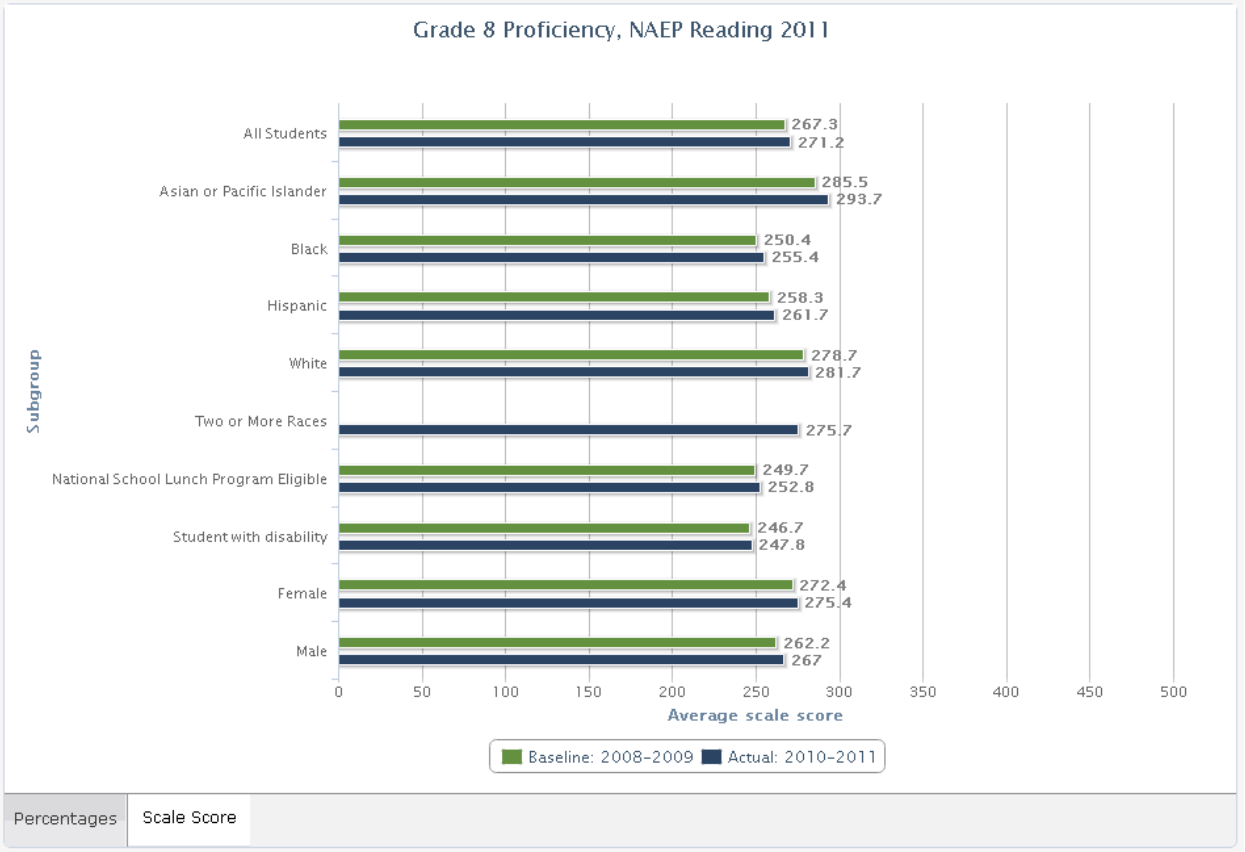
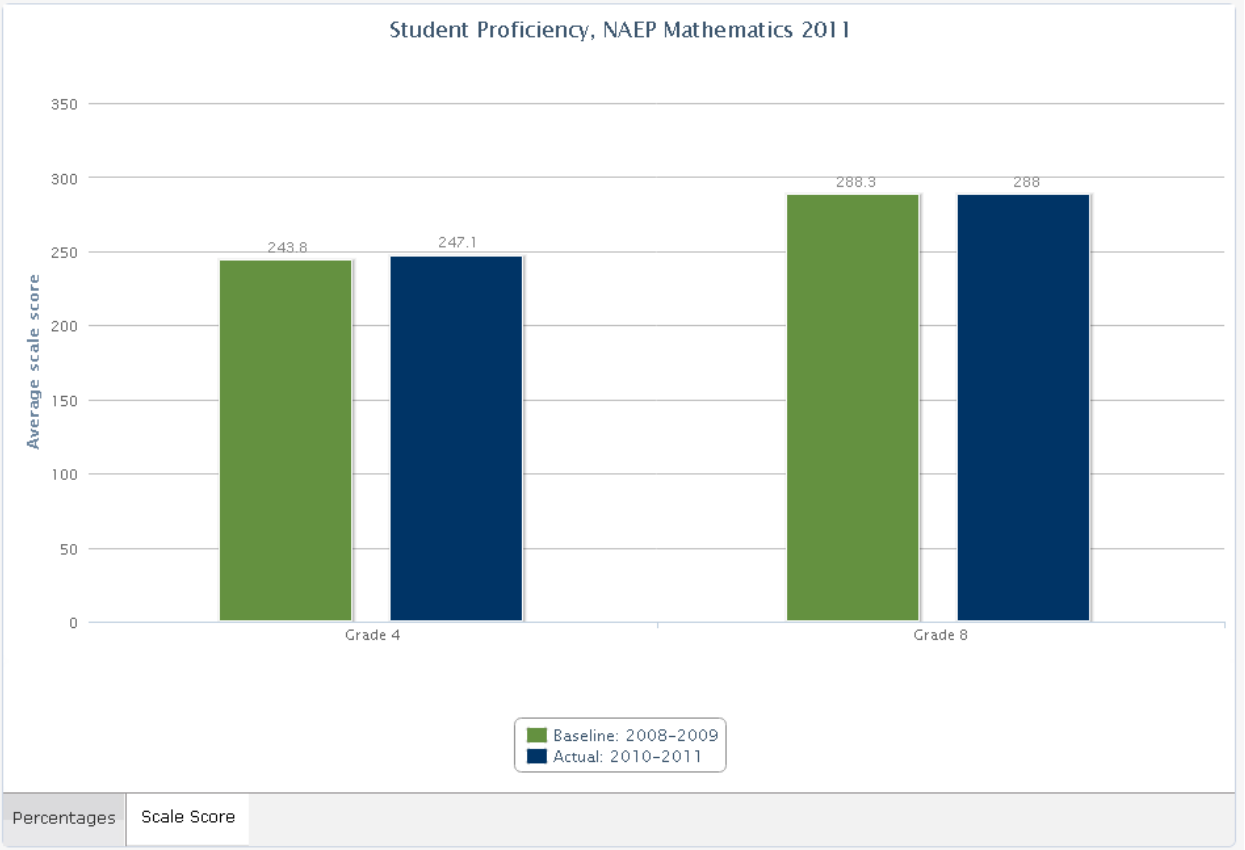
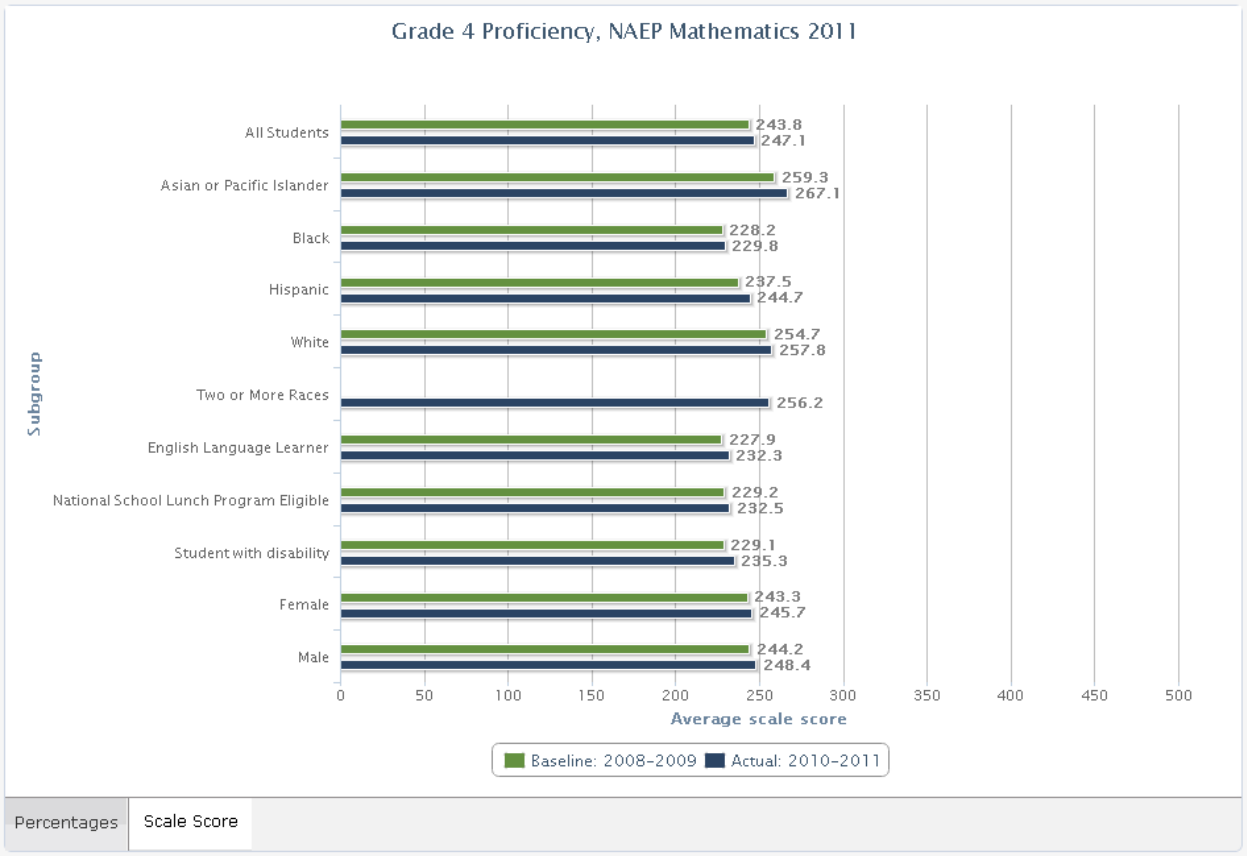
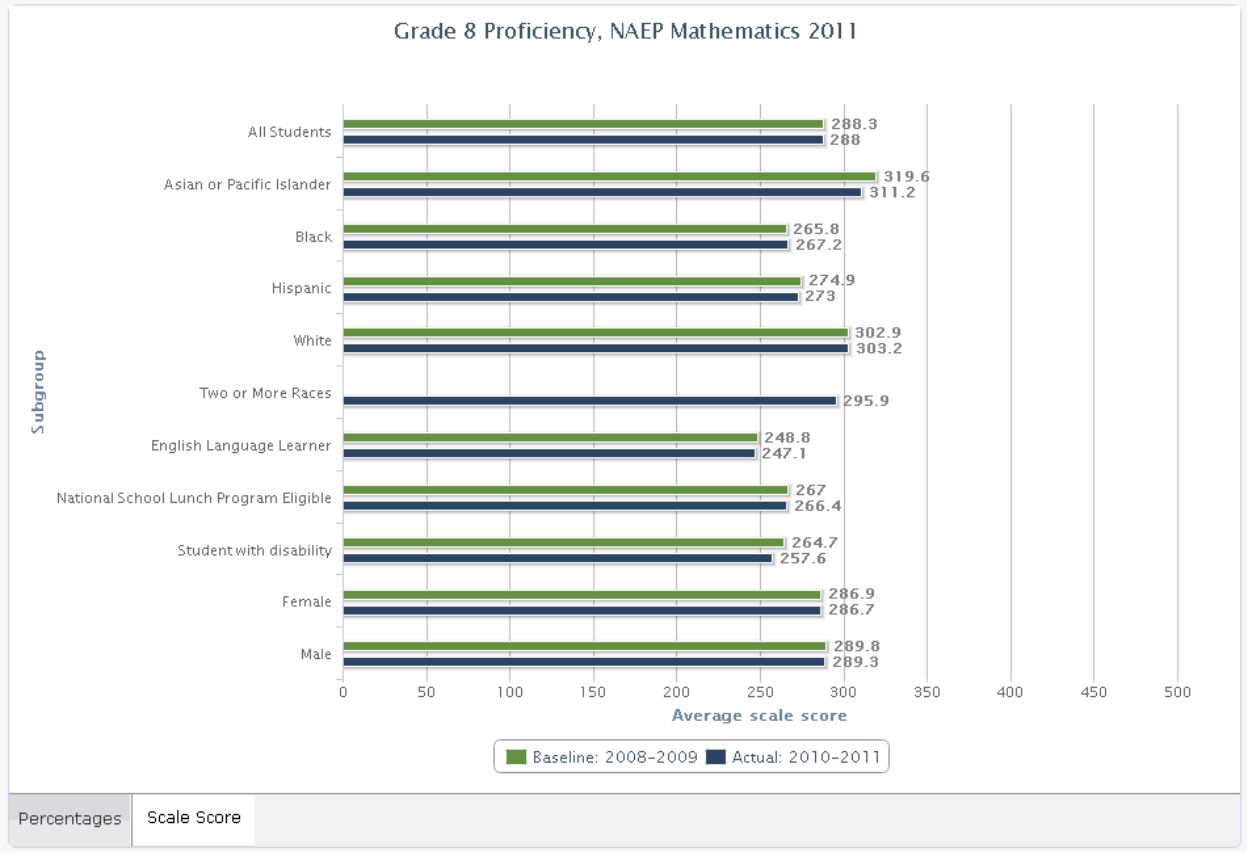

Student Proficiency, NAEP Reading 2011
Average scale score
500
450
400
350
300
250
200
150
100
50
0
226
230.8
267.3
271.2
Grade 4
Grade 8
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 4 Proficiency, NAEP Reading 2011
Subgroup
All Students
226
230.8
Asian or Pacific Islander
245.5
251.2
Black
210.1
213.5
Hispanic
221.1
225.5
White
236.6
241.9
Two or More Races
235.4
English Language Learner
208.3
205.2
National School Lunch Program Eligible
209.7
214.6
Student with disability
210.8
215.2
Female
229.4
234.3
Male
222.5
227.2
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 8 Proficiency, NAEP Reading 2011
All Students
Asian or Pacific Islander
Black
Hispanic
White
Two or More Races
National School Lunch Program Eligible
Student with disability
Female
Male
267.3
271.2
285.5
293.7
250.4
255.4
258.3
261.7
278.7
281.7
275.7
249.7
252.8
246.7
247.8
272.4
275.4
262.2
267
Subgroup
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008–2009
Actual: 2010–2011
Percentages
Scale Score


Student Proficiency, NAEP Mathematics 2011
350
300
250
200
150
100
50
0
Average scale score
243.8
247.1
288.3
288
Grade 4
Grade 8
Baseline: 2008–2009
Actual: 2010–2011
Percentages
Scale Score


Grade 4 Proficiency, NAEP Mathematics 2011
All Students
243.8
247.1
Asian or Pacific Islander
259.3
267.1
Black
228.2
229.8
Hispanic
237.5
244.7
White
254.7
257.8
Two or More Races
256.2
English Language Learner
227.9
232.3
National School Lunch Program Eligible
229.2
232.5
Student with disability
229.1
235.3
Female
243.3
245.7
Male
244.2
248.4
Subgroup
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score


Grade 8 Proficiency, NAEP Mathematics 2011
All Students
288.3
288
Asian or Pacific Islander
319.6
311.2
Black
265.8
267.2
Hispanic
274.9
273
White
302.9
303.2
Two or More Races
295.9
English Language Learner
248.8
247.1
National School Lunch Program Eligible
267
266.4
Student with disability
264.7
257.6
Female
286.9
286.7
Male
289.8
289.3
Subgroup
0
50
100
150
200
250
300
350
400
450
500
Average scale score
Baseline: 2008-2009
Actual: 2010-2011
Percentages
Scale Score

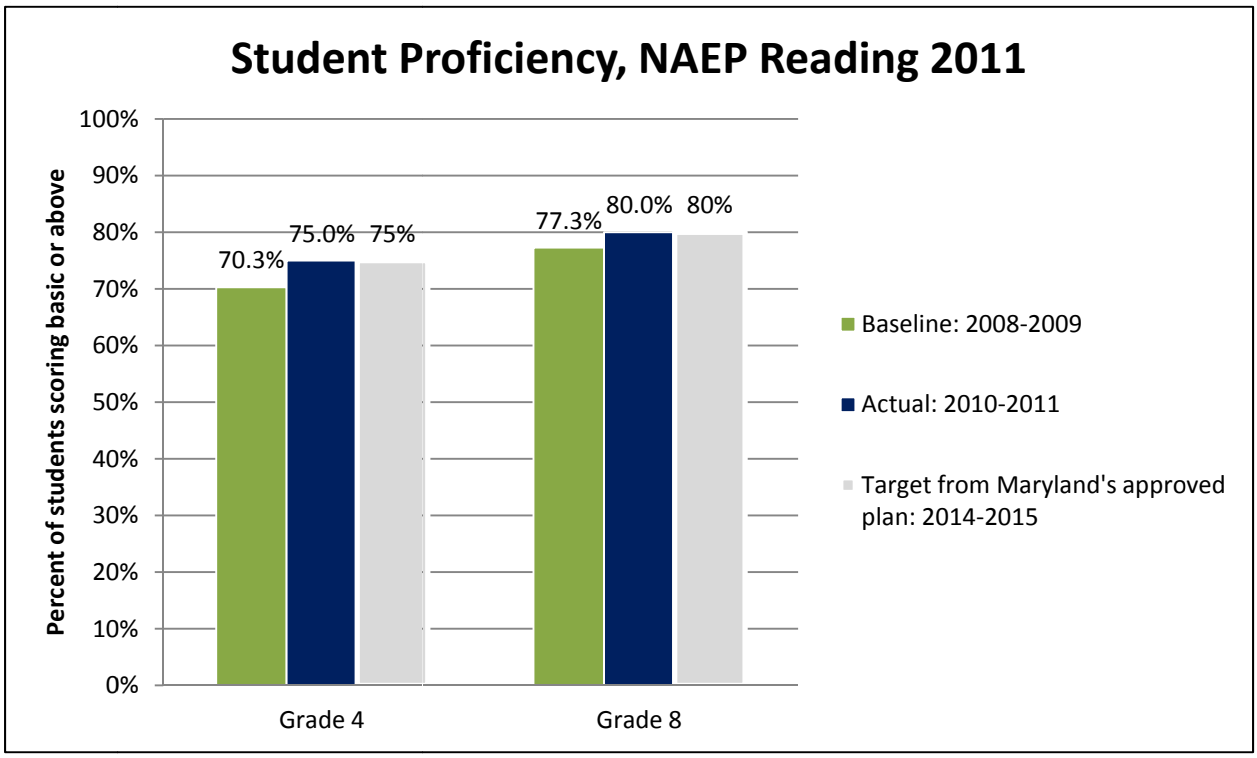
NAEP reading results

NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Maryland's NAEP reading results are provided by the Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Maryland's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

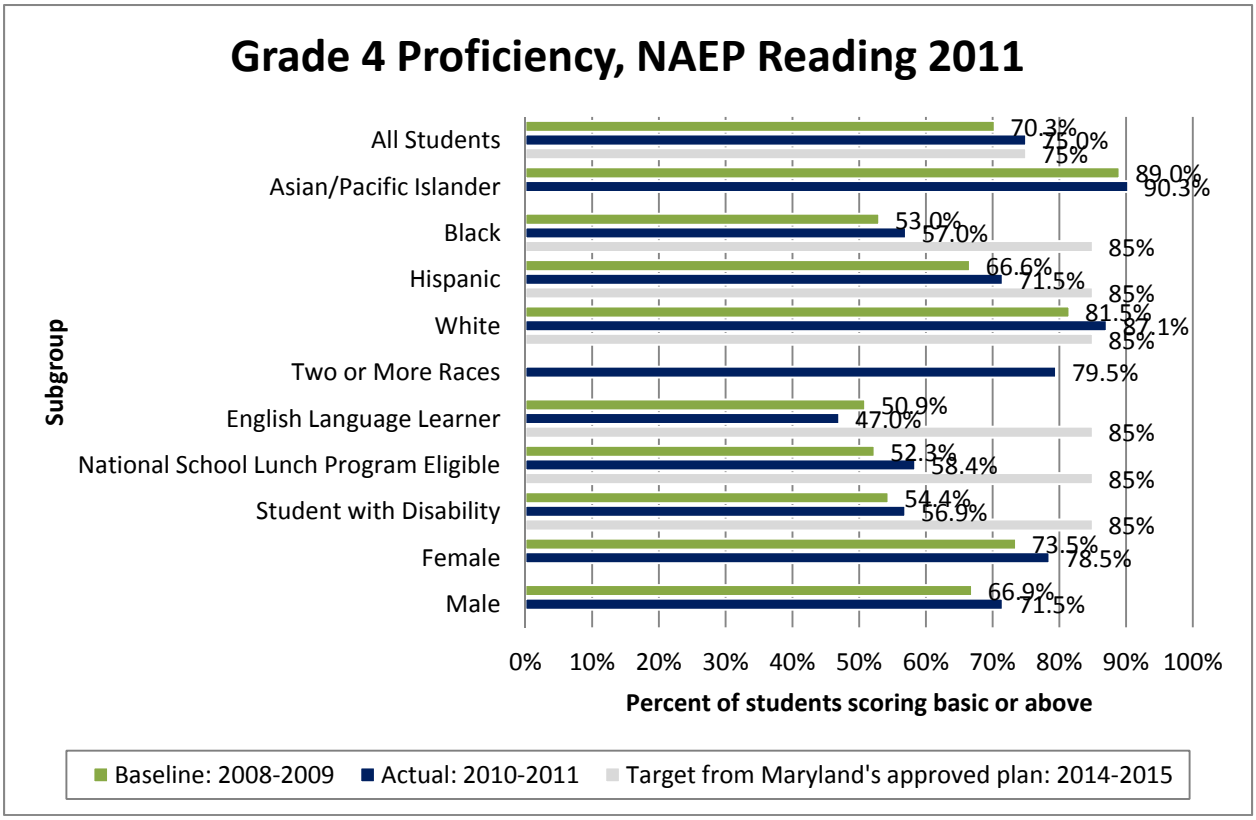
Maryland provided targets for students scoring basic or above, as seen below.

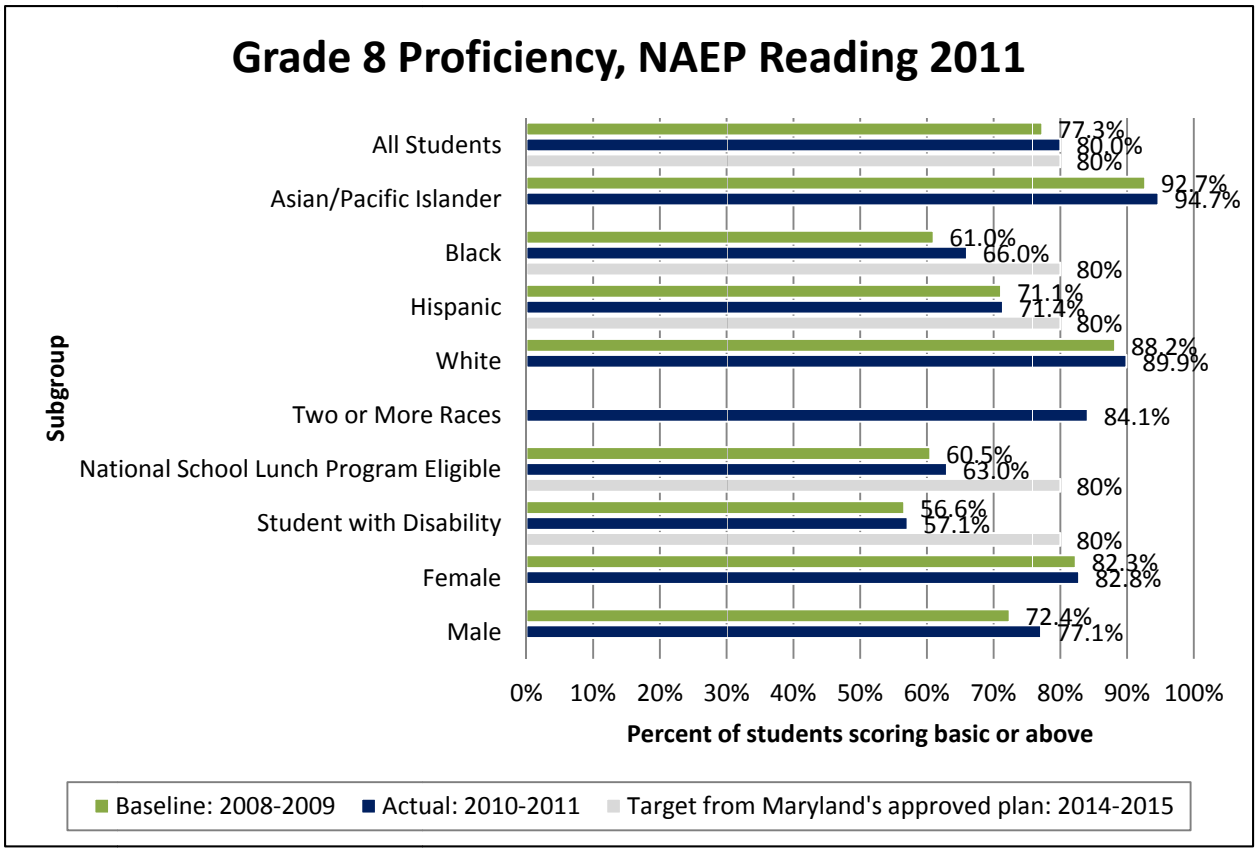


NOTE:
The percentage of Maryland's grade 4 students who were at or above Basic in reading in 2011 was significantly higher (p <.05) than in 2009.
The percentage of Maryland's grade 8 students who were at or above Basic in reading in 2011 was not significantly different than in 2009.

<n indicates reporting standards not me. Sample size insufficient to permit a reliable estimate.	- - indicates data not provided.	**N/A** indicates not applicable. State did not specify target in its approved.

Student proficiency on NAEP reading	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2014-2015
Grade 4	70.3%	75.0%	75%
Grade 8	77.3%	80.0%	80%





<n indicates reporting standards not me. Sample size insufficient to permit a reliable estimate.	- - indicates data not provided.	**N/A** indicates not applicable. State did not specify target in its approved.

Grade 4 Proficiency			
Subgroup	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2014-2015**
American Indian/Alaska Native	<n	<n	N/A
Asian/Pacific Islander	89.0%	90.3%	*
Black	53.0%	57.0%	85%
Hispanic	66.6%	71.5%	85%
White	81.5%	87.1%	85%
Two or More Races	<n	79.5%	N/A
English Language Learner	50.9%	47.0%	85%
National School Lunch Program Eligible	52.3%	58.4%	85%
Student with Disability	54.4%	56.9%	85%
Female	73.5%	78.5%	N/A
Male	66.9%	71.5%	N/A

Grade 8 Proficiency			
Subgroup	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2014-2015**
American Indian/Alaska Native	<n	<n	N/A
Asian/Pacific Islander	92.7%	94.7%	*
Black	61.0%	66.0%	80%
Hispanic	71.1%	71.4%	80%
White	88.2%	89.9%	*
Two or More Races	<n	84.1%	N/A
English Language Learner	<n	<n	80%
National School Lunch Program Eligible	60.5%	63.0%	80%
Student with Disability	56.6%	57.1%	80%
Female	82.3%	82.8%	N/A
Male	72.4%	77.1%	N/A

Additional information:

* Students who have met targets are expected to improve by at least 3% each year.

NAEP mathematics results

NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Maryland's NAEP mathematics results are provided by the Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

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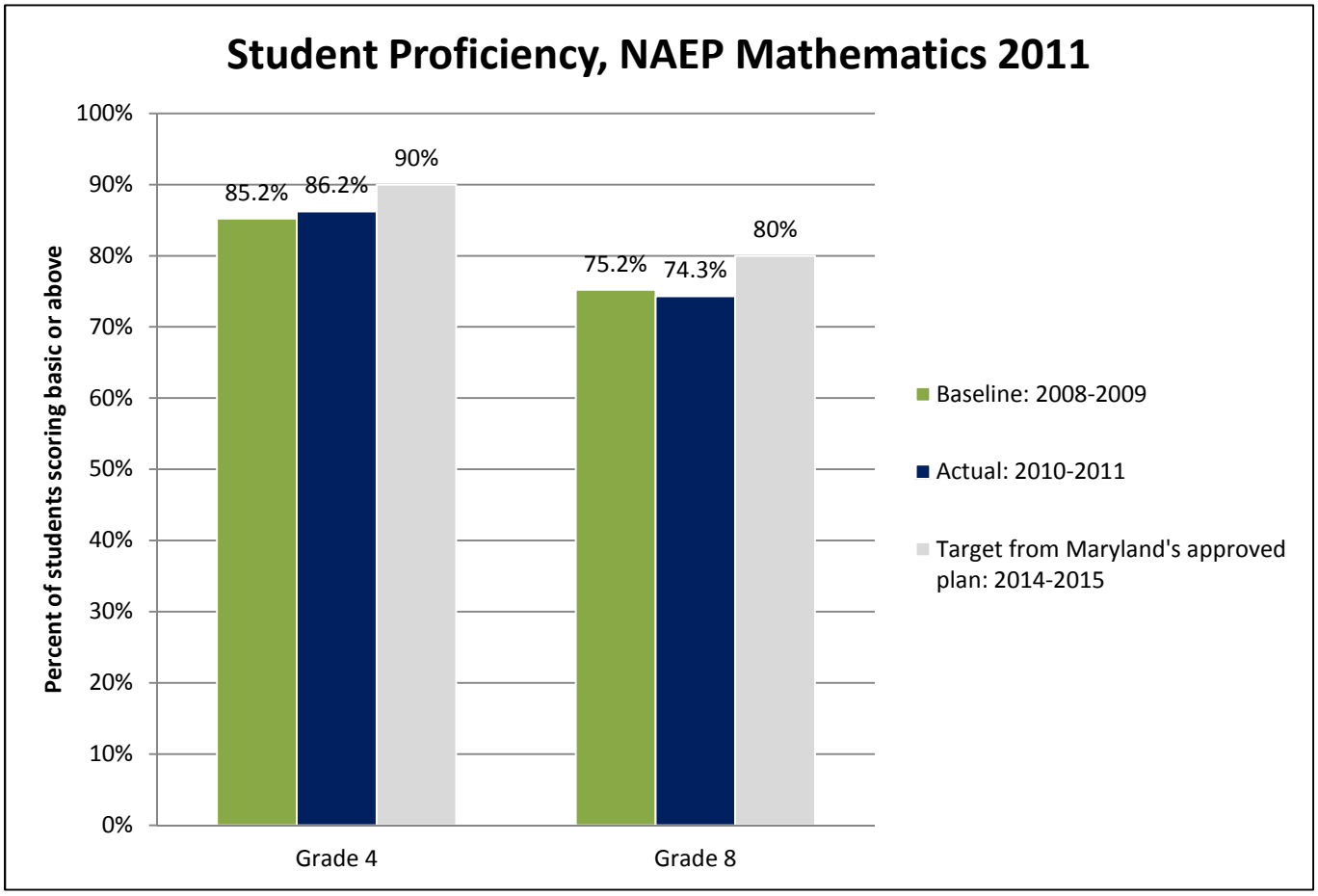
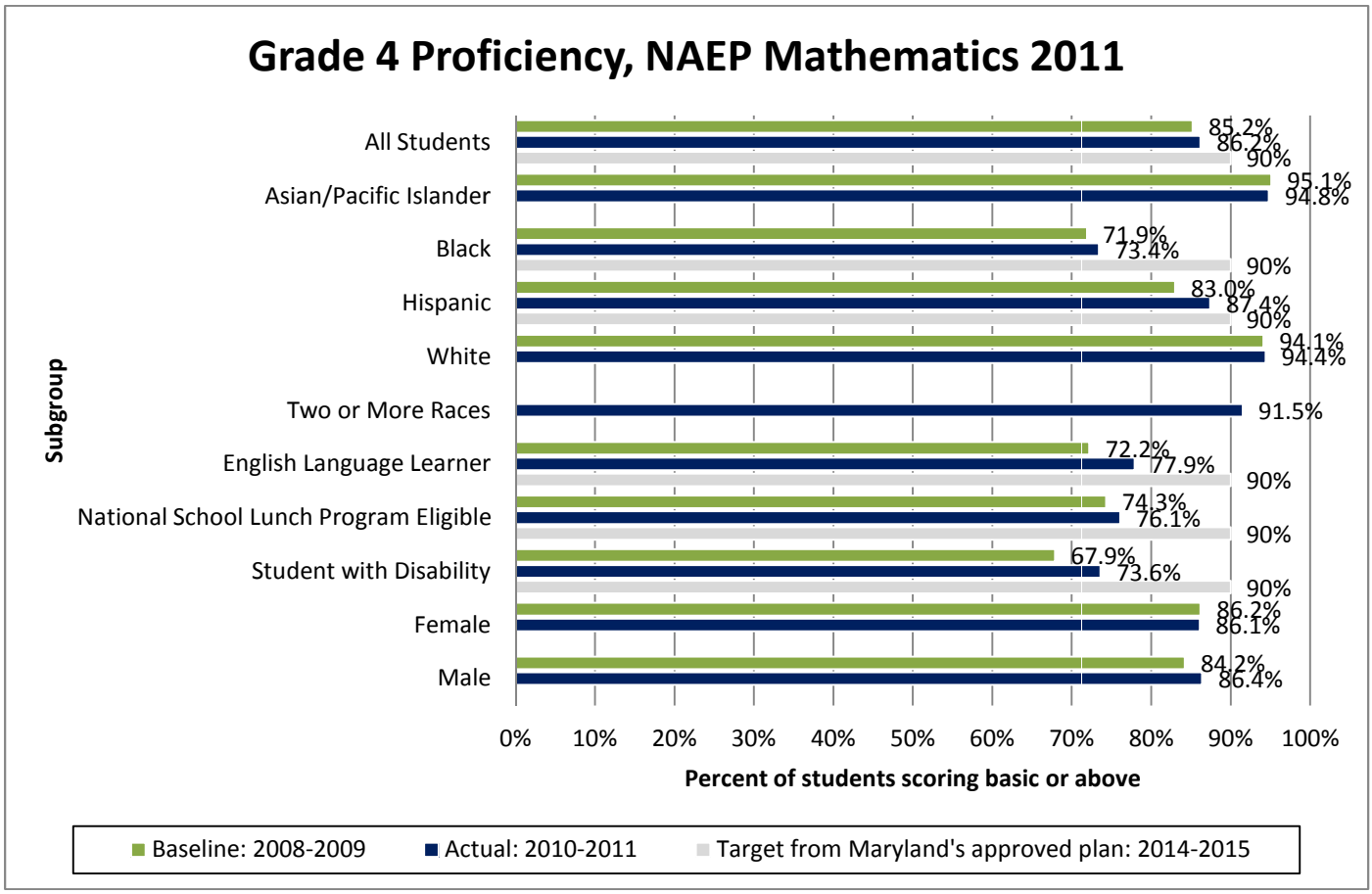
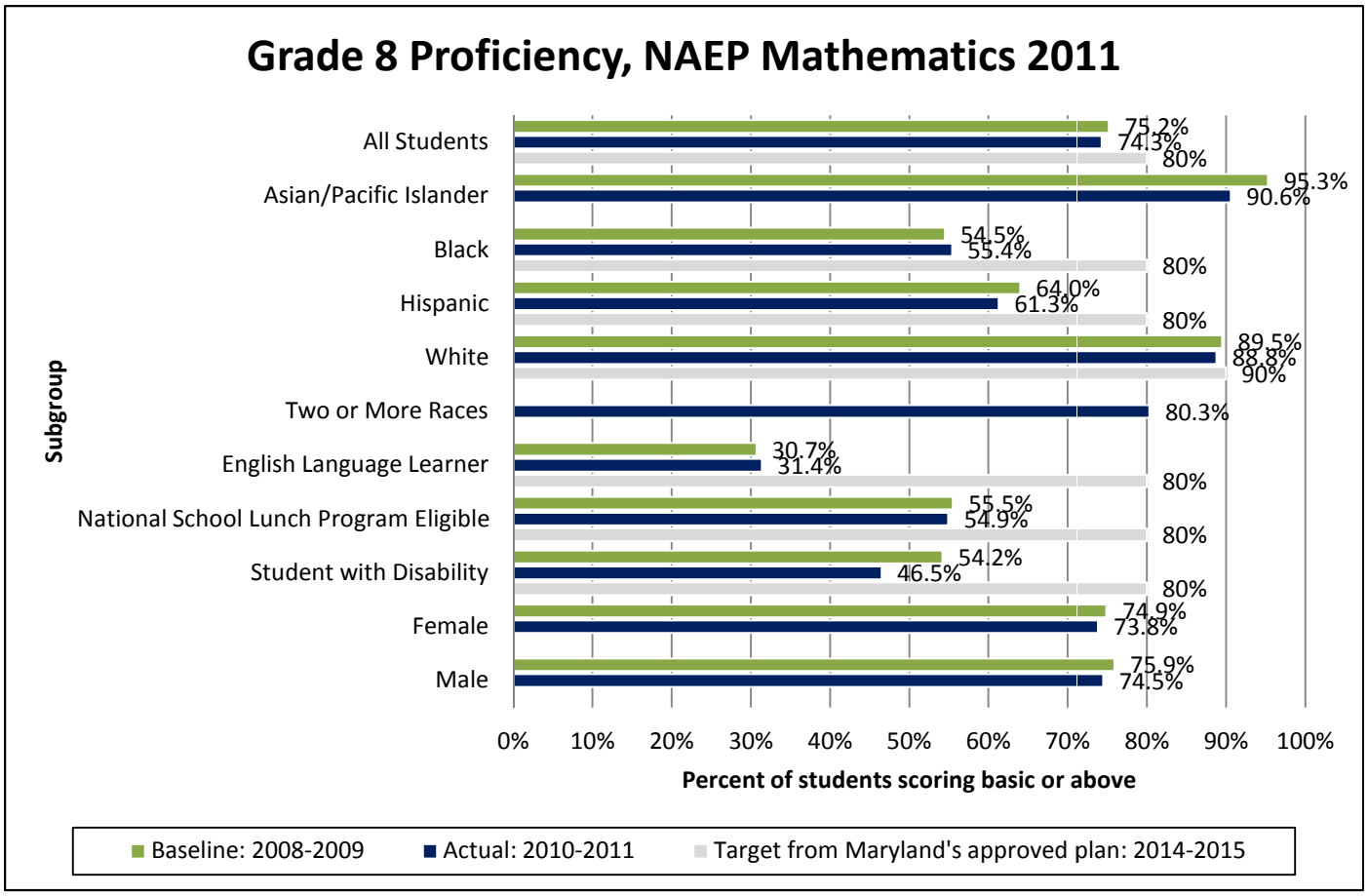


NOTE:
The percentage of Maryland's grade 4 students who were at or above Basic in mathematics in 2011 was not significantly different than in 2009.
The percentage of Maryland's grade 8 students who were at or above Basic in mathematics in 2011 was not significantly different than in 2009.

<n indicates reporting standards not me. Sample size insufficient to permit a reliable estimate.	**- -** indicates data not provided.	**N/A** indicates not applicable. State did not specify target in its approved.

Student proficiency on NAEP mathematics	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2014-2015
Grade 4	85.2%	86.2%	90%
Grade 8	75.2%	74.3%	80%





<n indicates reporting standards not me. Sample size insufficient to permit a reliable estimate.

- - indicates data not provided.

N/A indicates not applicable. State did not specify target in its approved.

Grade 4 Proficiency			
Subgroup	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryl SY 2014-2015**
American Indian/Alaska Native	< n	< n	N/A
Asian/Pacific Islander	95.1%	94.8%	*
Black	71.9%	73.4%	90%
Hispanic	83.0%	87.4%	90%
White	94.1%	91.5%	*
Two or More Races	< n	94.4%	N/A
English Language Learner	72.2%	77.9%	90%
National School Lunch Program Eligible	74.3%	76.1%	90%
Student with Disability	67.9%	73.6%	90%
Female	86.2%	86.1%	N/A
Male	84.2%	86.4%	N/A

Student Outcomes Data: Closing Achievement Gaps

Collapse All

Results in closing the achievement gap on Maryland's ELA assessment

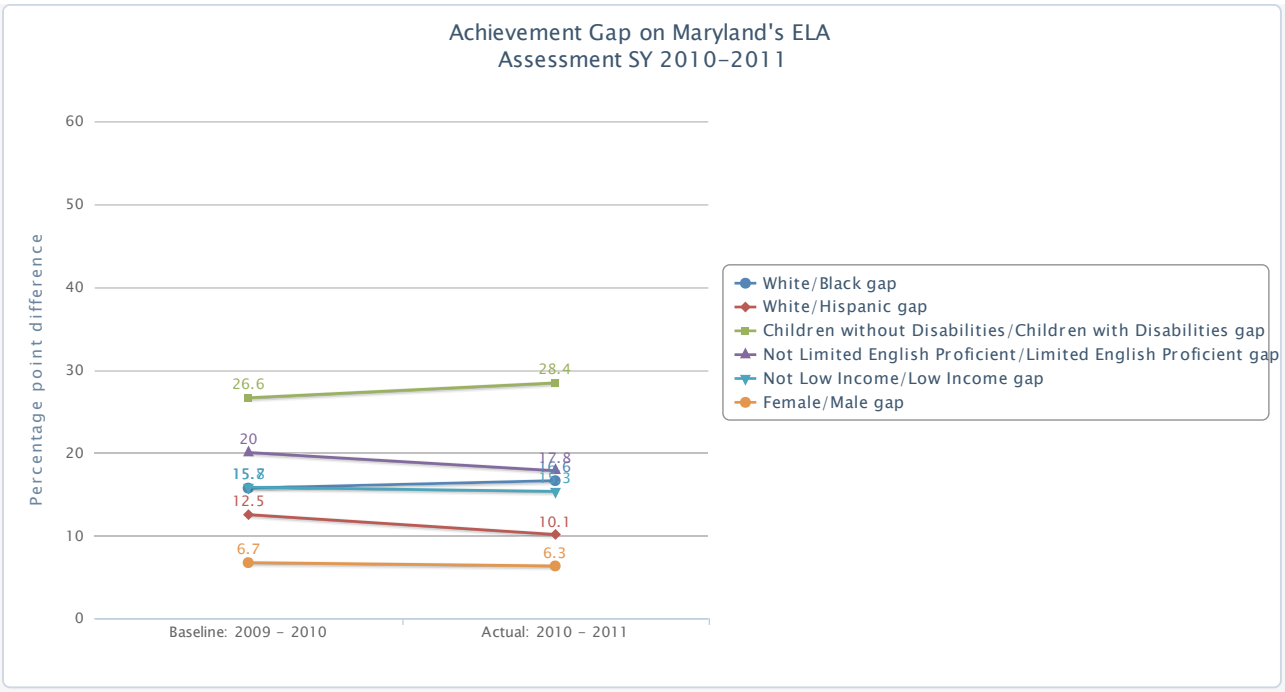
State-reported information

Preliminary SY 2010-2011 data reported as of: October 11, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Maryland's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 11, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
White/Black gap	15.7	16.6	N/A
White/Hispanic gap	12.5	10.1	N/A
Children without Disabilities/Children with Disabilities gap	26.6	28.4	N/A
Not Limited English Proficient/Limited English Proficient gap	20	17.8	N/A
Not Low Income/Low Income gap	15.8	15.3	N/A
Female/Male gap	6.7	6.3	N/A
View Table Key			

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Results in closing the achievement gap on Maryland's mathematics assessment

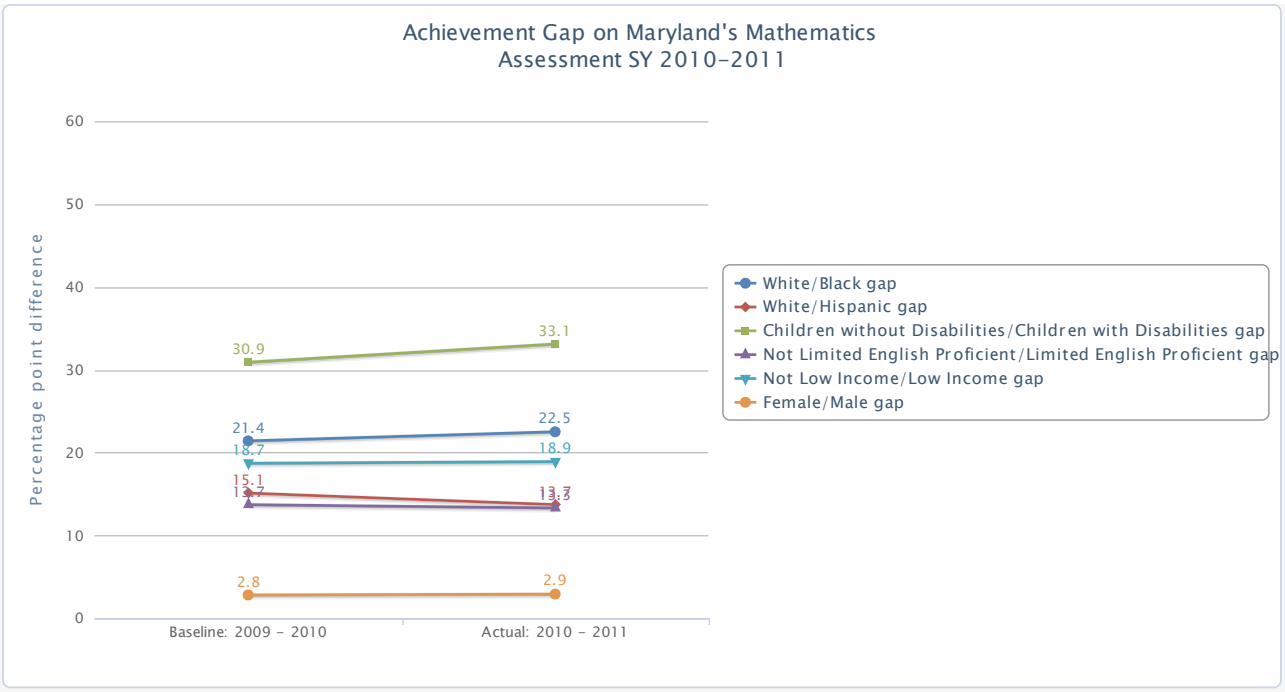
State-reported information

Preliminary SY 2010-2011 data reported as of: October 11, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Maryland's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 11, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
White/Black gap	21.4	22.5	N/A
White/Hispanic gap	15.1	13.7	N/A
Children without Disabilities/Children with Disabilities gap	30.9	33.1	N/A
Not Limited English Proficient/Limited English Proficient gap	13.7	13.3	N/A
Not Low Income/Low Income gap	18.7	18.9	N/A
Female/Male gap	2.8	2.9	N/A
View Table Key			

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Results in closing the achievement gap on NAEP reading

Department-reported information

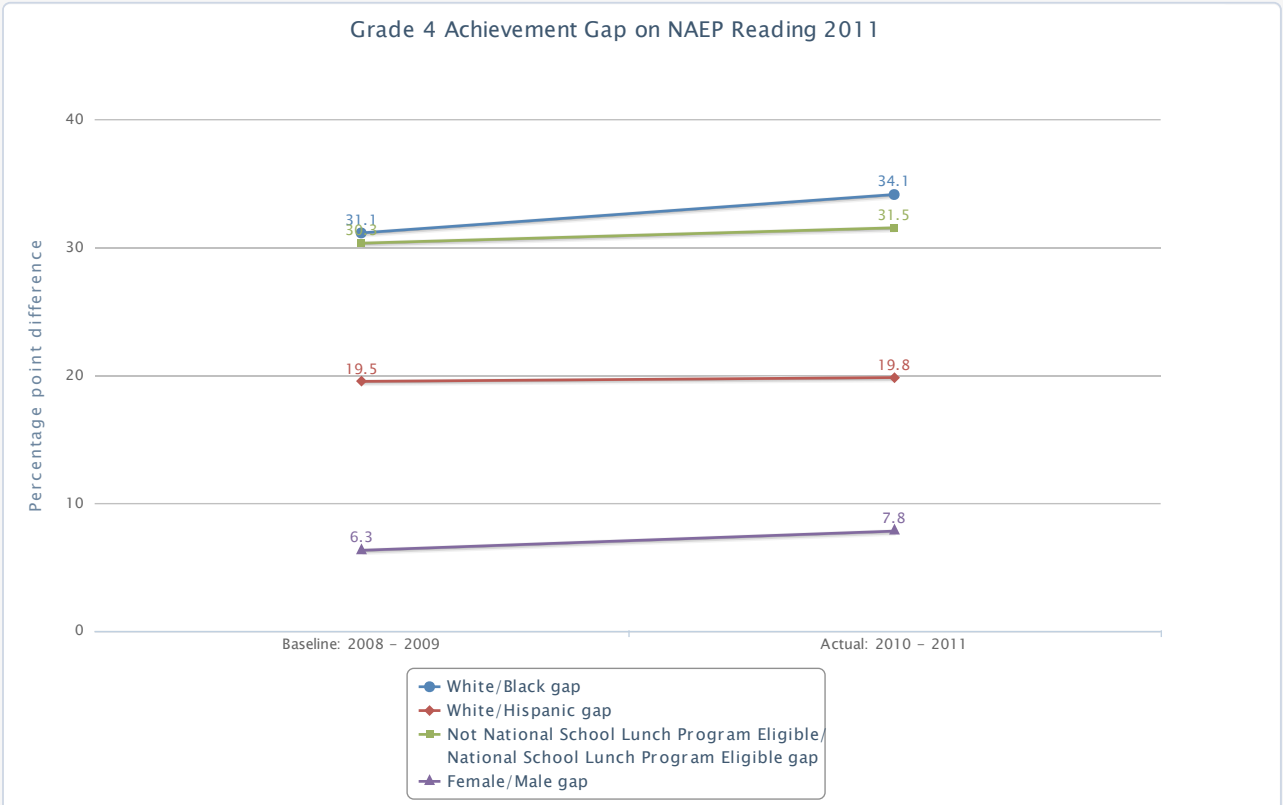
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Maryland's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



Grade 4 | Grade 8

View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2010-2011**
White/Black gap	31.1	34.1	N/A
White/Hispanic gap	19.5	19.8	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	30.3	31.5	N/A
Female/Male gap	6.3	7.8	N/A
View Table Key			

Grade 8 Achievement gap			
Achievement gap as measured by percentage point difference on NAEP reading 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2010-2011**
White/Black gap	32.4	31.1	N/A
White/Hispanic gap	23	21.8	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	28.7	32.3	N/A
Female/Male gap	10.2	9.8	N/A
View Table Key			

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Results in closing the achievement gap on NAEP mathematics

Department-reported information

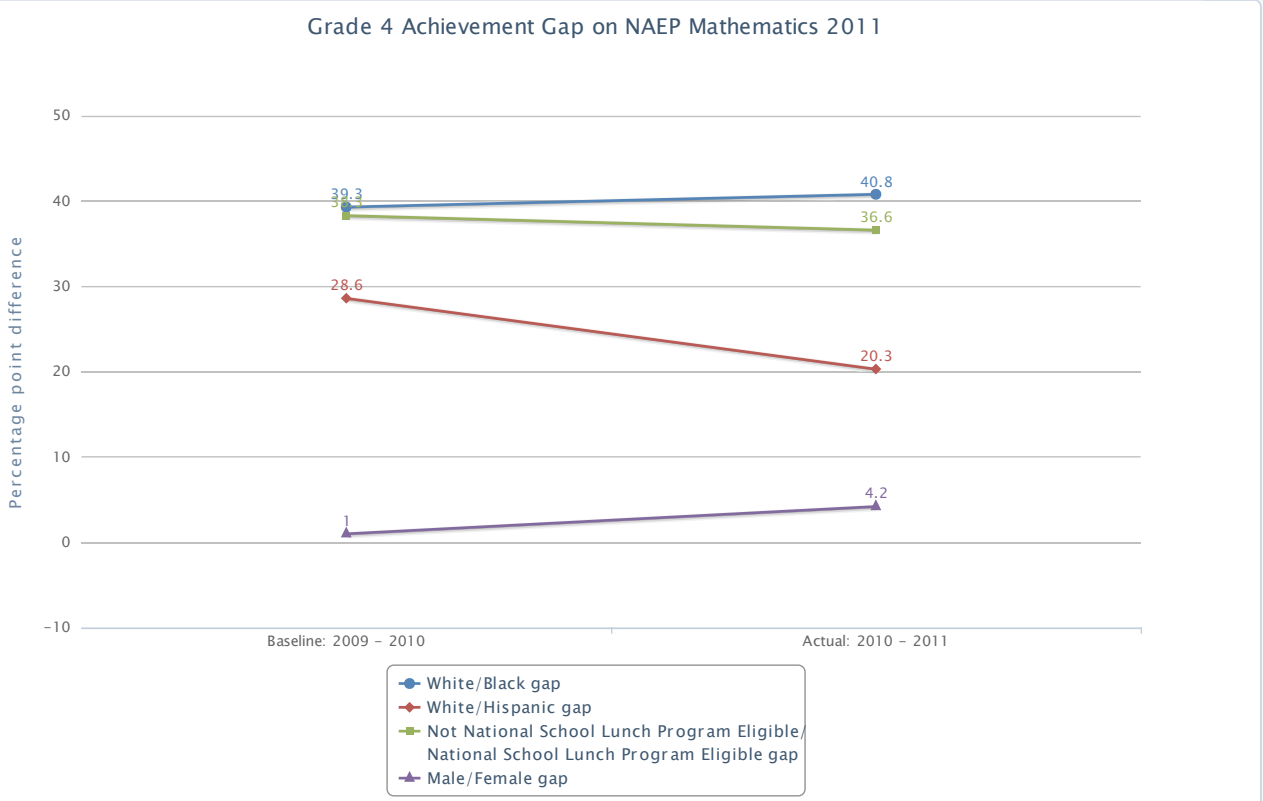
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Maryland's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit http://nces.ed.gov/nationsreportcard/.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



Grade 4 | Grade 8

View Table (Accessible)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2010-2011**
White/Black gap	39.3	40.8	N/A
White/Hispanic gap	28.6	20.3	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	38.3	36.6	N/A
Male/Female gap	1	4.2	N/A

View Table Key

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	**Baseline: SY 2008-2009**	**Actual: SY 2010-2011**	**Target from Maryland's approved plan: SY 2010-2011**
White/Black gap	41.1	37.9	N/A
White/Hispanic gap	30.4	29.2	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	32.9	35.1	N/A
Male/Female gap	3.9	3.9	N/A
View Table Key			

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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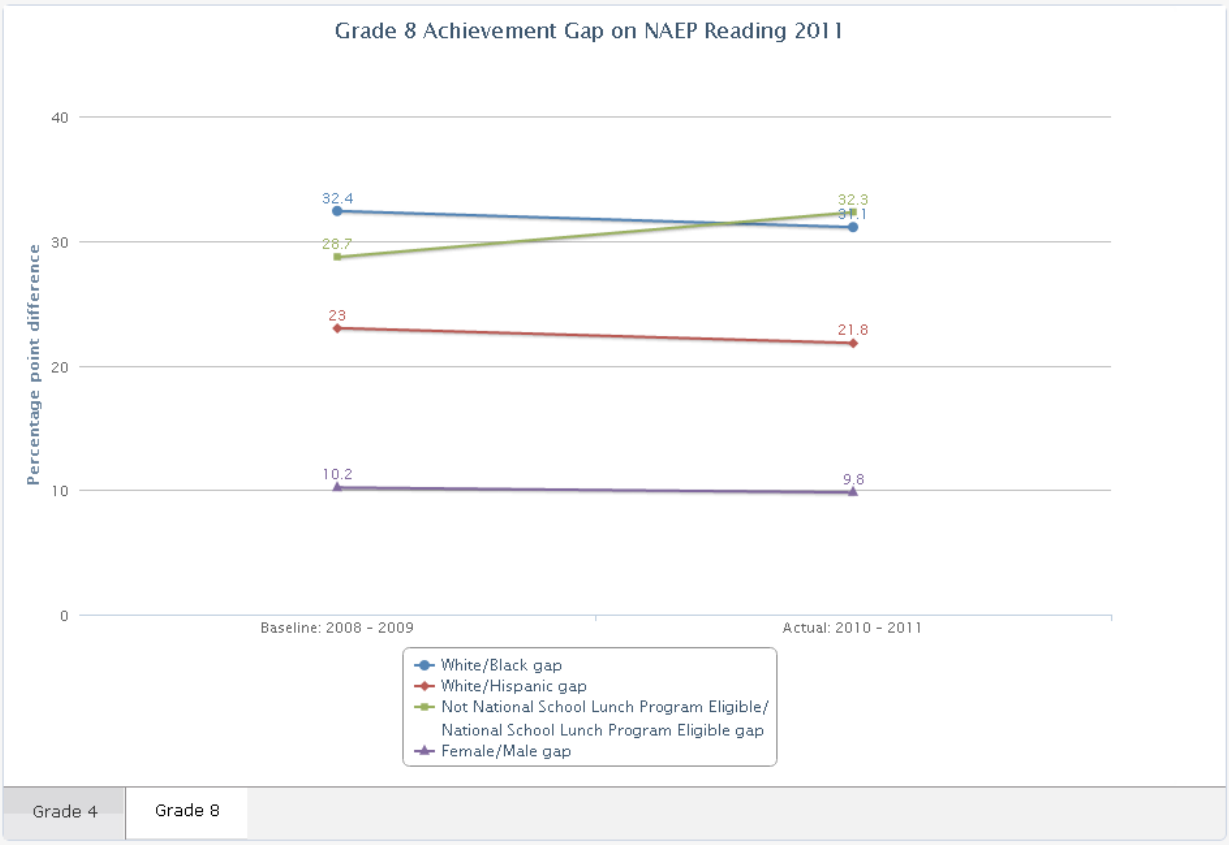
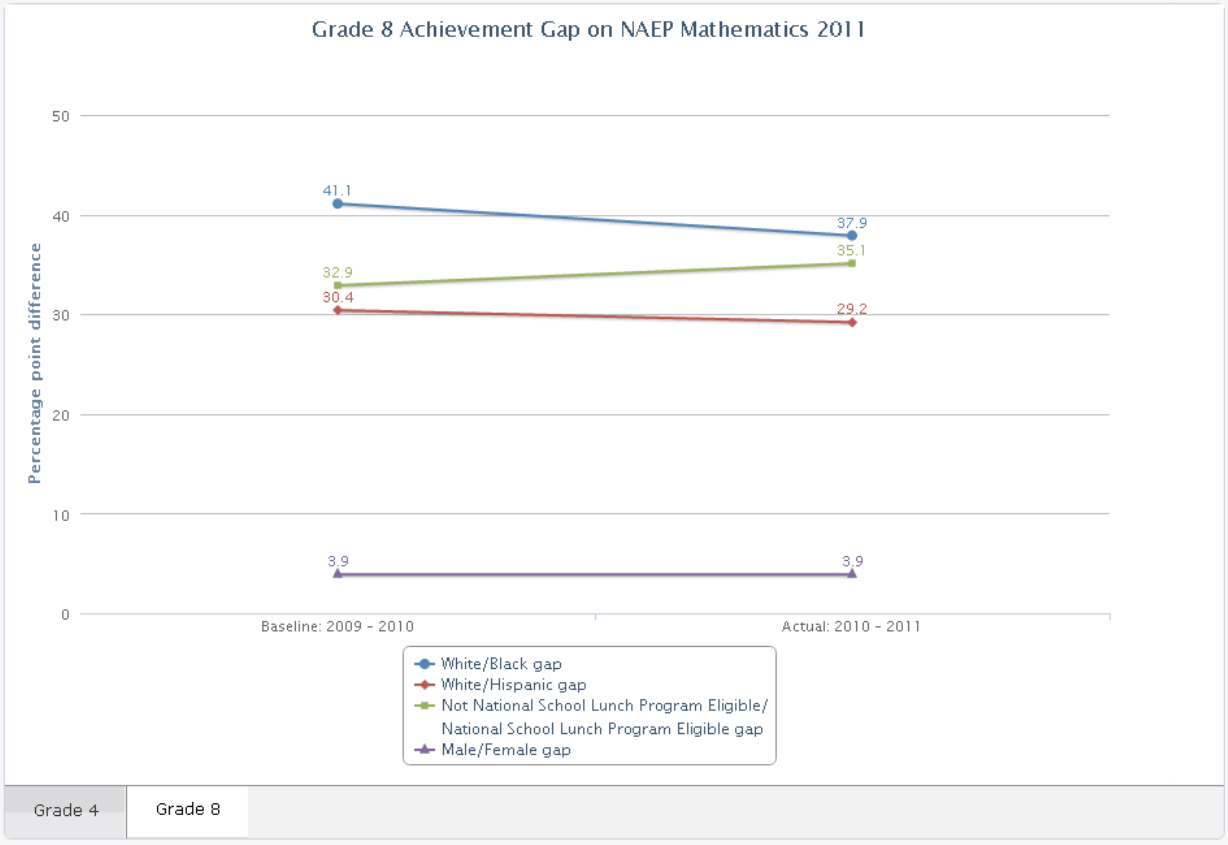

Grade 8 Achievement Gap on NAEP Reading 2011
Percentage point difference
40
30
20
10
0
32.4
31.1
32.3
28.7
23
21.8
10.2
9.8
Baseline: 2008 - 2009
Actual: 2010 - 2011
White/Black gap
White/Hispanic gap
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap
Female/Male gap
Grade 4
Grade 8


Grade 8 Achievement Gap on NAEP Mathematics 2011
Percentage point difference
50
40
30
20
10
0
41.1
37.9
35.1
32.9
30.4
29.2
3.9
3.9
Baseline: 2009 - 2010
Actual: 2010 - 2011
White/Black gap
White/Hispanic gap
Not National School Lunch Program Eligible/ National School Lunch Program Eligible gap
Male/Female gap
Grade 4
Grade 8

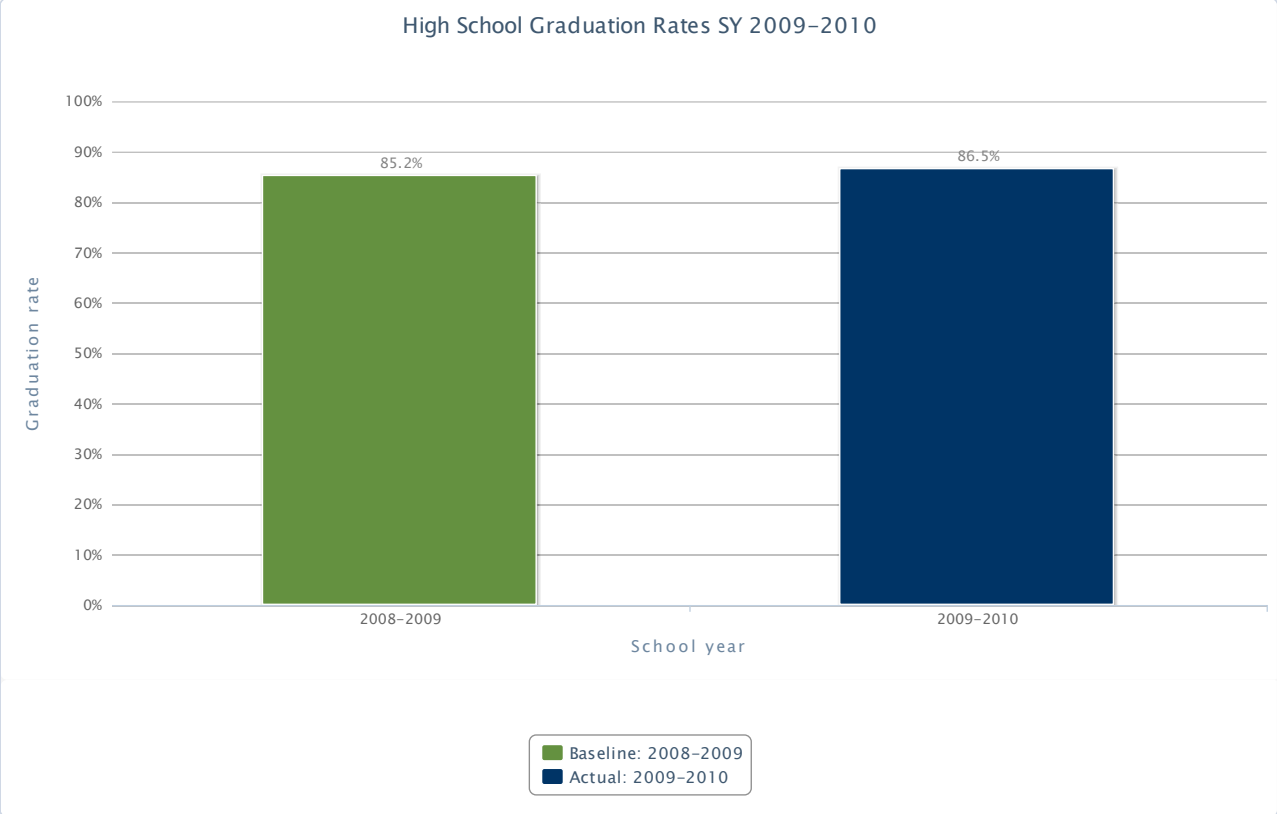
Student Outcomes Data: Graduation Rates and Postsecondary Data

Collapse All

High school graduation rates

State-reported information

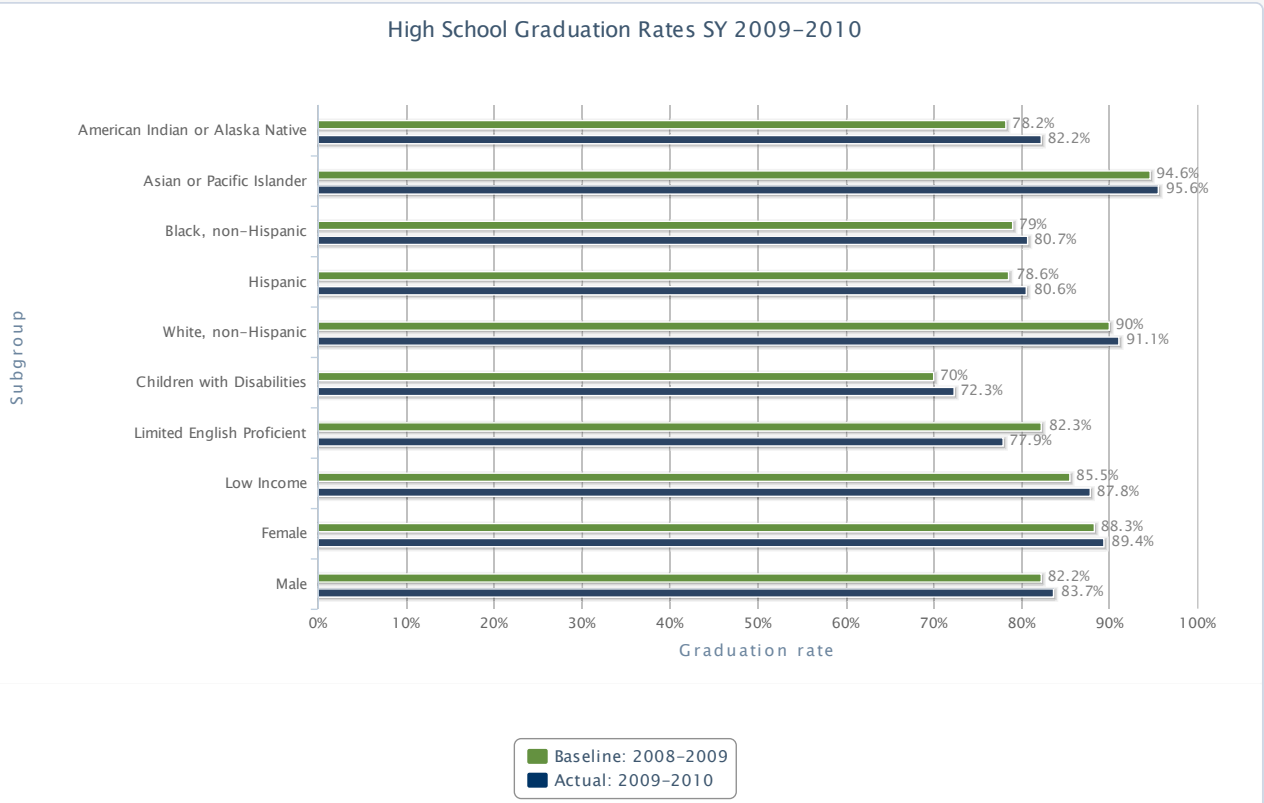
Preliminary SY 2009-2010 data reported as of: October 11, 2011



View Table (Accessible)

Preliminary high school graduation rates reported as of October 11, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Maryland's approved plan: SY 2013-2014
All Students	85.2%	86.5%	N/A

View Table Key



View Table (Accessible)

Preliminary High School Graduation Rates			
Subgroup	**Baseline: SY 2008-2009**	**Actual: SY 2009-2010**	**Target from Maryland's approved plan: SY 2013-2014**
American Indian or Alaska Native	78.2%	82.2%	N/A
Asian or Pacific Islander	94.6%	95.6%	N/A
Black, non-Hispanic	79%	80.7%	N/A
Hispanic	78.6%	80.6%	N/A
White, non-Hispanic	90%	91.1%	N/A
Children with Disabilities	70%	72.3%	N/A
Limited English Proficient	82.3%	77.9%	N/A
Low Income	85.5%	87.8%	N/A
Female	88.3%	89.4%	N/A
Male	82.2%	83.7%	N/A

View Table Key

Close Subgroup Graph

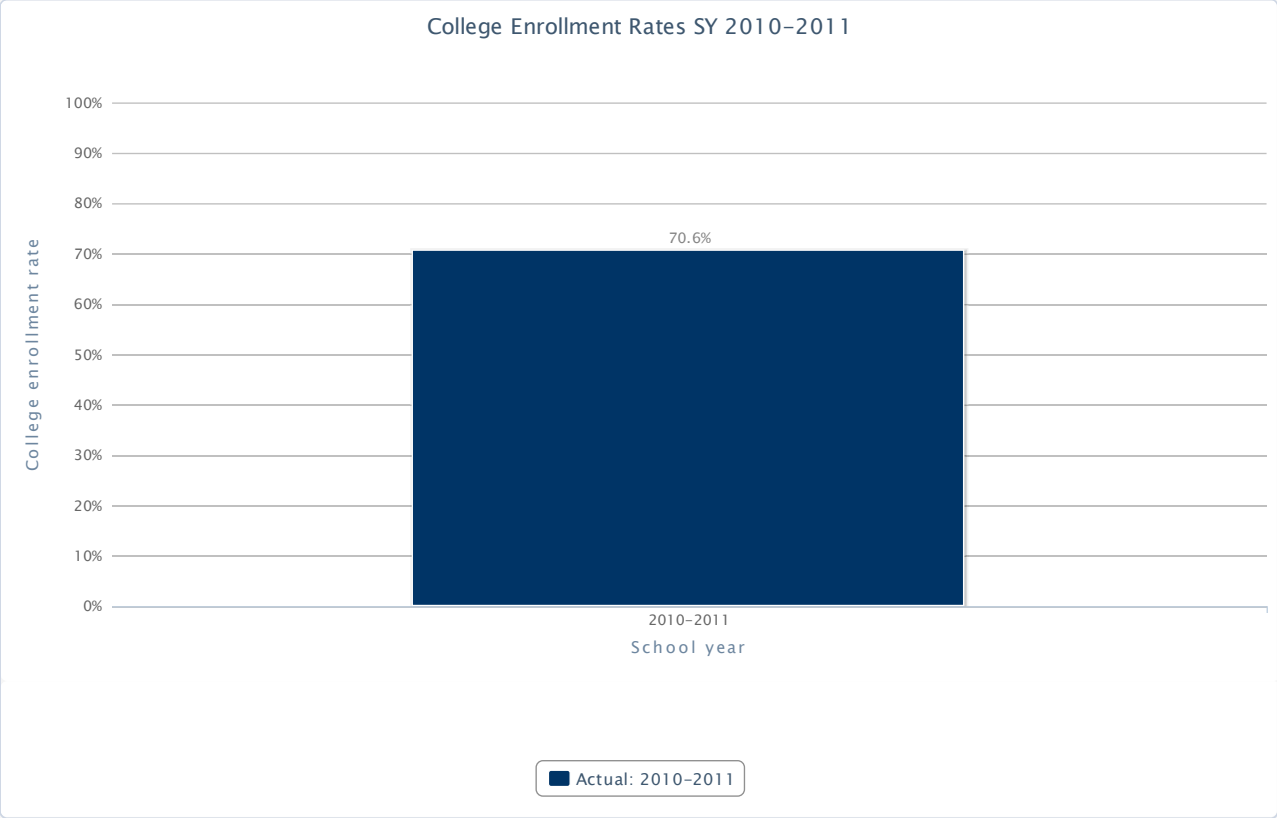
Back to the Top

College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 11, 2011

NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



View Table (Accessible)

Additional information provided by the State:

- This is the first year Maryland has had access to these data.
- Data are from the National Student Clearinghouse and Maryland is in process of documenting that these results are

Expand to See More

Preliminary college enrollment rates reported as of October 11, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2013-2014
All Students	- -	70.6%	N/A
View Table Key			

Expand to See Subgroup Graph

Back to the Top

College course completion rates

Preliminary SY 2009-2010 data reported as of: October 11, 2011

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.

Maryland did not provide college course completion data.

Additional information provided by the State:

College Course Completion: The data necessary to fully meet the definition of college course completion is currently not available. Maryland is working towards collecting the necessary data.

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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College and Career-Ready Standards and Assessments

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response: No

Additional information provided by the State:

No, Maryland has not implemented any common, high quality assessments aligned to college- and career-ready standards in SY2010-2011. Maryland is participating as a Governing state in the Partnership for Assessment of Readiness for College and Career (PARCC) and expects to implement these assessments in the 2014-2015 school year.

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Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

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Table Key

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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Data Systems to Support Instruction

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

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Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

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Table Key

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- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

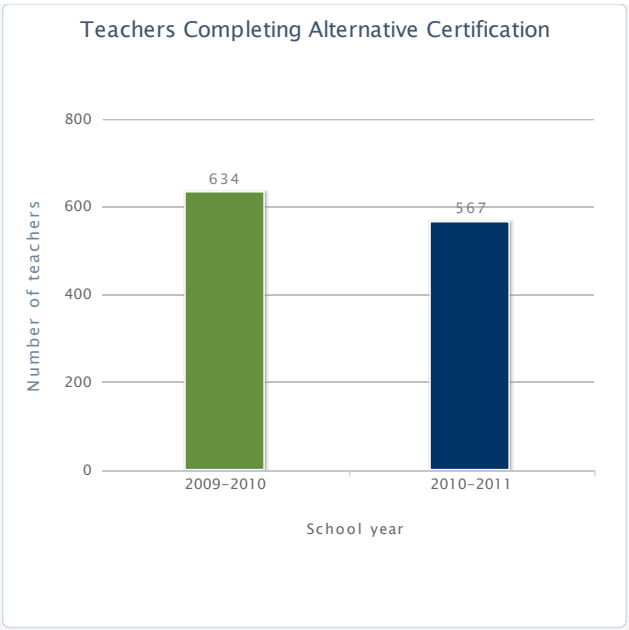
Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

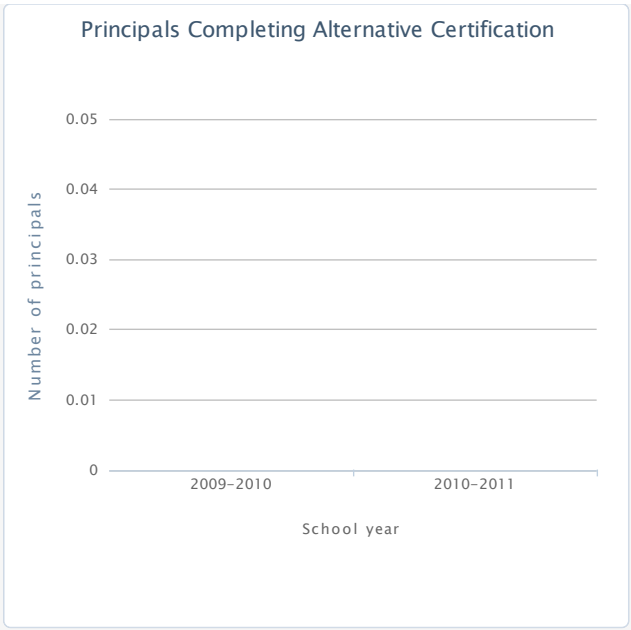
State-reported response: There have been no changes made to the legal, statutory, or regulatory provisions since the RTTT application was submitted.

Question: Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	19	19
Number of alternative certification programs for principals	0	0
View Table Key		

Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.





View Table (Accessible)

View Table (Accessible)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	634	567
Number of principals who have completed alternative certifications	0	0
View Table Key		

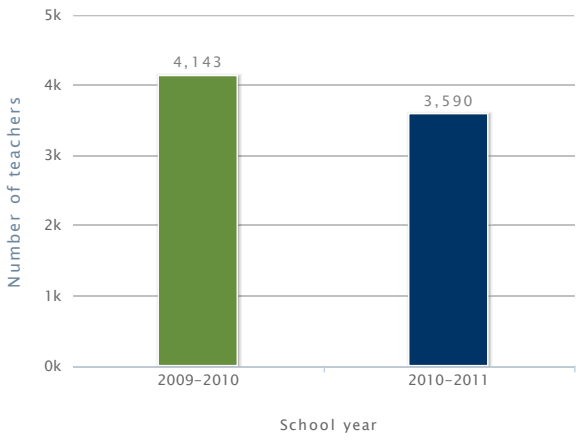
Additional information provided by the State:

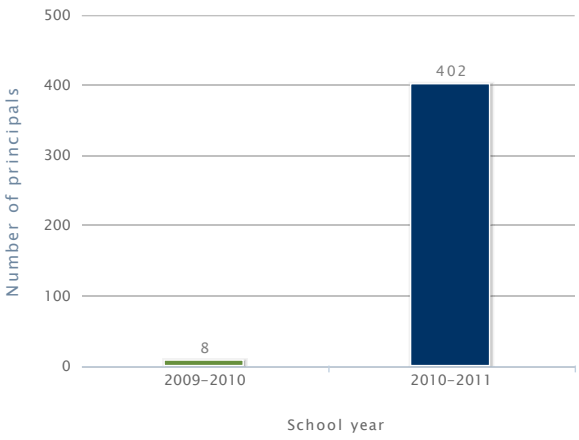
Subsequent to the application and due to the severe economic crisis in the local school systems, many LEAs have experienced a decrease in the number of new teachers available. As a result, there are fewer teachers coming through the alternative route at this time even though there are the same number of programs.

Maryland has no alternative programs for principals. New Leaders for New Schools (NLNS) is a Maryland Approved Program. COMAR regulation (13A.12.04) allows alternative principal certification, but we currently have none . NLNS does not use the alternative principal certification for their candidates. All are certified teachers who are considered interns during the program, and are NOT paid as principals, nor do they act as principals. They shadow a principal and receive concurrent training and mentorship from NLNS. That is why NLNS is listed with Maryland Approved Programs for Administrators. This was done quite purposefully. When NLNS was first negotiating to operate in Maryland, it was determined between the State Superintendent and the Executive Director of New Leaders for New Schools that this would not be an alternative program. NLNS candidates, upon completion of their training and internship receive the Administrator II certification.

Close

Question: Report on the number of teachers and principals who were newly certified statewide.





View Table (Accessible)

View Table (Accessible)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	4,143	3,590
Principals	8	402
View Table Key		

Additional information provided by the State:

Maryland does not have a separate certification just for principals. Principals must have what is called an Admin I and an Admin II certificate in order to be eligible to be a principal. However, the Admin I certification is also the very same certification that supervisors of instruction receive. There is no way to separate out those who are going into administration vs. those who are going into a supervisory position just based on that certificate. The best we can do is provide the number of persons who have passed the School Leaders Licensure Assessment (SLLA) for each of the years. Passing that test allows the person to be eligible for the Admin II Certificate which then allows them to be a principal. The caveat is that not all of these actually received appointments to the principalship. We are unable at this point in time to determine which of the newly appointed principals are also newly certified because of passing the assessment. We are hopeful that RTTT improvements in our data systems will make this reporting easier/possible.

Note the standards are from the Interstate School Leaders Licensure Consortium (ISLLC), but the test is called SLLA.

The SLLA was revised and adopted in Sept. 2010, so knowing the revision was coming and the test was moving from 6 hours to 4 hours, the last year the old test was offered, only 8 took the test in 2009-10.

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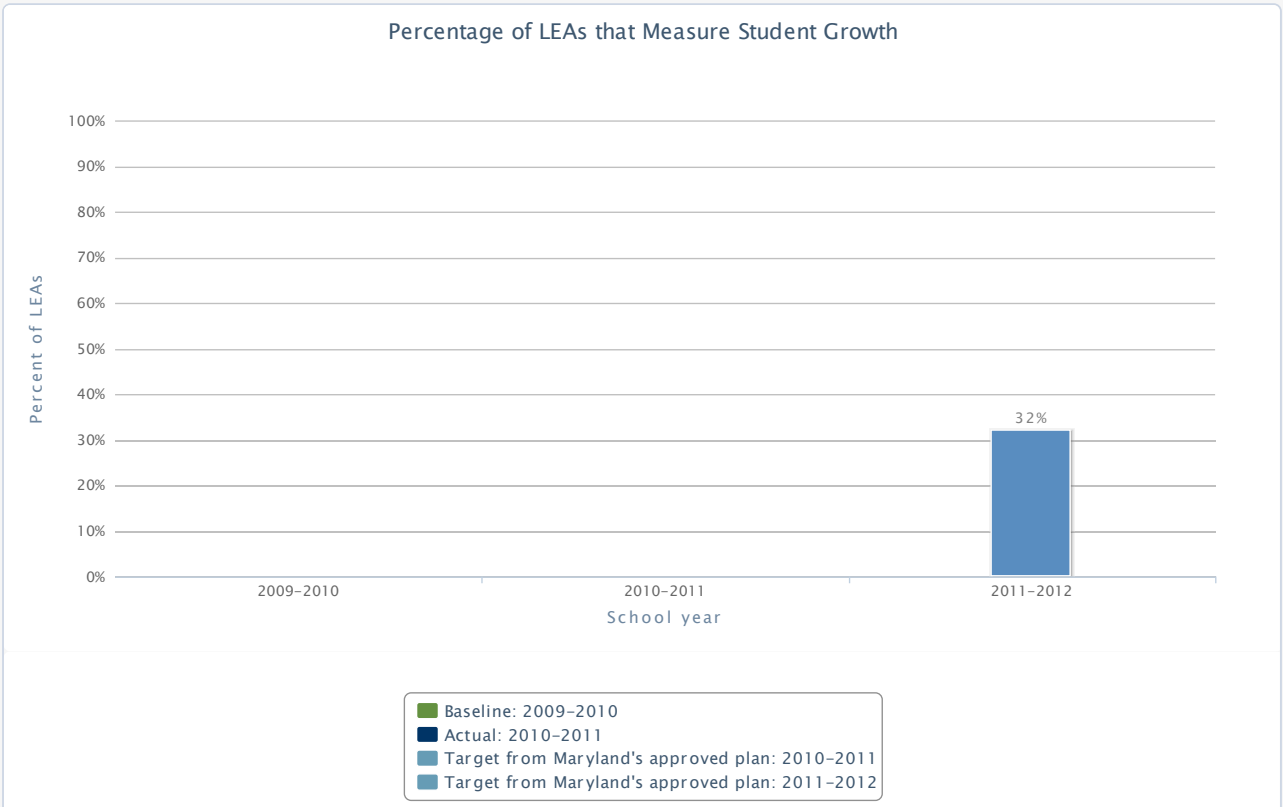
Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.



View Table (Accessible)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011	Target from Maryland's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	0%	0%	0%	32%
View Table Key				

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	0%	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	N/A	0%
• Teacher and principal compensation	0%	N/A	0%
• Teacher and principal promotion	0%	N/A	0%
• Retention of effective teachers and principals	0%	N/A	0%
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	N/A	0%
• Removal of ineffective tenured and untenured teachers and principals	0%	N/A	0%
View Table Key			

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Maryland's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals

Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	0%	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	0%	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A

View Table Key

Additional information provided by the State:

The original targets related to the implementation of the teacher and principal evaluation system were adjusted to reflect targets for sample schools within the seven LEAs involved in the pilot evaluation. Since pilot data will not be available until SY 2011-12, all related targets have been adjusted to 0 percent in SY 2010-11. In SY 2011-12, targets have been adjusted to accurately reflect the targets for the sample schools in the seven pilot LEAs, as opposed to all LEAs, as specified in the application. Because the pilot evaluation data will not be used to inform decisions regarding compensation, promotion, retention, grant of tenure, or dismissal, the performance measures should be 0 percent in SY 2011-12. However, pilot data will still be used to inform decisions regarding professional development.

Maryland is piloting an evaluation system for teachers and principals in 7 districts during the 2011-12 school year. That pilot will be extended to all 24 LEAs the following school year (2012-13). The final teacher and principal evaluation system will be operational for the 2013-14 school year.

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Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	0%	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	0%	0%
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	0%	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	0%	N/A

Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	0%	0%
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	0%	0%
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	0%	0%
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	0%	0%
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	0%	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	0%	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	0%	0%
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	0%	0%
Percentage of mathematics teachers who were evaluated as effective or better	0%	0%	0%
Percentage of science teachers who were evaluated as effective or better	0%	0%	0%
Percentage of special education teachers who were evaluated as effective or better	0%	0%	0%
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	0%	0%

View Table Key

Term	State's Definition
Mathematics teachers	"Mathematics teachers" - All elementary teachers with an elementary subject code that includes language arts, mathematics, science and social studies; and middle and high school mathematics teachers.
Science teachers	"Science Teachers" - All elementary teachers with an elementary subject code that includes language arts, mathematics, science and social studies; and middle and high school science teachers.
Special education teachers	"Special Education Teachers" - Elementary, middle and high school teachers reported with a special education budget code.
Teachers in language instruction educational programs	"Teachers in language instruction educational programs" - Elementary, middle and high school teachers reported with an ESOL subject code.

View Table Key

Additional information provided by the State:

Maryland is piloting an evaluation system for teachers and principals in 7 districts during the 2011-12 school year. That pilot will be extended to all 24 LEAs the following school year (2012-13). The final teacher and principal evaluation system will be operational for the 2013-14 school year.

The original targets related to the implementation of the teacher and principal evaluation system were adjusted to reflect targets for sample schools within the seven LEAs involved in the pilot evaluation. Since pilot data will not be available until SY 2011-12, all related targets have been adjusted to 0 percent in SY 2010-11. In SY 2011-12, targets have been adjusted to accurately reflect the targets for the sample schools in the seven pilot LEAs, as opposed to all LEAs, as mistakenly specified in the application.

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Improving the effectiveness of teacher and principal preparation programs

State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	42	42	N/A
Total number of principal preparation programs in the State	13	14	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
View Table Key			

Additional information provided by the State:

The total number of teacher preparation programs (42) includes 23 traditional programs and 19 alternative programs.

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Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
N/A	N/A	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

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Schools that initiated one of the four school intervention models in SY 2010-2011

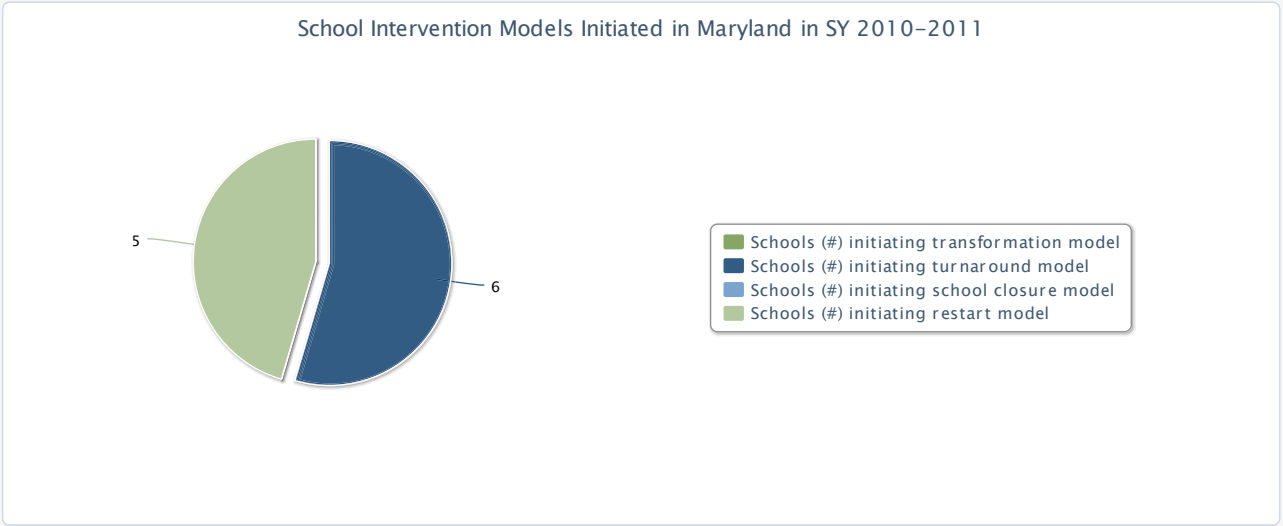
Changes to Maryland's legal, statutory, or regulatory authority to intervene in Maryland's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



View Table (Accessible) | School Intervention Models Definition

Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	16	11	16

View Table Key

Question: For each school for which one of the four school intervention models was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Booker T. Washington	0130	Baltimore City	2400090	Turnaround model
Augusta Fells Savage High	0430	Baltimore City	2400090	Turnaround model
Commodore John Rogers E/M	0027	Baltimore City	2400090	Restart model
Calverton E/M	0075	Baltimore City	2400090	Restart model
William C. March Middle	0263	Baltimore City	2400090	Restart model
Garrison Middle	0042	Baltimore City	2400090	Restart model
Baltimore IT Academy	0378	Baltimore City	2400090	Restart model
G. James Gholson	1320	Prince George's County	2400510	Turnaround model
Drew Freeman Middle	0660	Prince George's County	2400510	Turnaround model
Benjamin Stoddert Middle	0615	Prince George's County	2400510	Turnaround model
Thurgood Marshall Middle	0622	Prince George's County	2400510	Turnaround model
View Table Key				

Close

Additional information provided by the State:

Please note the following:

The above 11 schools were among the 16 schools originally identified in the application.

The following 3 schools were also in the application, but they chose not to be served year 1 of the grant. They are being served in year 2 of the grant.

Ben Franklin High @ Masonville Cove 0239 Baltimore City 2400090 Turnaround
Frederick Douglass High 0450 Baltimore City 2400090 Turnaround
Cherry Hill E/M 0159 Baltimore City 2400090 Restart

The following 2 schools were added for year 2 of the grant. When these schools are added to the above 14 previously mentioned schools, Maryland has 16 schools being served, the same number committed to in the application.

Thomas Johnson Middle 2009 Prince George's 2400510 Restart
Oxon Hill Middle 1234 Prince George's 2400510 Restart

The following schools were also mentioned in the application, but are not being served.

Francis M. Wood Alternative High School -- received a waiver due to high intensity special education
Institute of Business and Entrepreneurship High School -- closed

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Changes to Maryland's legal, statutory, or regulatory authority to intervene in Maryland's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or

regulatory authority to intervene in the State's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status.

State-reported response: No change.

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Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

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Education Funding and Charter Schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between high-need LEAs and other LEAs, and (b) within LEAs, between high-poverty schools and other schools.

State-reported response: Maryland has made no policy changes that dilute the portion of State grants that are wealth-equalized and thus support high-need LEAs. Additionally, the weight associated with students in poverty (through Maryland's Compensatory Education grant) has not been changed, ensuring that funding directed to school systems continues to provide this additional assistance. Maryland's finance structure distributes funds in flexible block grants, allowing local school systems to allocate resources based on their needs.

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Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: No change

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor,

hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students and have closed or not renewed ineffective charter schools.

State-reported response: No change

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: No change

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

State-reported response: Legislation was passed in the 2011 session of the Maryland General Assembly to require school systems with unoccupied buildings to give first refusal to charter schools, after they have the permission of the local government entity. This goes into effect October 1, 2011.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate innovative, autonomous public schools other than charter schools.

State-reported response: No change

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
AP STEM Exams -- Receiving 3, 4, or 5	16,725	17,561	18,119	19,024	19,976
AP STEM Number of Exams	28,017	29,417	30,589	32,119	33,725
Biomedical Sciences	440	659	983	1,081	1,189
IT Networking Academy	1,197	1,464	1,513	1,664	1,831
Computer Science	1,590	2,161	1,638	1,802	1,982
Pre-Engineering	1,096	5,096	9,940	10,437	10,959
View Table Key					

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STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

Maryland Career Technology Education (CTE) programs provide opportunities for students to explore STEM related career options and gain an understanding of the knowledge, skills, and abilities required for success. The new model of CTE includes organizing instructional programs within 10 broad career clusters designed to provide students with multiple career pathways leading to employment and further education. Several of these pathway programs are aligned with STEM and include: PLTW's Pre-engineering Program, PLTW's Biomedical Sciences Program, and Information Technology Programs (Cisco Networking Academy and Oracle Academy). The first part of the table above includes 4 high school CTE programs (Biomedical Sciences, Computer Science, IT Networking Academy, and Pre-Engineering)which are state expansions of STEM in Maryland. The targets are calculated at 10% growth for new programs (Computer Science, IT Networking, and

Pre-Engineering) and 5% growth for Project Lead the Way Pre-Engineering since it is already in a majority of the LEA's. Since 2001, Maryland has worked with school systems to increase engagement and participation in rigorous high school courses while improving performance and participation on AP exams. Participation in AP Stem Courses (Biology, Calculus, Computer Science, Physics, Chemistry, Environmental Science, and Statistics) has increased and at the same time, performance on exams of 3, 4, or 5 has also increased. The targets represent a projected 5% increase in both the number of AP exams taken and the number receiving 3, 4, and 5 scores.

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Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

State-reported response: No response provided.

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Progress Updates on Invitational Priorities

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: Expand access to prekindergarten for all economically disadvantaged four-year olds.

Local school systems are required to provide access to prekindergarten to all four-year olds from economically disadvantaged background, i.e., 185% of the Federally Poverty Guidelines (FPG). In school year 2009/10, 18,013 (25% of all four year olds) were enrolled in prekindergarten either half-day (2.5 hrs. per day) or full-day (6.5 hrs.) In school year 2010/11, 18,146 or 25.2% of all four year old children were enrolled in prekindergarten. Local school systems may also enroll children who are not eligible under the mandate. Local procedures define the criteria of prioritized enrollment, namely enrollment of children with educational needs. The total prekindergarten enrollment for school year 2009/10 was 26,147 (35% of all four year olds) and in 2010/11 the enrollment was 26,389 (36%).

Establish targeted comprehensive school and early childhood partnerships in Title I school attendance areas (Judy Center Partnerships).

Judy Centers are partnerships between a Title 1 school and its early childhood partners in the attendance area of the school for the sole purpose of improving the school readiness skills of children, birth to six. The school readiness skills are measured by Maryland Model for School Readiness (MMSR) Kindergarten Assessment. In school year 2009/10, there were 24 Judy Centers impacting 38 Title 1 attendance areas. In 2010/11, the partnerships increased to 40 Title 1 attendance areas, including the establishment of a 25th site. (Note: The distinction between Judy Center sites and number of schools being impacted accounts for the expansion of several Judy Center Partnership sites to other Title 1 school, deemed to improve the school readiness skills of its high need children.)

Expand number of early childhood programs that obtained state or national program accreditation to implement standards

of high quality.

Early childhood programs, prekindergarten, kindergarten, child care, and Head Start, are encouraged to pursue national or state program accreditation to meet high quality program standards. In 2009/10, 944 or 8% of all early childhood programs obtained and maintained program accreditation. In 2010/11, 970 (9%) received program accreditation.

Design curricular, instructional, and assessment frameworks for birth to age 6 (e.g., Maryland Model for School Readiness).

The development of the Common Core Standards for Reading/English Language Arts and Mathematics included draft versions for prekindergarten.

Development of Maryland Healthy Beginnings – Supporting Development and Learning from Birth through Age Three Years of Age. The guidelines include indicators, exemplars and activities for four domains (social/personal; cognitive; language; physical) broken out by four months to 12 months developmental spans. Funded infant/toddler specialist positions to disseminate use of guidelines to licensed child care programs. (http://www.marylandhealthybeginnings.org)

Initiated development of the Maryland Model for School Readiness (MMSR) Kindergarten Assessment – Revised. Will align with Common Core Standards for Kindergarten and Prekindergarten. Includes formative assessment items for semi-annual assessment benchmarks, 36 months to 72 months. Scheduled to be fully implemented in 2014/15.

Establish an early mental health consultation system, designed to improve the emotional and social dispositions as well as approaches toward learning of young children before they enter school.

Published and disseminated to local health departments, local school systems, and early childhood mental health consultants the Early Childhood Mental Health Project Standards for the State of Maryland as well as the ECMH Standards Workbook.

Initiated orientation and training for the 12 ECMH Project Sites.

Developed the first version of the ECMH Child Outcomes Monitoring System, designed to provide onsite case management and the tracking of intervention for children, including child outcomes measures.

Improved school readiness results for school year 2010/11

Key Trends in Maryland:

- 81% of kindergarteners are fully ready, up 3 points from 2009-2010. This met our expectation for this year's gain, and it continues the remarkable increase of the past 10 years: 32 points since 2001-02.
- Maryland experienced pronounced gains in school readiness across all Domains of Learning (i.e., social/personal; language/literacy; mathematical and scientific thinking; social studies; the arts; physical development).
- Maryland's young children showed school readiness gains across all prior care settings.
- Formal prior care settings and the time spent at these settings strengthen school readiness. (http://www.marylandpublicschools.org/msde/newsroom/publications/school_readiness)

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Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and

incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: Maryland's invitational priority is to continue/accelerate its work in expanding the P-12 data base through postsecondary education and into the workforce and to utilize a standardized transcript system. An electronic transcript system that was developed by the University System of Maryland (USM) was chosen as a cost-effective solution that was already in use by a few of the districts. Work is in progress to implement this system with all of the school districts as follows:

- During the summer a committee of representatives of USM and MSDE has been meeting to define a strategy for facilitating the deployment of electronic transcripts at each of the LEAs. The strategy is expected to be finalized by the end of September. Once complete, the committee plans on involving LEA personnel in a webinar to present the strategy and the steps for implementation.
- During this same period, two of the LEAs have started the process for sending the Electronic Transcripts: Frederick Public Schools is in an analysis phase to determine data elements for extraction, and Allegany Public Schools has begun the coding of the extract program. It is important to add that Carroll County Schools has been sending electronic transcripts for a number of years and has a system in place that can be readily ported to the other LEAs using ESchoolPlus. Allegany County will be able to share their solution with other LEAs using the Aspen student record system.

MSDE is providing staff support to local school systems to facilitate a successful implementation.

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P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: Maryland continues to have a strong P-20 system, and it is now part of statute due to legislation in the 2010 General Assembly. In December 2010, The Governor's P-20 Leadership Council of Maryland issued its annual report (attached). This report described the history of P-20 in Maryland as well as the structure of the Council. It detailed the major focus areas of the Council: Elementary and Secondary Education reform; Alignment; College and Career Success; and Competitiveness. It also described the Governor's strategic policy goals: create, save, or place residents in 250,000 Maryland jobs by the end of 2012; improve student achievement and school, college, and career readiness in Maryland by 25% by 2015; and increase the number of Marylanders who receive skills training by 20% by the end of 2012.

Also attached are the minutes from the May 19, 2011 and August 4, 2011 minutes of the meetings of the Governor's P-20 Council of Maryland.

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School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

(i) Selecting staff;
(ii) Implementing new structures and formats for the school day or year that result in increased learning time (as defined in the Race to the Top application);
(iii) Controlling the school's budget;
(iv) Awarding credit to students based on student performance instead of instructional time;
(v) Providing comprehensive services to high-need students (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: There has been no change in this section from the original application. All of the school-level conditions for reform, innovation, and learning described in that application are still in place.

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Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Maryland's approved plan: SY 2010-2011
Percent of students who graduate from high school within four years of entrance	(A)(1)(iii)	81.97	N/A	81.5
Increase the college persistence rate for high poverty and high minority students	(A)(1)(iii)	N/A	N/A	N/A
Percent of Maryland students in every student group in middle schools who meet State standards in reading	(A)(1)(iii)	82	83.5	85.6
Percent of Maryland students in every student group in middle schools who meet State standards in mathematics	(A)(1)(iii)	71	73.7	78.6
Percent of Maryland students in every student group in elementary schools who meet State standards in mathematics	(A)(1)(iii)	85	86.3	84.5
Percent of Maryland students in every student group in elementary schools who meet State standards in reading	(A)(1)(iii)	87	88	85.9
Increase the overall college-going rate as determined by Maryland's annual Documented Decisions Survey	(A)(1)(iii)	64.7	82.7	N/A

View Table Key

Additional information provided by the State:

Maryland has not yet received the NAEP data. Maryland is unable to measure the persistence of high-minority and high-poverty students at this time. It does have an overall persistence rate according to the definition used by the Governor's State Stat of 73.4. These data will be disaggregated in future years. The baseline data of 64.7% for college-going rate as stated in the application is incorrect in that it comes from a different data source -- the National Clearinghouse. The 2010 -- 2011 data are based on a survey completed by students as they declared their intentions after high school -- the Documented Decisions Survey. Moving forward, Maryland plans on using a common metric for the college-going rate. The End of SY 2010 -- 11 Actual graduation data will not be available until February 2012.

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Year One Budget

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	874,751.00
2. Fringe Benefits	69,368.00
3. Travel	35,489.00
4. Equipment	1,732,288.00
5. Supplies	45,759.00
6. Contractual	1,925,159.00
7. Training Stipends	1,806.00
8. Other	38,133.00
9. Total Direct Costs (lines 1–8)	4,722,753.00
10. Indirect Costs	140,061.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	4,862,814.00
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	4,780,281.00
15. Total Expenditure (lines 13–14)	9,643,095.00
View Table Key	

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Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: Please see attached pdf file for LEA expenditures.

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Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
Program Evaluation	(A)(2)
Office for Academic Reform and Innovation	(A)(2)
Formative Assessments	(B)(2)
Curriculum and Formative Assessment Development for ITEEA	(B)(3)
World Languages Pipelines	(B)(3)
Curriculum and Formative Assessment Development	(B)(3)
Curriculum & Assessment Development CTE-SREB	(B)(3)
Develop the Overall Technology Infrastructure to Support Race to the Top Initiatives	(C)(2)
Accessing and Using State Data-Dashboards	(C)(2)
Expansion to LDS- Data Exchange	(C)(2)
Multi-Media Training	(C)(2)
Enhancement to LDS -Develop P-20 and Workforce Data Warehouse and Center	(C)(2)
LEA System Application Upgrades and Infrastructure Upgrades	(C)(2)
Develop On-Line Instructional Intervention Modules	(C)(3)
Implement a System to Support E-Learning for Instructional Intervention, Enhancement and Enrichment	(C)(3)
Implement a Statewide System to Support Student Instructional Intervention	(C)(3)
Complete an Item Load and Set Up for the Item Bank and CAT System	(C)(3)
Expand Instructional Toolkit	(C)(3)
Implement a Test Item Bank System	(C)(3)
MSDE-IHE Teacher Preparation Workgroup	(C)(3)
Equating of MSA for Use on Growth Model	(C)(3)
Develop and Implement a Course Registration System	(C)(3)
Develop and Implement a State Curriculum System	(C)(3)

Develop Framework for Teacher Toolkit Portal	(C)(3)
STEM Instructional and Career Support	(C)(3)
Implement a Computer Adaptive Test Delivery System	(C)(3)
Adaptive Testing Units for High Schools	(C)(3)
Develop and Implement an Educator Evaluation System	(D)(2)
Develop and Implement a Statistical Model to Measure Student Growth	(D)(2)
Expand Educator Information System to Accommodate Additional Data	(D)(2)
Compensation to Teachers and Principals in the Lowest 5% Schools	(D)(3)
Building Leadership Capacity in Low-Achieving Urban and Rural Districts	(D)(3)
Incentives for Teachers Who Obtain ESOL Certification	(D)(3)
Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (UTeach Maryland)	(D)(3)
Teach for Maryland	(D)(3)
Elementary STEM Certification	(D)(3)
International Partnerships to Recruit Teachers in Critical Needs Areas	(D)(3)
Compensation Incentives for Teachers in Shortage Areas	(D)(3)
Educator Instructional Improvement Academies	(D)(5)
Develop On-Line PD on Educator Instructional Improvement Content	(D)(5)
Teacher Induction Academies	(D)(5)
Expand Maryland Principals' Academy to Target Principals of Low Achieving Schools	(D)(5)
Professional Development for Executive Officers	(D)(5)
Primary Talent Development	(E)(2)
The Breakthrough Center	(E)(2)
STEM Project Lead The Way	(E)(2)
Extend Student Learning and Improve School Culture, Climate, and Student Support	(E)(2)
Physical Activity	(E)(2)
Coordinated Student Services	(E)(2)
School Health Services	(E)(2)
Extended Learning	(E)(2)
RITA Team Audits	(E)(2)
Charter Schools	(F)(2)
Implement Statewide Centralized Student Transcript System	(P)(4)

View Table Key

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: Program Evaluation Associated With Criteria: (A)(2)	Project Name: Office for Academic Reform and Innovation Associated With Criteria: (A)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	4,564.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	4,564.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	4,564.00

View Table Key

Expenditure Categories	Project Year 1
1. Personnel	81,057.00
2. Fringe Benefits	6,428.00
3. Travel	1,317.00
4. Equipment	6,539.00
5. Supplies	2,940.00
6. Contractual	6,323.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	104,604.00
10. Indirect Costs	12,018.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	116,622.00

View Table Key

Project Name: Formative Assessments
Associated With Criteria: (B)(2)

Expenditure Categories	Project Year 1
1. Personnel	8,697.00
2. Fringe Benefits	689.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	276.00
6. Contractual	4,561.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	14,223.00
10. Indirect Costs	1,266.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	15,489.00

View Table Key

Project Name: Curriculum and Formative Assessment Development for ITEEA
Associated With Criteria: (B)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	11,656.00
7. Training Stipends	0.00
8. Other	18,990.00
9. Total Direct Costs (lines 1–8)	30,646.00
10. Indirect Costs	2,488.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	33,134.00

View Table Key

Project Name: World Languages Pipelines
Associated With Criteria: (B)(3)

Expenditure Categories	Project Year 1
1. Personnel	34,417.00
2. Fringe Benefits	2,730.00
3. Travel	548.00
4. Equipment	5,900.00
5. Supplies	152.00
6. Contractual	1,391.00
7. Training Stipends	0.00
8. Other	0.00

Project Name: Curriculum and Formative Assessment Development
Associated With Criteria: (B)(3)

Expenditure Categories	Project Year 1
1. Personnel	258,377.00
2. Fringe Benefits	20,489.00
3. Travel	2,362.00
4. Equipment	19,667.00
5. Supplies	2,770.00
6. Contractual	34,648.00
7. Training Stipends	0.00
8. Other	0.00

9. Total Direct Costs (lines 1–8)	45,138.00
10. Indirect Costs	4,958.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	50,096.00

View Table Key

9. Total Direct Costs (lines 1–8)	338,313.00
10. Indirect Costs	37,235.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	375,548.00

View Table Key

Project Name: Curriculum & Assessment Development CTE-SREB
Associated With Criteria: (B)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	450.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	450.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	450.00

View Table Key

Project Name: Develop the Overall Technology Infrastructure to Support Race to the Top Initiatives
Associated With Criteria: (C)(2)

Expenditure Categories	Project Year 1
1. Personnel	1,801.00
2. Fringe Benefits	143.00
3. Travel	0.00
4. Equipment	1,669,277.00
5. Supplies	1,745.00
6. Contractual	131,003.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	1,803,969.00
10. Indirect Costs	483.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,804,452.00

View Table Key

Project Name: Accessing and Using State Data-Dashboards
Associated With Criteria: (C)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	2,750.00
6. Contractual	266,124.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	268,874.00
10. Indirect Costs	360.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	269,234.00

View Table Key

Project Name: Expansion to LDS- Data Exchange
Associated With Criteria: (C)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Multi-Media Training
Associated With Criteria: (C)(2)

Project Name: Enhancement to LDS -Develop P-20 and Workforce Data Warehouse and Center
Associated With Criteria: (C)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	1,399.00
5. Supplies	11.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	1,410.00
10. Indirect Costs	1.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,411.00

View Table Key

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	834,888.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	834,888.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	834,888.00

View Table Key

Project Name: LEA System Application Upgrades and Infrastructure Upgrades
Associated With Criteria: (C)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	1,399.00
5. Supplies	11.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	1,410.00
10. Indirect Costs	1.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	1,411.00

View Table Key

Project Name: Develop On-Line Instructional Intervention Modules
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Implement a System to Support E-Learning for Instructional Intervention, Enhancement and Enrichment
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	243.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	20,422.00
7. Training Stipends	0.00
8. Other	0.00

Project Name: Implement a Statewide System to Support Student Instructional Intervention
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	20,217.00
7. Training Stipends	0.00
8. Other	0.00

9. Total Direct Costs (lines 1–8)	20,665.00
10. Indirect Costs	32.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	20,697.00

View Table Key

9. Total Direct Costs (lines 1–8)	20,217.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	20,217.00

View Table Key

Project Name: Complete an Item Load and Set Up for the Item Bank and CAT System
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Expand Instructional Toolkit
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	12,476.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	12,476.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	12,476.00

View Table Key

Project Name: Implement a Test Item Bank System
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	3,339.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	3,339.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	3,339.00

View Table Key

Project Name: MSDE-IHE Teacher Preparation Workgroup
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	205.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	205.00
10. Indirect Costs	27.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	232.00

View Table Key

Project Name: Equating of MSA for Use on Growth Model
Associated With Criteria: (C)(3)

Project Name: Develop and Implement a Course Registration System
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	1,399.00
5. Supplies	11.00
6. Contractual	9,605.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	11,015.00
10. Indirect Costs	1.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	11,016.00

View Table Key

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	7,315.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	7,315.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	7,315.00

View Table Key

Project Name: Develop and Implement a State Curriculum System
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	20,679.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	20,679.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	20,679.00

View Table Key

Project Name: Develop Framework for Teacher Toolkit Portal
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: STEM Instructional and Career Support
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	202,953.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	202,953.00

Project Name: Implement a Computer Adaptive Test Delivery System
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	202,953.00

View Table Key

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Adaptive Testing Units for High Schools
Associated With Criteria: (C)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Develop and Implement an Educator Evaluation System
Associated With Criteria: (D)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	36.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	55,449.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	55,485.00
10. Indirect Costs	5.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	55,490.00

View Table Key

Project Name: Develop and Implement a Statistical Model to Measure Student Growth
Associated With Criteria: (D)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	25,954.00
7. Training Stipends	0.00
8. Other	18,500.00
9. Total Direct Costs (lines 1–8)	44,454.00
10. Indirect Costs	2,424.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	46,878.00

View Table Key

Project Name: Expand Educator Information System to Accommodate Additional Data
Associated With Criteria: (D)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	205.00
6. Contractual	29,260.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	29,465.00
10. Indirect Costs	27.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	29,492.00

View Table Key

Project Name: Compensation to Teachers and Principals in the Lowest 5% Schools
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1

Project Name: Building Leadership Capacity in Low-Achieving Urban and Rural Districts
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1

1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	18.00
4. Equipment	0.00
5. Supplies	67.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	85.00
10. Indirect Costs	11.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	96.00

View Table Key

Project Name: Incentives for Teachers Who Obtain ESOL Certification
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Maryland Approved Programs (MAP) Cost for LEAs, Providers and IHEs (UTeach Maryland)
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	3,944.00
4. Equipment	1,399.00
5. Supplies	802.00
6. Contractual	1,369.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	7,514.00
10. Indirect Costs	772.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	8,286.00

View Table Key

Project Name: Teach for Maryland
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	21,682.00
2. Fringe Benefits	1,719.00
3. Travel	5,375.00
4. Equipment	1,655.00
5. Supplies	500.00
6. Contractual	424.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	31,355.00

Project Name: Elementary STEM Certification
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	15,221.00
2. Fringe Benefits	1,207.00
3. Travel	4,855.00
4. Equipment	2,781.00
5. Supplies	1,296.00
6. Contractual	1,378.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	26,738.00

10. Indirect Costs	3,835.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	35,190.00

View Table Key

10. Indirect Costs	3,089.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	29,827.00

View Table Key

Project Name: International Partnerships to Recruit Teachers in Critical Needs Areas
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Compensation Incentives for Teachers in Shortage Areas
Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Educator Instructional Improvement Academies
Associated With Criteria: (D)(5)

Expenditure Categories	Project Year 1
1. Personnel	94,864.00
2. Fringe Benefits	7,523.00
3. Travel	2,599.00
4. Equipment	4,966.00
5. Supplies	21,144.00
6. Contractual	20,835.00
7. Training Stipends	1,806.00
8. Other	643.00
9. Total Direct Costs (lines 1–8)	154,380.00
10. Indirect Costs	16,844.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	171,224.00

View Table Key

Project Name: Develop On-Line PD on Educator Instructional Improvement Content
Associated With Criteria: (D)(5)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Teacher Induction Academies
Associated With Criteria: (D)(5)

Expenditure Categories	Project Year 1

Project Name: Expand Maryland Principals' Academy to Target Principals of Low Achieving Schools
Associated With Criteria: (D)(5)

1. Personnel	27,350.00
2. Fringe Benefits	2,169.00
3. Travel	969.00
4. Equipment	1,655.00
5. Supplies	533.00
6. Contractual	464.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	33,140.00
10. Indirect Costs	4,064.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	37,204.00

View Table Key

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Professional Development for Executive Officers
Associated With Criteria: (D)(5)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	464.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	464.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	464.00

View Table Key

Project Name: Primary Talent Development
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: The Breakthrough Center
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	186,391.00
2. Fringe Benefits	14,780.00
3. Travel	10,146.00
4. Equipment	3,941.00
5. Supplies	5,071.00
6. Contractual	763.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	221,092.00

Project Name: STEM Project Lead The Way
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00

10. Indirect Costs	28,347.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	249,439.00

View Table Key

10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

Project Name: Extend Student Learning and Improve School Culture, Climate, and Student Support
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	28,256.00
2. Fringe Benefits	2,241.00
3. Travel	880.00
4. Equipment	1,817.00
5. Supplies	501.00
6. Contractual	683.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	34,378.00
10. Indirect Costs	4,176.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	38,554.00

View Table Key

Project Name: Physical Activity
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	7,539.00
2. Fringe Benefits	597.00
3. Travel	0.00
4. Equipment	1,817.00
5. Supplies	182.00
6. Contractual	2,907.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	13,042.00
10. Indirect Costs	1,090.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	14,132.00

View Table Key

Project Name: Coordinated Student Services
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	34,417.00
2. Fringe Benefits	2,730.00
3. Travel	401.00
4. Equipment	3,548.00
5. Supplies	753.00
6. Contractual	928.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	42,777.00
10. Indirect Costs	5,017.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	47,794.00

View Table Key

Project Name: School Health Services
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1
1. Personnel	29,321.00
2. Fringe Benefits	2,325.00
3. Travel	510.00
4. Equipment	1,817.00
5. Supplies	239.00
6. Contractual	464.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	34,676.00
10. Indirect Costs	4,244.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	38,920.00

View Table Key

Project Name: Extended Learning
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1

Project Name: RITA Team Audits
Associated With Criteria: (E)(2)

Expenditure Categories	Project Year 1

1. Personnel	13,762.00
2. Fringe Benefits	1,091.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	539.00
6. Contractual	928.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	16,320.00
10. Indirect Costs	2,016.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	18,336.00

View Table Key

1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	2,257.00
6. Contractual	170,206.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	172,463.00
10. Indirect Costs	296.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	172,759.00

View Table Key

Project Name: Charter Schools
Associated With Criteria: (F)(2)

Expenditure Categories	Project Year 1
1. Personnel	31,599.00
2. Fringe Benefits	2,506.00
3. Travel	1,286.00
4. Equipment	1,314.00
5. Supplies	799.00
6. Contractual	20,069.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	57,573.00
10. Indirect Costs	4,934.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	62,507.00

View Table Key

Project Name: Implement Statewide Centralized Student Transcript System
Associated With Criteria: (P)(4)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00

View Table Key

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Maryland APR Supporting Files Provided by the State

1. Progress Updates on Invitational Priorities (page 11): “The Governor’s P-20 Council of Maryland: May 9, 2011”

2. Progress Updates on Invitational Priorities (page 11): “The Governor’s P-20 Council of Maryland: August 4, 2011”

3. Year One Budget (page 12): “Expenditure Summary Table: Local School System Expenditures”

The Governor's P-20 Council of Maryland
Monday, May 9, 2011
9:00 a.m. – 12:00 p.m.
Maryland Higher Education Commission

Executive Committee Attendance: Chancellor "Brit" Kirwan, Sec. Elizabeth A. Sachs, Sec. Alex Sanchez, Bob Walker on behalf of Sec. Christian Johansson

Working with the Executive Committee: John Ratliff, Governor's Director of Policy

Council members:

Susan Aldridge	Dr. Carol Eaton	Del. John Olszewski, Jr.
Tina Bjarekull	Thomas Evans	Dr. Barbara Palmer
Dr. Joann Boughman	Dr. Patricia Florestano	Lynn Reed
Eleanor Carey	Sen. Nancy King	Steve Rhode
Thomas Carr	Pat Mikos, on behalf of	Dr. Mary Pat Seurkamp
Peter Cevenini	Katherine Oliver	June Strekfus
Dr Charlene Dukes	Dr. Elizabeth Morgan	Dr. David Wilson

Staff to Executive Committee:
Dr. Susan Blanshan
Pat Foerster
Angela Lagdameo
Beth McCoy
Dr. Nancy Shapiro

Absent: Dr. Linda D. Burgee, Alicia Coro-Hoffman, Marietta English, Clara Floyd, Dr. Jim Foran Ronald Goldblatt, Dr. Nancy Grasmick, Del. Guy Guzzone, Anwer Hasan, Mary Ellen Hrutka, Dr. Nicholas P. Jones, Sen. Pinksy, Hope Reynolds-Harrington, William "Bill" Robertson

Welcome:
John Ratliff provided brief welcoming remarks and noted that MSDE members were not able to attend due to a site visit on RTTT by the U.S. Department of Education.

Follow up on Task Force Recommendations and Other Work (John Ratliff)

Mr. Ratliff stated that this Council meeting would be more process-oriented. He explained that in previous years the P-20 Council created various Task Forces that made specific recommendations. Based these and staff input the Governor's 2009 Education Plan was developed. At the March 2011 meeting the Council received an update on the Governor's plan to maximize ARRA funding opportunities. The State received RTTT and most of the recovery act funds went to local jurisdictions. The State had no say in the use of those funds. Mr. Ratliff said the Council will receive updates on what progress has been made on each of the strategies.

Senator King stated that the legislature is looking at legislation to increase the dropout age (it has a $52 million dollar price tag). Senator King is part of a group tasked with coming up with a report and would like to get this council's input. Mr. Ratliff suggested this could be prepped for the workgroup.

Dr. Kirwan suggested that the college completion agenda should be part of the workgroup's agenda and that the Governor's degree attainment goal of 55% should be a unifying theme or effort for P-20.

Mr. Ratliff explained the plan was created before we set college completion as a goal of the administration but that it is one of the most important agenda issues for the Governor. Dr. Kirwan stated that as the plan is redrafted and updated, which will happen in one of the next few council meetings, we want to add the 55% college completion goal explicitly as a major element.

Dr. Kirwan explained that dropout rates are a specific part of the RTTT work as well. Integration of the systems will need to be revisited by the State. MCEE is one body that is considering these issues.

Building the Maryland Longitudinal Data System/Center (Dr. Passmore)

Dr. Passmore presented an update on the MLDS.

Mr. Ratliff said the Governor believes MLDS will be a critical tool to find solutions with a high degree of data analysis.

Dr. Passmore stated that Maryland needs a higher level of data that is more integrated to show "what works" and is focused on evidence to answer questions. It also needs to be integrated across the State and between disparate activities. Dr. Passmore stated that there are three key areas to consider to achieve this goal:

- **Policy**- It is important to determine which questions to ask and how to ask them in order to have policy drive the effort. The P-20 Council will direct the efforts and the questions that will be asked and will focus on workforce, career, and college readiness gaps. The college completion agenda provides a good example for the framework by trying to show causations between P-12 education and success in higher education, etc.
- **Technology** – The executive agencies that have the data could not support the uploading of data into systems. The important step now is upgrading the existing data systems.
- **Analytical Center**- It is unclear who will be taking responsibility for this work. This decision has been postponed while the system is being set up. It will eventually be a center that will have both researchers and people to look beyond the numbers and to explain what it means. Ultimately this will create actionable policies and present the best ways to solve problems. We are currently looking at models for analytic centers.

Discussion:
Ms. Morgan asked about P-12 integration and Dr. Passmore responded that the P-12 system is the longest part of this. This system allows P-12 to be joined with higher education and five years of workforce data. Each segment will manage its own data. The P-20 system will integrate data, but is not meant to be a management system in the way that the individual P-12 system works. The P-12 MLDS will exist as a separate system at the same time.

Ms. Morgan asked about connecting student achievement to individual teacher performance and Dr. Pasmore responded that is mostly within the K-12 student data system. No decisions have been made as to how much of that will be rolled into the P-20 system. In the P-20 system it is mostly linked to the student rather than the teacher. The K-12 system does have unique teacher identifiers and will link teachers and students.

Ms. Streckfus commented that MBRT had proposed to the Governor five areas to prioritize. Awards/rewards would be given to those who researched in those priorities areas.

Mr. Ratliff commented that the bill that passed last year created the MLDS Governing Board. The board has executive power tasked with specific tasks and broad thinking about what we need and how we are

going to get it. Ultimately, the data will be used on multiple levels to teachers so they can adjust their instruction. It will also be given to researchers who are looking for trends across the state.

Ms. Bjarekull said one issue is resources and the weakest link is in higher education because the systems are archaic. Mr. Ratliff responded that approximately $5 million from RTTT have been targeted for this. As MSDE moved forward with their system they found a way to more cheaply enhance their system which had now become the model, an agency framework. There are two big projects remaining: 1) to upgrade MHEC's system and 2) to integrate all of the systems.

Mr. Carr asked about software compatibility and Dr. Passmore responded that the project is limited by the need to spend out money from RTTT. In the authorizing legislation it requires the system be online by July 1, 2014 but the Council hopes to do it more quickly.

Dr. Passmore stated that in the P-12 system each LEA has a point person and has been providing information about the existing systems. As of two weeks ago, seven systems were done and the others are in mid-stream. P-12 will be ready sooner, as it started development in 2005. Mr. Ratliff added that specific questions could go to Leslie Wilson at MSDE.

Dr. Passmore stated that early childhood education has seen less focus because the initial questions were about the gaps between PreK-12 and postsecondary and then were expanded to include the Maryland workforce. There is an initial list of 18 questions which is being broadened.

Mr. Ratliff said a big challenge is inter-operability with regional states. MD is working hard to be in alignment with the metrics developed by Complete College. The National Governor's Association put out metrics for governors to adopt that we helped design.

Dr. Passmore stated that in the gap analysis, home school and private school data was identified as missing. Private institutions are often unwilling to share their data and the State does not have the power to require it. The Council needs to defer to MSDE on how they are approaching this issue. The Council and State need to be sensitive to privacy concerns.

Mission and 2011 Workplan (Dr. Shapiro)

Dr. Shapiro briefed the Council on the process and reorganization of the P-20 Workgroup. She stated that previously the P-20 Council membership consisted of busy executives who assigned staff to organize into Subcommittees to research questions. The mission was to look at how students and teachers can be better prepared for students to succeed.

On April 8th the Governor's office convened a meeting of those interested in being part of the workgroup. The vision and mission of this will be different than the former group. Dr. Shapiro stated that the new workgroup will feed vetted, well researched, focused information to the council so that the council can make the most of its time thorough discussion and the formulation of recommendations. The mission and vision of the P-20 workgroup is to develop a clear expectation for the council. The staff would send a draft mission statement to the executive committee for review and then to the council. It would then be made public at the following the P-20 meeting.

Dr. Shapiro stated if the workgroup is reconstituted it would need a process for limited, highly important bulleted point, Student Stat data points to become the core, a process to create consistency in the presentations including feedback from the council, decide how to report on public engagement.
Dr. Shapiro suggested that the P-20 Council needs to revisit and update its long term action agenda. This agenda should include measurable goals and possible issues for the workgroup to prepare could be

internships as a long term agenda item, recommendations from previous taskforces, and progress as measured through StudentStat

Mr. Ratliff endorsed the model. It is a goal to have a dedicated staff person to this work, but not clear where that person will sit. This person would facilitate this group.

Dr. Shaprio presented a mission statement for the P-20 Council as developed by the workgroup:

> *The mission of the Governor's P-20 Leadership Council of Maryland is to discuss, evaluate, and make recommendations to the Governor and the General Assembly for the development of an agile, nimble, integrated(?), education and workforce (opportunities?) system*(s) that maximizes individuals' success and workforce readiness**. The Council's recommendations will seek to ensure that Marylanders have access to opportunities to develop the knowledge and skills they need to succeed in the 21st Century and that the State's research and development infrastructure and workforce can sustain a nationally preeminent and globally competitive knowledge-based economy*

The following comments were noted:

- *System may be a limiting word.
- **Do not want to overuse the term workforce because focus is on education and does not encompass adult education yet
- Later the council can address definitions if necessary.

Dr. Shapiro stated that the mission statement will be presented for adoption by the Council after further revisions are made by the workgroup.

Mr. Ratliff stated that potential new projects for the council include building a statewide system of internship opportunities with strategies for use and developed hubs. The Council should task a smaller group to give thoughts to recommended next steps, and GWIB is willing to host this conversation with MBRT and then work with the interagency workgroup.

Mr. Ratliff continued that another project could be to further align agencies with the P-20 Vision. The Governor has asked the Council to create a study group to look at opportunities of additional alignment of state agencies. MHEC and MSDE should report back by the Fall as MHEC will be moving to the MSDE building later this year.

Conclusion

Dr. Kirwan reviewed the key points for the day and charged the workgroup with deliverables for the August P-20 Council meeting.

The Governor's P-20 Council of Maryland
Thursday, August 4, 2011
9:00 a.m. – 12:00 p.m.
Governor's Reception Room, State House

Executive Committee Attendance: Sec. Alex Sanchez, Sec. Elizabeth A. Sachs, Dr. Bernard J. Sadusky

Working with the Executive Committee: John Ratliff and Angela Lagdameo, Governor's Director of Policy

Council members:
Dr. Susan Aldridge
Tina Bjarekull
Dr. Joann Boughman
Eleanor Carey
Thomas Carr
Peter Cevenini
Dr. Charlene Dukes
Dr. Carol Eaton
Thomas Evans
Dr. Patricia Florestano
Hope Reynolds Harrington
Anwer Hasan
Dr. Mary Ellen Hrutka
Jody Kallis
Pete Longo
Dr. Raymond P. Lorion
Katherine M. OliverDel.
John Olszewski, Jr.
Dr. Barbara Palmer
Senator Paul Pinsky
Lynn Reed
Bill Robertson
Steve Rhode
Dr. Mary Pat Seurkamp
June Strekfus
Dr. David Wilson

Staff to Executive Committee:
Pat Foerster
Angela Lagdameo
Beth McCoy
Dr. Nancy Shapiro
Mary Gable
Jaclyn Lichter
Beth V. McCoy

Absent: Chancellor "Brit" Kirwan, Mr. Christian S. Johansson, Dr. Guy Altieri, Esq. Eleanor M. Carey, Peter F. Cevnini, Ms. Marietta English, Ms. Clara Floyd, Ms. Alicia Coro-Hoffman, Dr. Nicholas P. Jones, Dr. Elizabeth M. Morgan, Mr. W. Christopher Motz, Delegate Guy J. Guzzone, Senator Nancy King, Dr. James V. Foran

Welcome:
Secretary Alex Sanchez of DLLR welcomed the Council in the absence of Chancellor Kirwin. Secretary Sanchez will be the next Chair of the Executive Committee.

Work Group Update:
Angela Lagdameo gave a Work Group Update on the new language decided upon for the Mission of the P-20 Council. Nancy Shapiro commented that the Mission was supposed to be simple and inclusive of all components of P-20 schooling. The Governor entered and discussion was tabled for the end of the meeting.

Governor's Remarks:
The Governor thanked the Council for their work and appreciates the extra time that people contribute. He highlighted the accomplishment of the keeping the public in support of the Maryland education system while other states have had traumatic cuts to education. He is

disappointed on the return on the dollar from educational investment in terms of progress and moving forward. Maryland ranks 37th in degrees awarded per dollar invested. He challenged our leaders to find school innovations, track metrics like M-Stat, and create systems of responsibility. He congratulated the group on winning the Complete College America (CCA) grant and noted the use of the money for math course redesign. He noted several other areas of focus such as reverse transfer credits, utilizing 21st Century technology for higher education learning outside the classroom. He wants to meet students where they are in their life and situation, after regular school hours and online. He also wants to see online and computer learning used in K-12. He noted that the TELL Maryland survey results will be released tomorrow. The Governor is not sure what will happen in the next 6 months on the National scene but looks forward to working with the Council in the future.

Degree Productivity in Higher Education, Complete College America:
Power Point presentation from Dr. Danette Howard, Director of Research and Policy Analysis, Maryland Higher Education Commission

CCA is a national effort to significantly increase college completion rates within the states, which is a shift from focusing on enrollment. There are new metrics to consider part-time, low-income, and transfer students. The first metric is completion rates at community colleges. The 2 Year rate is low and even the 4 Year rate is low. This is a little below average for the nation because many Maryland students transfer before getting their Associate's degree. There is a huge range of graduation rates between the 16 community colleges. At 4 Year colleges the 4 year graduation rate is low and 6 and 8 year rates are similar and much higher. Part-time students are unlikely to graduate. There is an Achievement Gap for African-American, low-income, and 25 and Over students. There is also great disparity of graduation rates between campuses. There is a new metric that functions like a reverse graduation rate, which measures time in years to degree. Again there is great disparity between campuses. Another new metric measures how many credits students earned on their way to a degree. They are earning more credits than necessary to graduate, which may come from poor self-advising or switching majors mid-stream. For 4 Year colleges, students graduate on average with only a few extra credits. Credit momentum is measured by having 12 or 24 credits at the end of 1 or 2 years of college. Recommendations coming from early analysis of the data include: getting students enrolled in a specific program as quickly as possible, providing each student with a graduation plan when they declare the major, students requiring remedial classes to take the remedial classes and immediately follow them with credit bearing classes, part-time and older and transfer students should be considered at-risk at some campuses.

STEM Progress in Maryland:
Power Point presentation from June Streckfus, Executive Director, Maryland Business Roundtable

Several years ago the Governor asked to focus on preparing students for the new economy specifically with STEM skills. Recommendations: 1. Align P-12 curriculum. 2. Professional development of teachers. 3. Train new educators. 4. Encourage student internships to experience the work world. 5. Grow and keep college graduates within Maryland. 6. Nurture research and entrepreneurship. 7. Create Maryland's STEM Innovation Network to make STEM resources available to all. They are looking at how to connect schools and outside resources in a productive way. The partnership network has been successful. IBM has managed the volunteer network and there have been several other grantors. Maryland is the only state that involves partnership in depth with schools. This has been created with teachers (not for teachers) and a

teacher survey had great response especially from high school STEM teachers. The teachers responded that they need technological support that is not isolated. Three key areas include 1. System-wide STEM connections, 2. STEM Resource Clearinghouse, and 3. Access to pre-screened trained STEM specialists. Dr. Collins at NIH was interested. The teachers wanted access to current issues that are being encountered now. Biology has been a focus area and they recently surveyed biology teachers that resulted in dividing biology into 6 key areas in order to recruit volunteers. The proof-of-concept for a STEMnet online community will happen this fall. Eventually an externship/internship piece will come on top of this. An 'e-harmony' for STEM is coming online to link teachers with practitioners. In the next four years, chemistry, IT, and other science areas will be added.

STEM Statewide Internship:
Lynn Reed, Executive Director, Governor's Workforce Investment Board, Co-Chair of P-20

The first realization of the workgroup was that an internship program would be starting from scratch. The connection to the business community is a crucial component. At NGA Ms. Reed connected with Garmin who has a structured internship program and offered guidance to the program. Local-area internship programs will be brought into the circle. The Internship Institute is a good resource. There does not seem to be established statewide internship programs in other states. She asked for feedback on the survey questions and to whom the survey should be sent. Horn Point Laboratory was suggested as a partner. The Eastern Shore and Western Maryland teacher gave feedback that they know that it is difficult to find sufficient people for them so they would like online resources. Nancy Shapiro said that each USM institute has their own internship program that should be connected to the statewide internship program. Brit Kirwin will be chairing a national internship program. It was suggested that a good resource are places around the state such as Prince George's County's Eleanor Roosevelt High School requires science internships. A resource was published 6 months ago by Baltimore City about internship best practices. The business industry commented that there are a lot of opportunities, which has an organized internship program. Dr. Larson suggested a mandate that encourages technology use by teachers in order to ensure student success in the future.

Using Technology to Expand Educational Opportunities:
Power Point presentation from Ms. Jayne Moore, Director of Instructional Technology and School Library Media

In the next 30 years virtual education or distance learning will be a critical part of education. It is a part of National Educational Technology Plan 2010. The 2002 Maryland Education Code Ann. 7-1002 established the Maryland Virtual Learning Opportunities Program. The Maryland Virtual School provides equity of access for sick and disabled students, advanced classes or alternative learning programs. Most state virtual school share the following attributes: size, minimal legislative funding, primarily high school grades, supplement to full-time students, and run by or within state education programs. Florida virtual learning is the largest program and gets funding as a separate school district, in other words the funding follows the student when they become enrolled online. Maryland has small enrollment with a peak of less than 1,000. The majority of courses are Advanced Placement. They take requests from local school systems for specific classes and then finding the online program. The definition of an online course is 80% or more online, less than 80% is a hybrid and does not need to be approved. Community colleges have been working with school districts to offer courses and they have to submit paper work to show quality of the course and alignment with K12 curriculum. Going forward they have to make sure the courses are realigned with the new core curriculum. Race to the Top includes STEM Instructional and Career Support, which includes adding 2 courses online per year in this subject

area. Challenges include design and development of courses, equity across the state, and sustainability of the program. The other piece is Online Professional Development, which includes Certification Courses for teachers. A next step is to certify teachers who are certified to teach online courses. The Ed Tech Partnership Grant – Maryland Technology Proficiency Partnership has many modules in the process pipeline. Howard County is leading the LEA involvement in creating new courses. Through the grant there are several online tools to assist with teaching and includes an App for phones. Next steps for MVLO are undecided. Last year it was established that local school districts could have the ability to establish their own online schools but no LEAs have taken this project on yet. It was questioned whether we have data on the success of students who take online classes.

Online Learning in Higher Education:
Dr. Susan Aldridge, President of University of Maryland University College

Reverse transfer is a large part of the online learning system at UMUC. Students frequently mix and match online, hybrid, and in-classroom courses. The Cyber Initiative has been big especially with the many military students who already have Security Clearances. A Bachelor's Degrees of Cyber Security is the first of their kind in the country. Tuition for UMUC is second lowest and great value for Marylanders. If students transfer before they finish their Associate's Degree it is difficult to support them without a safety net.

Work Group Update (contd.):
Discussion resumed for the Mission Statement. Several variations of the mission were proposed. It was decided that the Work Group would do more work on the Mission Statement at the next Work Group meeting.

Angela Lagdameo informed the Council that a study will be published in the next few months about increasing the compulsory education age. The Workgroup agreed that no further action would be taken until the study was reviewed. Senator Pinsky stated that he is for increasing the compulsory age so that it becomes an expectation, despite costs to the State.

Several agencies (MHEC, MSDE, MBRT, etc.) will be coming up with a dashboard that reflects the goals of P-20. An example of data that would appear on the dashboard is a graph that visualizes STEM progress.

Conclusion:
Secretary Sanchez wrapped up the meeting by giving charges to the Work Group. The Work Group will be rewriting the Mission Statement and reexamining the compulsory education age when the study is published. Furthermore, the Work Group should address each of the recommendations from the Power Point presentations today.

Expenditure Summary Table

Local School System Expenditures

Maryland

Race to the Top Annual Performance Report - Project Year One

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	-	-	-	-	-
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs*	-	-	-	-	-
11.Funding for Involved LEAs	4,780,281	-	-	-	4,780,281
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	4,780,281	-	-	-	4,780,281

Note: Data represents expenditures incurred through 6/30/2011.

Maryland
Race to the Top
LEA Expenditure Report

Local Education Agency	LEA Project #	LEA Project Name	Amount Expended
ALLEGANY CO PUBLIC SCHOOLS	01-01	Standards and Assessments	60,331.68
	01-02	Early College Classes	45,972.00
	01-04	Data Systems To Support Instruction	11,421.26
ALLEGANY CO PUBLIC SCHOOLS Total			**117,724.94**
ANNE ARUNDEL CO PUBLIC SCHOOLS	02-03	Technology Infrastructure Supporting RTTT Goals	197,177.91
ANNE ARUNDEL CO PUBLIC SCHOOLS Total			**197,177.91**
BALTIMORE CO PUBLIC SCHOOLS	03-01	Section A - Staffing of Project Manager and Fiscal Assistant	26,647.17
	03-03	Education, Assessment, and Student Information (easi) System	451,496.20
	03-04	Virtual High School and Game Development Project	250,300.00
	03-06	E-Center	34,920.00
BALTIMORE CO PUBLIC SCHOOLS Total			**763,363.37**
CALVERT CO PUBLIC SCHOOLS	04-02	Great Teachers & Leaders	49,200.00
CALVERT CO PUBLIC SCHOOLS Total			**49,200.00**
CARROLL COUNTY PUBLIC SCHOOLS	06-01	Gap Analysis and Curriculum Alignment	321.58
	06-05	Teacher Evaluation Design	4,048.50
	06-09	Administrator and Supervisor Evaluation Design	1,696.39
CARROLL COUNTY PUBLIC SCHOOLS Total			**6,066.47**
CECIL COUNTY PUBLIC SCHOOLS	07-01	Professional Development for Core Standards	2,849.28
	07-02	STEM Lead Teacher Stipend	2,304.63
	07-03	Learning Mangement System	274,999.93
	07-04	Formatting Local Assessments for Online Use	861.00
	07-06	Develop teacher evaluation system	534.00
	07-08	Professional Development for Low Performing Schools	549.00
	07-09	Extended STEM Learning Opportunities for Low Performing Schools	2,815.00
CECIL COUNTY PUBLIC SCHOOLS Total			**284,912.84**
DORCHESTER COUNTY PUBLIC SCHOOLS	09-02	Data Analyst	3,018.65
	09-04	Interventions	3,474.94
DORCHESTER COUNTY PUBLIC SCHOOLS Total			**6,493.59**
HARFORD CO PUBLIC SCHOOLS	12-01	Race to the Top Project Manager	32,931.92
	12-02	Model Department Chairs	68,678.59
	12-04	Instructional Data Specialist	25,686.77
	12-06	Coordinator of Teacher Induction	59,221.57
HARFORD CO PUBLIC SCHOOLS Total			**186,518.85**

Prepared by MSDE Office of Finance
9/1/2011

Expenditures Reported through 6/30/2011

Maryland
Race to the Top
LEA Expenditure Report

Local Education Agency	LEA Project #	LEA Project Name	Amount Expended
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS	16-01	AP/IB	250,000.00
	16-02	Data Warehouse	44,720.00
	16-03	Data Quality	415,090.00
	16-04	Data Wise	266.75
	16-12	STEM NCTAF SSR	12,289.28
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS Total			**722,366.03**
SOMERSET COUNTY PUBLIC SCHOOLS	19-01	Data Systems	233.53
	19-02	Academies	11.07
	19-04	#N/A	1,500.00
SOMERSET COUNTY PUBLIC SCHOOLS Total			**1,744.60**
WASHINGTON COUNTY PUBLIC SCHOOLS	21-06	Turning Around the Lowest-Achieving Schools	21,876.06
WASHINGTON COUNTY PUBLIC SCHOOLS Total			**21,876.06**
WICOMICO CO PUBLIC SCHOOLS	22-03	Effectively Supporting Educators	85,727.16
	22-04	Improving School Performance	3,728.21
WICOMICO CO PUBLIC SCHOOLS Total			**89,455.37**
NEW BALTIMORE CITY BOARD OF SCHOOL COMMISSIONER	30-01	Formative Assessments	1,559,596.14
	30-02	Hardware and Systems Infrastructure	81,000.00
	30-04	Educator Evaluation and Tool Design	51,038.25
	30-06	Technology Supports for Evaluation System	62,451.25
	30-07	Evaluation System Implementation	113,857.31
	30-08	Educator and School Leader Supports	330,524.33
	30-10	Data System Enhancements - PD Planner	35,626.02
	30-11	School Turnaround Activities	57.30
	30-12	Implementation Support	99,230.45
NEW BALTIMORE CITY BOARD OF SCHOOL COMMISSIONERS Total			**2,333,381.05**
Grand Total			**4,780,281.08**

Expenditures Reported through 6/30/2011

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9/1/2011