RACE TO THE TOP

Maryland Report

Year 2: School Year 2011–2012

U.S. Department of Education
Washington, DC 20202

February 1, 2013

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided $4.35 billion for the Race to the Top fund, of which approximately $4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.[1] In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)[2] take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).[3]

[1] The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

[2] Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

[3] More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at http://www2.ed.gov/programs/racetothetop/index.html.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (*e.g.*, through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.[4] The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

In September 2010, the Department awarded Maryland a $249,999,182 Race to the Top grant to support comprehensive education reform efforts in the State. Under the terms of the Race to the Top grant, the State must distribute at least half of the award amount to participating LEAs to support their reform efforts. Maryland stated in its Race to the Top application that it aspires to become world class in public education through implementation of its Race to the Top initiatives. The State's reform goals include the adoption of clearer and more rigorous Common Core State Standards (CCSS) and new assessments, development of a P-20 longitudinal data system, a redesigned human capital framework including a new teacher and principal evaluation system, and a more cohesive approach to turning around lowest-achieving schools.

State Year 1 summary

Maryland's Race to the Top Year 1 implementation accomplishments included critical capacity-building at the Maryland State Department of Education (MSDE), with the establishment of a Race to the Top office within the Division of Academic Reform and Innovation under the direction of an assistant State superintendent. The State also developed a Race to the Top communications plan, and the Maryland Council for Educator Effectiveness (MCEE) agreed on recommendations for the new educator evaluation system. In June 2011, the Maryland State Board of Education accepted the Maryland Common Core State Curriculum (MCCSC) Frameworks in mathematics and English language arts (ELA), which were based on the CCSS and created with the input of Maryland educators. These Frameworks define the skills and knowledge that students must have in order to achieve the goals of the CCSS and guide the State's development of curriculum resources. During summer 2011, Maryland hosted the first series of Educator Effectiveness Academies, which focused on the rollout of the MCCSC Frameworks and strategies for implementing science, technology, engineering, and mathematics (STEM) content. The Educator Effectiveness Academies reached approximately 6,000 educators from all 1,500 public schools in the State. Maryland also created an inter-agency P-20 collaboration team, developed 15 policy questions to be answered through the P-20 system, and completed an analysis of data available and needed to answer those questions. During school year (SY) 2010-2011, 11 schools in the State initiated a school intervention model[5], and the Breakthrough Center provided services and support to lowest-achieving schools in Baltimore City Public Schools (BCPS) and Prince George's County Public Schools (PGCPS). In addition, the State established a Cross-Functional Team, facilitated by the project manager for the Breakthrough Center and composed of representatives that include Race to the Top project managers, staff from across MSDE divisions, and the Mid-Atlantic Comprehensive Center to coordinate the delivery of services and to discuss and generate solutions to challenges faced by these schools.

While the State made progress in implementing its Race to the Top initiatives during Year 1, Maryland also reported difficulty in hiring qualified staff, particularly for projects related to its data systems to support instruction and the statewide educator evaluation system. This challenge led to implementation delays in several Race to the Top projects. Additionally the MCEE provided recommendations for the statewide educator evaluation system six months later than initially planned. Due to this delay, the State shortened the duration of the seven-LEA educator evaluation system pilot from one and one-half years (January 2011 through June 2012) to one year (September 2011 through June 2012).

State Year 2 summary

Accomplishments

Maryland's Year 2 accomplishments included implementing support and monitoring processes for LEAs for the purposes of Race to the Top implementation, developing CCSS-aligned model units and lessons, holding summer professional development academies across the State, and providing instructional and leadership support services through the Breakthrough Center to lowest-achieving schools in BCPS and PGCPS.

[4] Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

[5] Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

LEA Support and Oversight. Maryland supported LEA implementation of Race to the Top activities through technical assistance and monitoring sessions. The State established a two-tiered monitoring process for participating LEAs that included monthly reports and an annual onsite visit, after which the State provided feedback to LEAs on their progress. The State communicated regularly with local superintendents and executive officers[6] and expanded its communications efforts to target school-level personnel and promote consistent messages during Year 2 about the State's Race to the Top work.

Model Units and Lessons Aligned to Common Core State Standards. Using the MCCSC Frameworks and Partnership for Assessment of Readiness for College and Careers (PARCC) Model Content Frameworks as guides, Maryland educators developed two model units and two model lessons in ELA and mathematics for each grade level for Maryland educators to use in their classrooms or as exemplars to develop their own units and lessons aligned to the MCCSC Frameworks.

Professional Development Academies. Maryland hosted its second series of Educator Effectiveness Academies in summer 2012. Eleven Academies, held at regional sites across the State, provided CCSS professional development to more than 6,000 teachers and principals. The State also held its second Teacher Induction Academy in June 2012, reaching approximately 200 new teacher mentors and induction coordinators in an effort to ensure that all new teachers in Maryland public schools participate in a high-quality, supportive teacher induction program. Additionally, Maryland held its first Academy for School Turnaround for executive officers and principals from low-achieving schools around the State in summer 2012.

Breakthrough Center. Maryland's Breakthrough Center leads the State's efforts to turn around its lowest-achieving schools. During Year 2, the Breakthrough Center provided instructional, leadership, and student services support to these schools in BCPS and PGCPS.

Challenges

While Maryland made some progress implementing its Race to the Top initiatives in Year 2, the State struggled to find adequate qualified staff to conduct project activities related to the State's technology and instructional improvement system (IIS) projects. This challenge, along with the State procurement process, led to delays in many projects that had already experienced delays in Year 1. As a result, Maryland educators will not have access to components of the IIS until Year 3, instead of the end of Year 2 as initially planned. Additionally, because Maryland has experienced ongoing delays in many technology projects, the State has a much tighter timeframe for completing this work within the Race to the Top grant period. Further, Maryland encountered some implementation challenges during Year 2 as a result of the transition to an interim State Superintendent.

Maryland did not set clear expectations for the SY 2011-2012 pilot of its new teacher and principal evaluation system, which occurred in select schools within seven LEAs. This led to significant variability among LEAs' pilot activities and posed challenges to the State's ability to gather meaningful and consistent data on the outcomes of the pilot. Further, the State made refinements to the evaluation system during Year 2, but it is not clear whether all LEAs understood and were able to take these changes into account as they planned for their Year 3 pilots of the system. Maryland reports that it is using lessons learned from the SY 2011-2012 pilot to improve its approach to the statewide SY 2012-2013 field test of the evaluation system.

Looking ahead to Year 3

During Year 3 Maryland will continue preparing educators to fully implement the CCSS in SY 2013-2014 and PARCC assessments in SY 2014-2015. Building on the model units and lessons that Maryland educators developed for each grade in ELA and mathematics in Year 2, the State will develop additional ELA and mathematics and create social studies and science curriculum resources. Additionally, all LEAs will participate in another pilot of the new teacher and principal evaluation system in Year 3 in preparation for full implementation in SY 2013-2014. The State's Curriculum Management System and Learning Management System, both key aspects of its IIS, will also be available for use in Year 3.

[6] In Maryland, executive officers are principal supervisors.

Building capacity to support LEAs

Maryland's Year 2 activities included providing LEA support and oversight and collaborating across divisions within MSDE to align efforts across Race to the Top projects.

In order to manage the day-to-day implementation of Race to the Top initiatives, Maryland established a Race to the Top office within the Division of Academic Reform and Innovation at MSDE. Throughout Year 2, Maryland continued to refine the Race to the Top management structure and processes established in Year 1. The structure and processes include a Core Team that meets weekly to discuss cross-cutting issues and troubleshoot problems; regular communication and collaboration across Race to the Top projects to ensure that efforts are integrated and aligned; and monthly reports completed by each project manager to delineate issues and accomplishments. The State also added two finance positions and one communications specialist position to the Division of Academic Reform and Innovation in order to meet communications and financial management needs identified during the first year of implementation.

Maryland experienced leadership transitions in both Years 1 and 2 of Race to the Top implementation, with an interim State Superintendent in place during Year 2. Following the retirement of its State Superintendent who held the position for twenty years, the interim State Superintendent served from July 1, 2011 through July 1, 2012. The State selected a new permanent State Superintendent in spring 2012, and her term began on July 1, 2012.

> Maryland paired each participating LEA with a liaison at MSDE to serve as the main point of contact for the LEA and to provide support and guidance on matters related to Race to the Top. Additionally, the liaisons are responsible for reviewing LEA monthly and annual reports and leading annual onsite visits to the LEA.

Support and accountability for LEAs

In an effort to improve efficiency and align LEAs' Master Plans[7] and Race to the Top Scopes of Work, Maryland worked closely at the beginning of Year 2 with participating LEAs to integrate the respective development processes. During fall 2011, the State approved combined Scopes of Work and Master Plans for all participating LEAs.

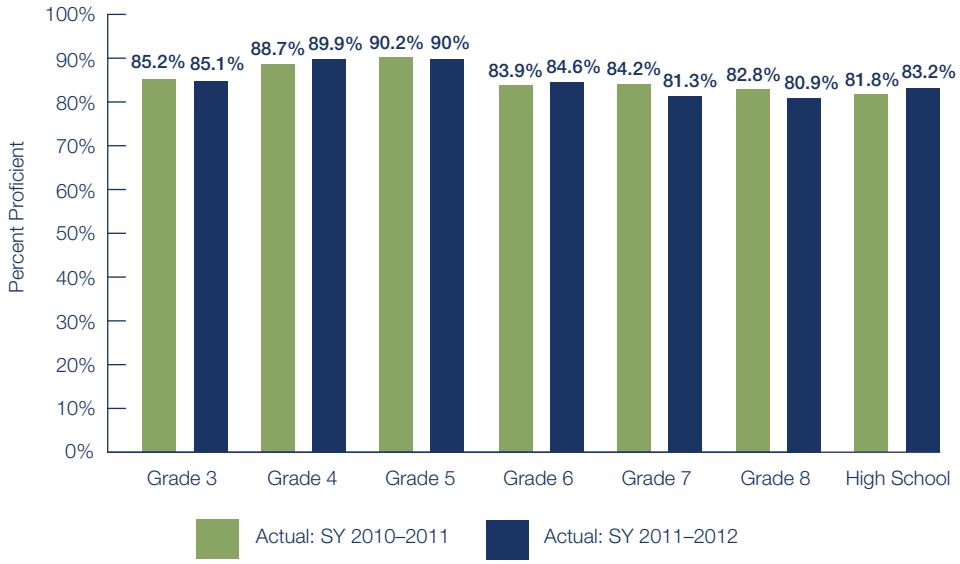
MSDE assigned a State-level liaison to each participating LEA to serve as the main point of contact for the LEAs and to provide support and assistance, as necessary. The LEA liaisons, in partnership with other MSDE personnel, monitored LEA implementation throughout Year 2 utilizing a two-tiered monitoring process that included monthly reporting and annual onsite visits. The Division of Academic Reform and Innovation established a monthly reporting system and amendment process for LEAs to ensure that the State receives up-to-date information about progress and issues in local implementation. The State reviews these monthly reports and follows up with LEAs as needed. In May and June 2012, the State conducted onsite visits to all participating LEAs. Prior to the monitoring visits, LEAs completed questionnaires and compiled evidence related to the fiscal and programmatic aspects of their implementation of Race to the Top projects. Following the monitoring visits, the State provided LEAs with summary reports including feedback on their progress.

Maryland also held periodic technical assistance sessions for participating LEAs on fiscal and programmatic elements of Race to the Top implementation. The State communicated regularly with local superintendents and executive officers and held monthly superintendent meetings. In addition, the State expanded its communications efforts in Year 2 to target school-level personnel and promote consistent messages about the State's Race to the Top work.

[7] Master Plans are plans developed by each LEA for improving student achievement and closing achievement gaps as well as aligning local priorities with annual budgets.

State Success Factors

Student Proficiency on Maryland's ELA Assessment

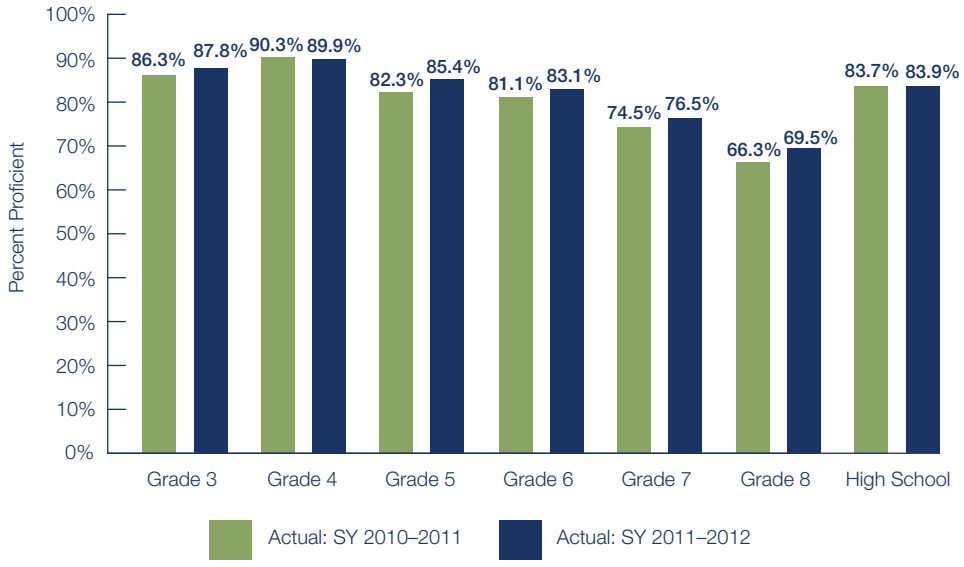


Preliminary SY 2011–2012 data reported as of: September 17, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Student Proficiency on Maryland's Mathematics Assessment



Preliminary SY 2011–2012 data reported as of: September 17, 2012

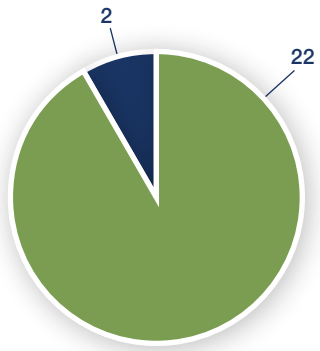
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

LEA participation

Twenty-two of Maryland's 24 LEAs agreed to participate in the State's Race to the Top plan and continued to participate throughout Year 2. Although the two remaining LEAs, Frederick County and Montgomery County, are not fully participating in Race to the Top, they are involved in some aspects of the work. For example, these LEAs participated in the Educator Effectiveness Academies and the Teacher Induction Academy held during summer 2012.

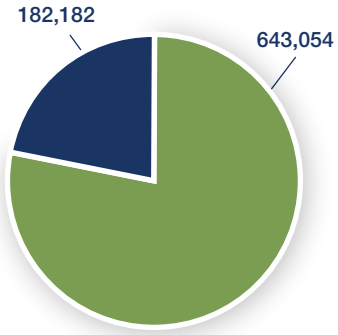
LEAs Participating in Maryland's Race to the Top Plan



Participating LEAs (#)

Involved LEAs (#)

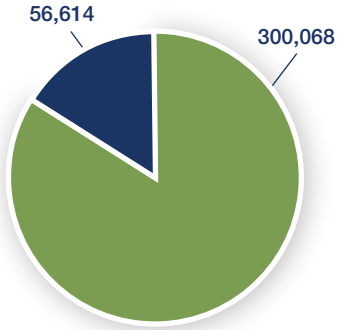
K-12 Students in LEAs Participating in Maryland's Race to the Top Plan



K-12 Students (#) in participating LEAs

K-12 Students (#) in involved LEAs

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



Students in Poverty (#) in participating LEAs

Students in Poverty (#) in involved LEAs

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Stakeholder engagement

Key activities and stakeholders

As a part of the State's comprehensive communications plan, Maryland produced monthly updates, which include general Race to the Top program news and updates on activities related to each area of education reform, for teachers, principals, and parents. These updates were posted on the State's Race to the Top website, along with other Race to the Top information. Still, Maryland faced challenges during Year 2 ensuring that all of its educators received consistent messages about the benefits of the State's Race to the Top work. To address this need, the State added an organization communications specialist to the Division of Academic Reform and Innovation. The communications specialist conducted direct outreach to local superintendents and school-level personnel to ensure consistent messages reached Maryland educators.

The State also partnered with the business community as part of its Race to the Top work. For example, the Maryland Business Roundtable developed STEMnet, an online resource that connects both teachers and students to STEM professionals in the community (see *Science, Technology, Engineering, and Mathematics* section for more information).

Continuous improvement

Maryland applied project management techniques for monitoring and assessing all Race to the Top projects and determining progress toward milestones and goals. The State developed detailed project-level schedules with specific milestones and activities for all grant years. Project managers reviewed these schedules with program directors regularly to discuss project progress, risks, and concerns and update project schedules on an ongoing basis to reflect the percentage of activities completed and changes in the duration of tasks. Project managers submitted to the Core Team and the State Superintendent monthly reports that delineated accomplishments as well as any

program or budget issues. The State reported that these meetings and project schedule monitoring processes allowed project managers to receive formative feedback on implementation that informed their work going forward.

The State assesses the quality of implementation of grant activities through the program evaluation conducted by the University System of Maryland Center for Applications and Innovative Research in Education (CAIRE). CAIRE developed formative and summative evaluation tools and processes for each Race to the Top project to enable the State to assess the degree to which project goals and objectives are being met and to make mid-course corrections as necessary. CAIRE completed the first stage of the evaluation, the product and process phase, for all projects during Year 2.[8] As a part of the product and process phase of the evaluation, CAIRE provided milestone review reports to MSDE project managers to assess whether activities were being completed in accordance with project schedules. The State also finalized the objectives for the next phase of the program evaluation, the utilization phase, which will begin in Year 3. During Year 2, CAIRE also conducted an analysis of LEA monthly reports to identify common trends and themes in local implementation of Race to the Top initiatives and inform decisions regarding needed State supports.

Nonetheless, Year 1 delays in establishing expectations for and beginning program evaluation activities led to project managers receiving feedback later than initially planned. The product and process phase of the evaluation was not complete until September 2012, posing challenges for the State to make mid-course corrections based on formal feedback from CAIRE during SY 2011-2012. Additionally, the utilization and impact phases of the evaluation, which will provide the State with information about the quality and outcomes of its Race to the Top work, will not occur until late in the grant period, leaving limited time for the State to engage in continuous improvement based on the results of those evaluations.

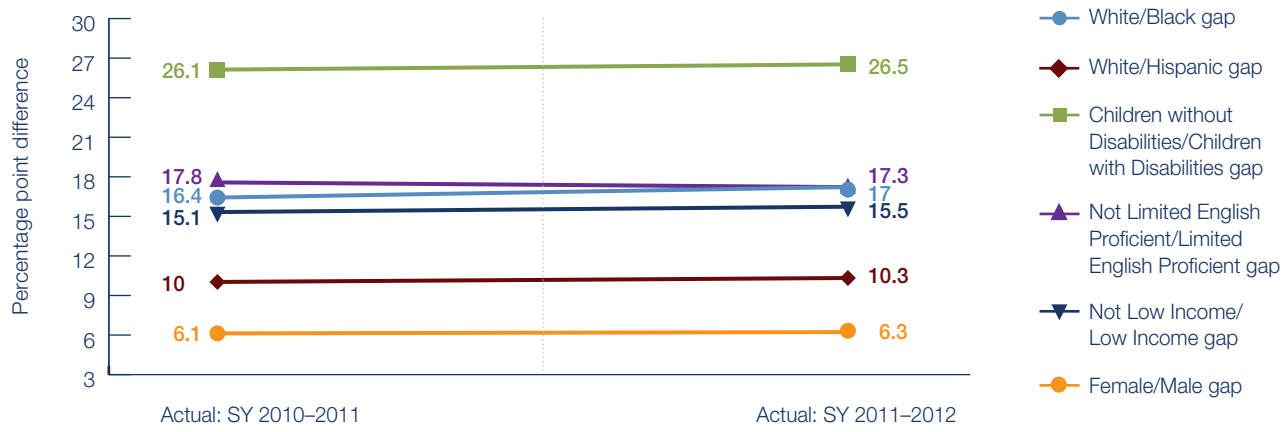
Successes, challenges, and lessons learned

During Year 2, Maryland continued to utilize its internal project management structure to track progress of implementation and identify risks and challenges. Based on lessons learned in the first two years of implementation, Maryland decided to conduct additional outreach to teachers and principals regarding Race to the Top. In addition to continuing its LEA outreach and support activities, the State conducted its first series of onsite visits to participating LEAs in Year 2, allowing the State to assess progress and quality of implementation at the local level.

Although the external evaluation of all Race to the Top projects proceeded in Year 2 and the State has expressed its commitment to obtaining and using formative feedback, the timeliness of the feedback being provided by CAIRE and the extent to which the State is actually using the results of the evaluation to inform continuous improvement during the course of the grant remain unclear.

[8] Maryland's Program Evaluation has a three-part evaluation of each Race to the Top project, which includes evaluation phases for process/product development, utilization, and impact.

Achievement Gap on Maryland's ELA Assessment



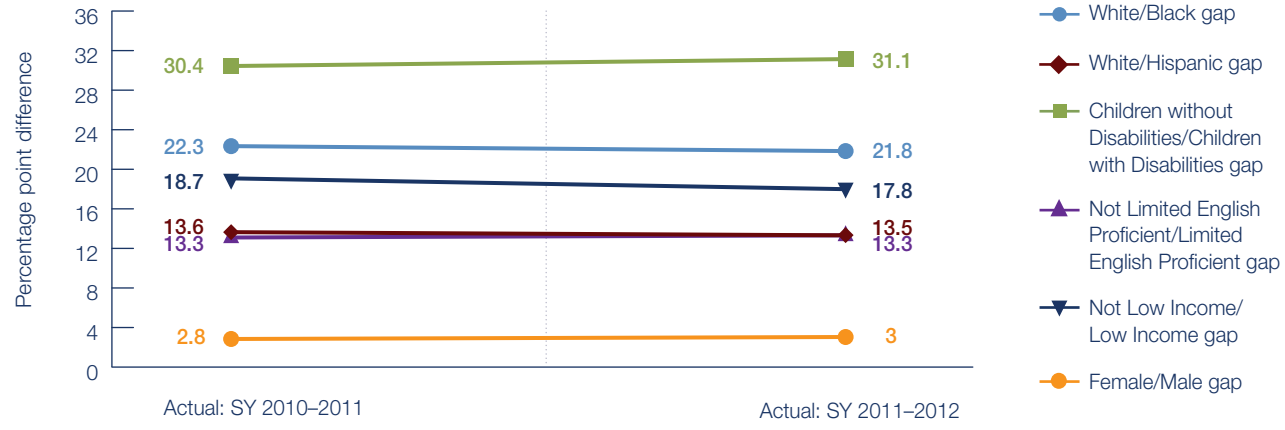
Preliminary SY 2011–2012 data reported as of: September 17, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

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.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Achievement Gap on Maryland's Mathematics Assessment



Preliminary SY 2011–2012 data reported as of: September 17, 2012

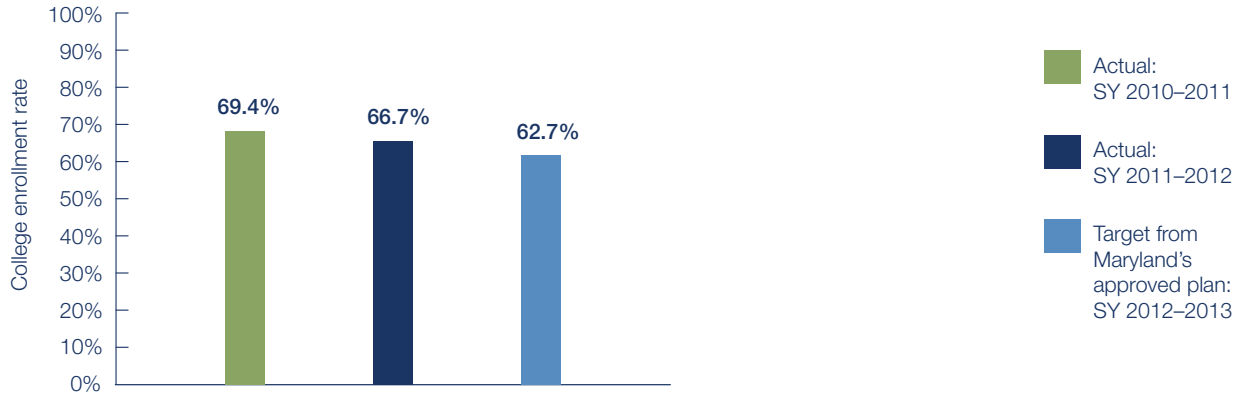
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

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.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

College Enrollment Rates



Preliminary SY 2011–2012 data reported as of: September 19, 2012

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

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

In June 2010, the Maryland State Board of Education adopted the CCSS for ELA and mathematics for kindergarten through twelfth grade (K-12) and committed to fully implement the CCSS in classrooms in SY 2013-2014. Maryland is also a governing member of PARCC, and is committed to administering PARCC assessments in SY 2014-2015.

Building on the Year 1 development of MCCSC Frameworks in ELA and mathematics, the State is currently developing Social Studies and History Literacy Frameworks and Science and Technology Subjects Literacy Frameworks. Maryland also developed draft STEM Standards of Practice[9] during Year 2, shared them with stakeholders, and modified them based on feedback from stakeholders. STEM educators across the State are now working together to develop STEM Teacher Standards of Practice, a process MSDE is facilitating.

In the first two years of implementation, the State awarded eight subgrants to LEAs to develop elementary world languages programs. In SY 2011-2012, Anne Arundel County initiated an elementary

During SY 2011-2012 LEAs and schools implemented transition plans developed during the summer 2011 Educator Effectiveness Academies. The transition plans guide development of school-wide knowledge of the CCSS in English language arts and mathematics and STEM education.

[9] Maryland's STEM Standards of Practice guide STEM instruction by defining the combination of behaviors, integrated with STEM content, that the State expects of proficient STEM students. These behaviors include engagement in inquiry, logical reasoning, collaboration, and investigation.

Arabic program and Prince George's County began its Chinese program for kindergartners; the remainder of the approved programs will begin in SY 2012-2013. Additionally, Maryland developed five STEM curriculum modules for use in language programs statewide, and translated the modules into Spanish, Arabic, and Chinese.

Eighteen LEAs utilized the International Technology and Engineering Educators Association's (ITEEA) Foundations of Technology course to meet the Maryland Technology Education high school graduation requirement in SY 2011-2012. The State reported that post-assessment results indicated that the course helped increase students' technological literacy. Additionally, three LEAs piloted units from the first two courses in a four-course sequence for a Career and Technical Education curriculum in Construction Management and Design that the State is developing in collaboration with the Southern Regional Education Board consortium.

Maryland released a request for vendor proposals for the creation of the first two of four planned online STEM courses—Cybersecurity and Environmental Science—and identified Forensics and Video Game Design as the topics for the two other courses. Due to delays in developing and receiving approval of the request for vendor proposals, the first two courses will not be available until fall 2013, instead of winter 2012 as originally planned.

The State also completed the design of a formative assessment system and continued the development of tools to support the implementation of formative assessments. Maryland reported that it is working to ensure interoperability with PARCC as it builds the State formative assessment system and tools.

Dissemination of resources and professional development

The State uses a variety of communications strategies and vehicles to ensure that teachers and principals have access to information about and resources to support the transition to the CCSS. In the first two years of implementation, the State provided training at the summer Educator Effectiveness Academies, Race to the Top update newsletters, regional presentations about Maryland's new standards and curriculum, PARCC model content frameworks, and wikis (webpages for sharing information) on each content area with posted curriculum resources.

During the three-day summer 2012 Educator Effectiveness Academies, Maryland provided participants with an opportunity to learn about the final versions of the MCCSC Frameworks for ELA and mathematics that were developed during Year 1. The State also presented the completed STEM Standards of Practice and the Social Studies and History Literacy Frameworks and Science and Technology Subjects Literacy Frameworks that are currently under development. School teams continued to refine their CCSS transition plans, initially developed during the summer 2011 Educator Effectiveness Academies, in order to ensure that each school in the State has a strategy for ensuring that staff are prepared for full implementation of the CCSS in SY 2013-2014.

During Year 2, Maryland educators developed two model units and two model lessons in ELA and mathematics for each grade level using the MCCSC Frameworks and PARCC Model Content Frameworks as guides. Educators presented the model units and lessons at the summer 2012 Educator Effectiveness Academies and made them available to all teachers through a State website. Maryland educators can now use these units and lessons in their classrooms or use them as exemplars to develop their own units and lessons aligned to the MCCSC Frameworks. Educators will continue to engage in CCSS professional development throughout SY 2012-2013, including online follow-up sessions to the summer 2012 Academies.

Successes, challenges, and lessons learned

During Year 2, Maryland provided professional development on the CCSS for over 6,000 educators through Educator Effectiveness Academies and developed and disseminated two CCSS-aligned model units and lessons for each grade level in both ELA and mathematics. The State also developed STEM Standards of Practice and worked on Social Studies and History Literacy Frameworks and Science and Technology Subjects Literacy Frameworks to accompany the MCCSC Frameworks for ELA and mathematics.

Most of the State's Race to the Top projects related to transitioning to the CCSS are on track, and Maryland reports that educator feedback on the CCSS professional development and resources has been positive. Still, the State recognizes the challenges in ensuring that all teachers and principals across the State understand and are capable of implementing the CCSS. In looking ahead to Year 3, Maryland will continue to provide support for the transition to new standards through professional development and the dissemination of additional model units and lessons. SY 2012-2013 will be a critical transition year for the State, as educators must be prepared to fully implement the CCSS in SY 2013-2014. The State must develop a strategy for assessing the quality of the resources it has provided and for evaluating educator readiness to implement the CCSS so that any necessary mid-course corrections can be made prior to full implementation.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and IIS enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing a statewide longitudinal data system

As of June 30, 2011, Maryland reported that its SLDS met all 12 elements identified in the America COMPETES Act. Throughout Year 2, the State continued to expand its K-12 longitudinal data system and to develop the P-20 Workforce Data Warehouse and Center.

Accessing and using State data

In Year 2, Maryland continued to expand and upgrade its data systems to support Race to the Top initiatives. In accordance with its Race to the Top plan, Maryland developed 24 State data dashboards for the Maryland Longitudinal Data System (MLDS) by the end of Year 2. These dashboards and associated reports will provide student performance data and help to ensure data from the MLDS are available to inform key stakeholders and support decision-making for educators. The State also developed 24 multi-media modules that will train users on the data dashboards. During Year 2, the State completed the design and development of the P-20 Workforce Data Warehouse and Center and held a demonstration of the system for educators in September 2012.

The State also supported LEAs in their efforts to upgrade and improve local data infrastructures. In June 2012, Maryland awarded $4.3 million in LEA subgrants to improve school network infrastructures, overcome key technical deficiencies, and help LEAs meet technical requirements for Race to the Top initiatives.

Using data to improve instruction

Maryland considers the development of a high-quality IIS composed of multiple systems to be the centerpiece of its Race to the Top reform agenda. The State has dedicated more of its Race to the Top funds to data systems to improve instruction than to any of the other Race to the Top education reform areas.

During Year 2, the State developed an initial version of the Curriculum Management System (CMS) for use at the Educator Effectiveness Academies.[10] The State recruited and trained over 60 teachers from multiple LEAs to assist with the testing of the CMS prototype and offered academy participants the opportunity to utilize the system to access resources and content. Due to difficulties hiring qualified staff, the full functionality of the CMS was not available until December 2012 and will not be rolled out until spring 2013, instead of fall 2012 as initially planned.

Maryland also determined that it could develop a joint Learning Management System (LMS)[11] to integrate the complementary scopes of the Course Registration System project[12] and the Support E-Learning for Instructional Intervention, Enhancement, and Enrichment System project.[13] The State worked with LEAs to vet three potential systems to determine which was best suited for the LMS, and selected a vendor in September 2012 to develop the system. A longer than expected timeframe was required to develop and receive approval of the request for vendor proposals which led to significant delays in this project. The LMS will not be fully rolled out to LEAs until spring 2013, instead of fall 2012 as initially planned.

Maryland also released requests for vendor proposals and identified vendors for the Statewide System to Support Instructional Intervention and to create 250 of 750 planned online instructional intervention modules. As a result of a lengthy procurement process and cost overages when responses to the RFP were received, the system was not implemented in Year 2 as originally planned.

The State is developing a plan for communicating and rolling out the various components of IIS systems to teachers and principals. To support this effort, Maryland hired a change management specialist to assist in educating LEA technology staff about the tools and resources that the State is developing. Maryland also began working with a consultant to identify interdependencies among its technology projects, which it believes is a critical step toward successful completion of these projects.

[10] The CMS, a component of the State's IIS, will allow educators to access all curriculum materials and resources in one place.

[11] The LMS, a component of the State's IIS, will include the functionalities expected of both the Course Registration and E-Learning System within one system instead of two separate systems.

[12] The Course Registration System, another component of the State's IIS, will provide a centralized system through which educators can register for a variety of professional development opportunities and track their professional development history.

[13] This system, a component of the State's IIS, will be a web-based, multi-media learning environment through which students can access remediation and enrichment modules.

Data Systems to Support Instruction

Successes, challenges, and lessons learned

During Year 1, the Department approved amendments submitted by the State to adjust timelines for most technology projects. While Maryland did make progress in expanding and improving its longitudinal data systems and developing the components of its IIS in the second year of implementation, lengthy procurement processes and staffing limitations resulted in additional delays. As a result, educators will not have access to key components of the IIS as anticipated. The State reported that it is working with the Department of Information Technology (Do IT) to expedite the contract proposal review and to accelerate project activities internally so that all components of the IIS can be implemented within the Race to the Top grant period. Still, the significant delays in the State's technology projects leave little margin for error if Maryland is to implement all components with high quality and fidelity to its Race to the Top plan.

Great Teachers and Leaders

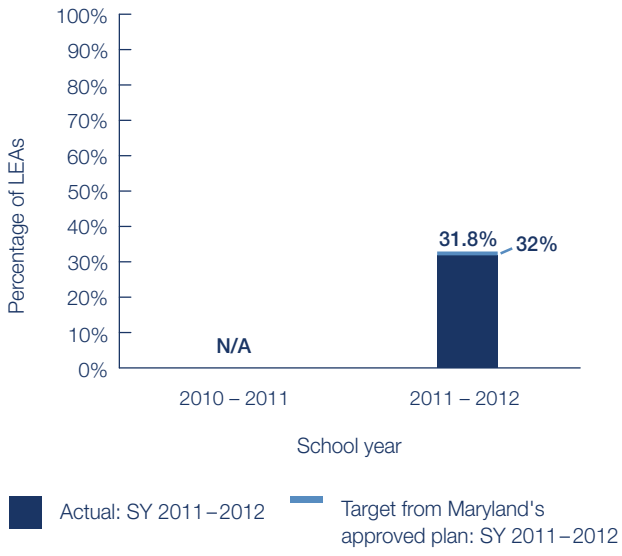
Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators.

Improving teacher and principal effectiveness based on performance

During Year 2, Maryland continued development of its teacher and principal evaluation system, based on recommendations received from the MCEE in Year 1. The MCEE recommended that the overall teacher and principal ratings consist of 50 percent professional practice and 50 percent student growth. In Year 2, Maryland refined its State model—the default model that LEAs will use if they opt not to develop their own models—and guidelines to which LEAs must adhere if they develop their own models. It is not clear whether all LEAs understood and were able to take into account the refinements the State made to the evaluation system during Year 2 as they planned for their pilots of the system in Year 3, when both the State default model and LEA-created models will be field tested statewide.

Seven LEAs piloted elements of teacher and principal evaluation in select schools during SY 2011-2012. The pilot LEAs explored options for locally developed evaluation models, tested different components of the evaluation system, and met monthly throughout the school year to collaborate and discuss challenges, successes, and recommendations for the State default model. Separately, all participating LEAs in the State formed collaboration teams to strategize about local implementation of the new teacher and principal evaluation system and to determine whether the LEA would adopt the State default model or create a local model in alignment with the State's guidelines. Following the

Percentage of LEAs that Measure Student Growth



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

pilot, MSDE developed and distributed the Maryland Teacher and Principal Evaluation Guidebook to all LEAs, which provides background information on teacher and principal evaluation in the State; a description of Maryland's evaluation system, including its qualitative and quantitative components; and guidance for LEAs on development of local models and implementation of the State default model.

The State allowed the seven pilot LEAs flexibility to explore and test different components of the evaluation system and did not establish concrete expectations for the SY 2011-2012 pilot. As a result, there was great variation between LEAs' pilot activities and it was challenging for the State to gather comparable and consistent data regarding the outcomes of the pilot. Further, it is not clear that all pilot LEAs engaged in rigorous or deliberate testing or innovation of the evaluation system. Maryland is working to develop clearer expectations and stronger support systems for the SY 2012-2013 pilot during which all Race to the Top participating LEAs will field test the new teacher and principal evaluation system in preparation for full implementation in SY 2013-2014.

In Year 1, MSDE hired a coordinator to provide professional development for executive officers. During Year 2, the State assessed the professional development needs of executive officers and provided outreach and support to LEAs regarding the new teacher and principal evaluation system. The coordinator served as a conduit for information between MSDE and LEAs regarding pilot experiences and LEA input on the State default model, and visited non-pilot LEAs to discuss preparation for the statewide field test in SY 2012-2013. To provide further support and training for district leadership, the State hired two regional trainers who will assist the coordinator in providing professional development to executive officers and principals, particularly about the evaluation system and CCSS.

MSDE, in conjunction with the National Psychometrics Council (NPC) engaged in a two-year analysis of growth models to utilize when calculating student growth on the Maryland State Assessments (MSAs). At the conclusion of this study, the NPC and the State endorsed the value matrix approach for measuring student growth that the State intends to use in the default model for teacher and principal evaluations.

The State also made progress in expanding the data included in and reporting capabilities of its current Educator Information System. The project team sought feedback from internal stakeholders and LEA representatives on the proposed redesign of the system, and completed planned environment upgrades to the system during Year 2.

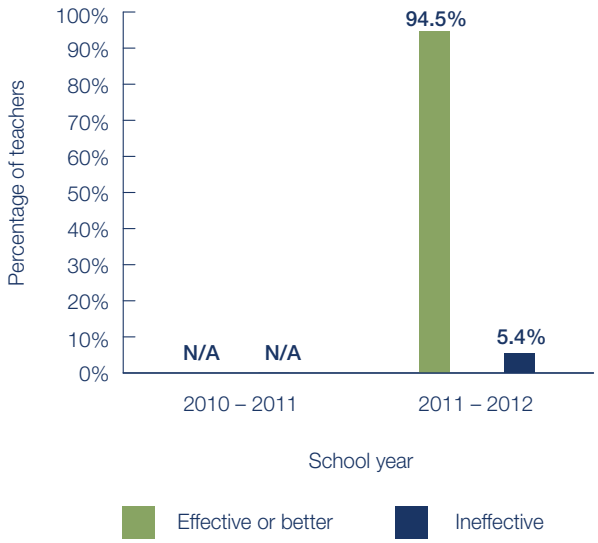
Ensuring equitable distribution of effective teachers and principals

In Year 2, Maryland continued to work toward its goals of increasing the equitable distribution of effective teachers and principals in high-poverty, high-minority, and hard-to-staff schools. Through a project focused on building leadership capacity in low-achieving urban and rural districts, the State awarded a subgrant to Salisbury University and the University of Maryland Eastern Shore to train a cohort of highly effective leaders to serve five rural Eastern Shore counties. During Year 2, the program identified a cohort of 25 candidates to participate in this leadership training program and candidates began coursework in fall 2012. New Leaders continued its partnerships with BCPS and PGCPS, with 16 candidates from those LEAs participating in the urban leadership development program in SY 2011-2012.

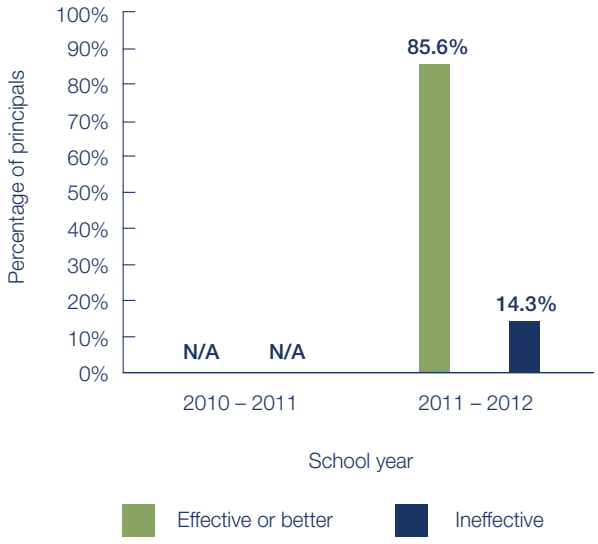
The Teach for Maryland Consortium, a group of institutions of higher education (IHEs) that collaborate to create teacher preparation programs specifically for teachers to serve in high-poverty and high-minority schools, expanded during Year 2 to include a total of seven partners. Through meetings and a summer institute, the consortium identified a framework for examining the components of teacher preparation programs, including knowledge, skills, dispositions, and processes, that prepare teachers for work in high-poverty and high-minority schools. Maryland also launched a UTeach program in Year 2, although delays in establishing a memorandum of understanding with project partners resulted in implementation a year later than originally planned. The State determined in spring 2012 that the UTeach program would be launched at Towson University, and the first cohort of participants began the program in fall 2012. Towson University expects to graduate approximately 260 candidates through its UTeach program by spring 2016.

Maryland also made progress in Year 2 establishing financial incentive programs with the goal of ensuring the equitable distribution of effective teachers and principals. The State made awards to BCPS and PGCPS to establish LEA-specific programs to reward effective teachers and principals serving in the State's lowest-achieving five percent of schools. Three LEAs also began compensation programs during SY 2011-2012 for teachers in shortage areas. In addition, through a program offering incentives to teachers who obtain English for Speakers of Other Languages (ESOL) certification, the State has certified 106 ESOL teachers since the beginning of the grant period.

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



Percentage of principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Providing effective support to teachers and principals

Maryland has made a major investment through its Race to the Top plan for the development of its teachers and leaders through statewide professional development related to key reforms. During Year 2, the State provided CCSS professional development through the Educator Effectiveness Academies (see *Standards and Assessments*). Maryland also continued its work to address the needs of new teachers through its Teacher Induction Academy, which serves to ensure that all teachers have the opportunity to participate in a high-quality, supportive teacher induction program. In fall 2011 and spring 2012, the State conducted follow-up sessions for participants in the summer 2011 Teacher Induction Academy, and in partnership with the New Teacher Center, Maryland designed and delivered the second annual Teacher Induction Academy in June 2012. Approximately 200 new teacher mentors and induction coordinators from across the State participated in the training to gain knowledge and skills related to mentoring new teachers.

During summer 2012, Maryland held its first Academy for School Turnaround. Seventy-seven executive officers and principals from low-achieving schools across the State attended the two-day Academy, which focused on 22 evidence-based practices for improving student achievement in these schools. The State reported that feedback it received from participants in these professional development events was positive and will be used to inform planning of future events.

Successes, challenges, and lessons learned

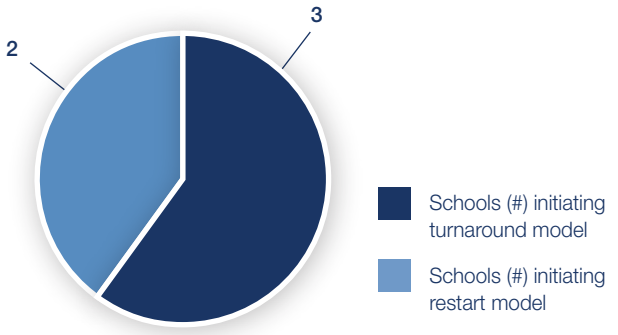
During Year 2, the Teach for Maryland Consortium grew and the State launched a UTeach program as well as a program to develop highly effective leaders in rural settings. The State also continued to provide professional development for its teachers and leaders through Educator Effectiveness Academies, a Teacher Induction Academy, and the Academy for School Turnaround.

Although select schools in seven LEAs piloted aspects of the new teacher and principal evaluation system during SY 2011-2012, Maryland only received anecdotal feedback on its implementation and was not able to conduct a systematic assessment of outcomes as a result of the variability in LEA pilot activities. Additionally, it was not clear to what extent LEAs engaged in a meaningful pilot of the evaluation system throughout SY 2011-2012. Looking forward to Year 3, it will be important for Maryland to provide clear expectations and strong support to LEAs during the SY 2012-2013 statewide field test to ensure that all LEAs engage in robust testing of the teacher and principal evaluation system, collect data to inform mid-course corrections and continuous improvement, and are prepared for full implementation in SY 2013-2014.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.

School Intervention Models Initiated in Maryland in SY 2011–2012



This data represents schools that initiated (that is, school(s) in the first year of implementation of) one of the four intervention models in SY 2011-2012.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Support for the lowest-achieving schools

MSDE created the Breakthrough Center in 2008 to provide a coherent strategy for leveraging and coordinating the State's services to build the capacity of schools and LEAs to lead and sustain student achievement gains. The Breakthrough Center leads Maryland's efforts to support and turn around lowest-achieving schools, and serves as a liaison among MSDE, LEAs, and schools.

As of SY 2011-2012, a total of 16 schools in Maryland were implementing one of the four school intervention models; 8 are implementing the restart model and 8 are implementing the turnaround model. Throughout Year 2, the Breakthrough Center worked with these schools and their feeder schools to improve student performance by providing instructional and leadership support as well as other support services. Specifically, the Breakthrough Center administered robust needs assessments to determine priorities for LEA and school actions; provided feedback on the implementation of schools' intervention models as required by the School Improvement Grant (SIG) program; provided job-embedded teacher professional development in reading and mathematics; provided leadership support for principals and instructional leadership teams; and evaluated school culture, climate, and student services teams to identify areas for improvement and school-specific technical assistance. Despite difficulties securing a commitment from BCPS leadership to use the Breakthrough Center's services in its lowest-achieving schools, the State reported a stronger partnership at the end of Year 2 due to ongoing communication between State and LEA leadership.

Based on the SY 2011-2012 MSA results, the State reported that 10 out of 12 schools receiving instructional supports for reading in PGCPS met their Annual Measurable Objectives (AMOs) in reading and seven out of the seven schools receiving instructional supports for mathematics met their AMOs in mathematics. In BCPS, two out of four schools receiving support from the Breakthrough Center met their AMOs in reading and four out of four schools met their AMOs in mathematics.

During Year 2, the State awarded CAIRE a contract to conduct a formative evaluation of the Breakthrough Center's work, which will provide ongoing feedback on how to improve the delivery of support services to lowest-achieving schools and determine the degree to which LEAs are building capacity to support these schools. CAIRE will examine the outcomes and effects of individual Breakthrough Center services and projects as well as the overall impact of the Breakthrough Center on LEA capacity.

Successes, challenges, and lessons learned

Although the State reported a slow start to establishing a partnership between the Breakthrough Center and BCPS, this partnership improved throughout Year 2 and the Breakthrough Center continued to build a strong partnership with PGCPS. Maryland reported LEA benchmark data and school MSA results as evidence of the effect of the supports provided to lowest-achieving schools by the Breakthrough Center.

Charter Schools

Ensuring successful conditions for high-performing charter schools

During Year 2, Maryland completed a draft of the *Maryland Quality School Standards for Charter Schools* and an accompanying resource guide after holding symposia and focus groups to elicit feedback. The purpose of the Quality Standards is to develop a framework for charter schools to conduct self-assessments and to help guide improvement and development efforts. Seven schools completed the Charter School Quality Standards pilot program in June 2012. During the pilot, schools conducted self-assessments based on the *Maryland Quality School Standards for Charter Schools* and provided valuable feedback to the State on the content of the standards and their usefulness for assessing charter school capacity.

In August 2011, the State opened Furman L. Templeton Academy as a restart charter school. This school conducted school improvement efforts and partnered with a high-performing charter school in BCPS during SY 2011-2012. Maryland also worked with BCPS and PGCPS to develop partnerships and identify schools in restructuring for conversion to charter schools. The State held a technical assistance session for these LEAs to assist in the identification process. Still, Maryland was unable to identify two additional restart charter schools in BCPS and PGCPS in Year 2, as the State had committed to doing in its Race to the Top plan.

Successes, challenges, and lessons learned

Finalizing the draft of the *Maryland Quality School Standards for Charter Schools* was an important milestone in the State's project plan and the pilot of the standards allowed the State to receive feedback on the content and value of the standards. After opening its first restart charter school in August 2011, the State failed to identify and open two additional restart schools as initially planned.

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

State's STEM initiatives

During Year 2, Maryland developed STEM Standards of Practice, shared them with STEM educators, and modified them based on feedback. Additionally, the State began facilitating the work of STEM educators across the State to develop STEM Teacher Standards of Practice.

After the Year 1 launch of STEMnet, an online resource for Maryland STEM educators and students developed in partnership with the Maryland Business Roundtable (MBRT), Maryland launched the Career Exploration website for students within the STEMnet Student Hub—the portion of STEMnet that is intended for student use. Through this website, students can view profiles of STEM professionals and learn about STEM-related career opportunities.

Maryland also piloted the STEM Specialists in the Classroom program in two LEAs and recruited approximately 60 volunteer STEM specialists. Through this program, STEM professionals from the community visit classrooms and present information about their fields of expertise. Through the STEMnet Teacher Hub, STEM specialists can post information about their areas of expertise, and teachers can view profiles and choose specialists to visit their classrooms.

During Year 2, the Elementary STEM Network expanded to include a total of nine teacher preparation program partners. Network members continued to collaborate to develop and pilot Elementary STEM teacher preparation programs, including coursework, clinical and field experiences, and professional development and resources. The Elementary STEM Network met throughout SY 2011-2012 and held its second annual Summer Institute in summer 2012. MSDE provided onsite technical assistance to all Network members and project managers initiated discussions with the MSDE Branch Chief for Certification regarding a STEM endorsement for elementary teacher certification.

During SY 2011-2012, three middle schools in PGCPS continued to implement the Gateway to Technology program (GTT), which utilizes a project-based curriculum to build students' problem-solving skills and interest in STEM subjects and to prepare them for STEM study in high school. In spring and summer 2012, three additional schools in PGCPS were identified for participation in the program and staff in those schools received training. The State also identified potential sites in BCPS for implementation of the GTT program in future years of the grant.

Maryland released a request for vendor proposals for the creation of the first two of four planned online STEM courses—Cybersecurity and Environmental Science—and identified Forensics and Video Game Design as the topics for the two other courses. Due to delays in developing and receiving approval of the request for vendor proposals, the first two courses will not be available until fall 2013, instead of winter 2012 as originally planned.

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

Successes, challenges, and lessons learned

As a part of its Race to the Top plan, Maryland committed to developing and providing STEM resources and opportunities for teachers and students across the State. In Years 1 and 2 of implementation, the State made progress toward meeting its goals by developing STEM Standards of Practice, launching STEMnet and the Elementary STEM Network, and ensuring that STEM and technology-based courses were available for Maryland students.

Looking forward to Year 3, the State will identify schools in which to implement the GTT program in BCPS in SY 2012-2013 and to monitor implementation of the GTT program at the three PGCPS schools that began implementation in SY 2011-2012. Maryland also plans to release an RFP for the development of the Forensics and Video Game Design online courses and to expand the STEM Specialists in the Classroom program to additional LEAs.

Progress Updates on Invitational Priorities

Expansion and adaptation of statewide longitudinal data systems

One of Maryland's Race to the Top goals is to develop and implement a statewide centralized student transcript system. The purpose of the project is to connect all 24 Maryland LEAs to the University of Maryland's electronic transcript system. This system will allow for K-12 and higher education data linking and will reduce costs for student transcript preparation and transmission to colleges. As of June 30, 2012, 22 LEAs had software development projects in progress to interface local student information systems to the electronic transcript system.

Looking Ahead to Year 3

In Year 3, Maryland plans to continue its preparation for educators to fully implement the CCSS in SY 2013-2014 and administer PARCC assessments in SY 2014-2015. In Year 3, Maryland educators will be able to use model units and lessons for ELA and mathematics developed in Year 2 in their classrooms or as exemplars to develop their own units and lessons aligned to the MCCSC Frameworks. The State will also finish development of the Social Studies and History Literacy Frameworks and Science and Technology Subjects Literacy Frameworks. Additionally, Maryland will continue to use the Educator Effectiveness Academies to disseminate information about and transition educators to the new standards.

Maryland plans to work on the formative assessment system in preparation for launch of the system at the beginning of Year 4. As the State completes development of its Curriculum Management and Learning Management Systems, MSDE will develop a communications, training, and roll-out plan to ensure that LEA and school-level personnel are prepared to utilize these new resources. The State also intends to complete development of its P-20 longitudinal data system.

Finally, Maryland will move forward with its educator evaluation system in Year 3 as it conducts a statewide field test in which all LEAs will field test the teacher and principal evaluation systems in preparation for full implementation in SY 2013-2014. At least three LEAs plan to field test the State model and the State anticipates that all other LEAs will field test locally developed models that adhere to the State guidelines. The State must set clear expectations and goals, provide ample opportunities for collaboration across LEAs, share best practices, and evaluate the outcomes of the field test in a timely manner in order to ensure successful statewide implementation of the new evaluation system in SY 2013-2014.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

For State budget information, see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.

For the State's fiscal accountability and oversight report, please see http://www2.ed.gov/programs/racetothetop/performance.html.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see http://www2.ed.gov/programs/racetothetop/amendments/index.html.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Act (ESEA) (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a $97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth

(as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.parcconline.org/.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see http://www2.ed.gov/programs/sif/index.html.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- ***Turnaround model:*** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- ***Restart model:*** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- ***School closure:*** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- ***Transformation model:*** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium (Smarter Balanced):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematic standards and that will accurately measure student progress toward college and career readiness. (For additional information please see http://www.k12.wa.us/SMARTER/default.aspx.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."