

Race to the Top

Technical Review Form - Tier 1



Oklahoma Application #5280-OK-1

A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	56
(i) Articulating comprehensive, coherent reform agenda	5	4
(ii) Securing LEA commitment	45	40
(iii) Translating LEA participation into statewide impact	15	12
<p>(A)(1) Reviewer Comments:</p> <p>Applicant presents a sense of urgency and motivation to aggressively support the RTT reform agenda with an overriding goal of setting expectations for student achievement far beyond current status quo. Recent work with the Gates Foundation in their support for Tulsa's strategic plan to address teacher effectiveness and involvement with Common Core standards work have laid the ground work for the reform priorities presented by the RTT Program. Applicant clearly presents five goals with supporting strategies that are aligned with the priorities of the RTT Program. It is important to note that these goals and strategies are supported by the creation of a system of outcome-based programs with clear expectations for measurable gains in student achievement. A majority of the Applicant's LEAs (60%), which represent 74% of the schools and 80% of the students, have signed MOUs that state their commitment to the RTT Program. In addition, 64 local teacher union leaders, which include the two largest LEAs, have expressed support. The critical mass of participation has a degree of uncertainty as to the degree of support and commitment for a statewide impact in the implementation of the RTT reform measures.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	26
(i) Ensuring the capacity to implement	20	18
(ii) Using broad stakeholder support	10	8
<p>(A)(2) Reviewer Comments:</p> <p>By executive order, the Applicant's Governor demonstrated his leadership and support for the RTT Program by creating a Race To The Top Commission charged with coordinating and monitoring state efforts to implement RTT Plan. The quality of the RTT Plan developed by the Commission is a result of the strength of input and support from a broad group of stakeholders which included higher education, union leaders, and business leaders. In addition, input was received from six regional meetings involving over 500 community members and educators. The RTT Commission will receive implementation leadership from a cross functional team. This team will coordinate a broadbase of stakeholder support through statewide involvement in the form of implementation committees, Task Forces, and key stakeholder groups. Applicant lists six clearly defined areas in which support, guidance, and monitoring will occur in a deliberate transparent process. Applicant's budget structure centers around seven budget projects, plus the 50% LEA allocation. General details providing an overview of how LEAs will align and be monitored on their strategic activities to the RTT initiative would be helpful.</p>		

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	19
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	15
<p>(A)(3) Reviewer Comments: Applicant provides clear, credible evidence of past actions that have created the internal capacity for state leadership to guide efforts to achieve the four core education reform areas of RTT. Some examples include: Achieving Classroom Excellence Act of 2005, the development of a statewide information system, "the Wave" data information system, and the partnership with Teacher-Teacher.com. Applicant's student achievement and graduation rate data, at best, reflect small incremental increases. The NAEP math results are a positive exception. Present reform efforts have not yet resulted in positive trend data that are part of the RTT Program expectations. However, the implementation of the portfolio of programs that are part of the RTT proposal provide great promise for Applicant to go from "best effort" activities to a data-driven researched-based strategies with accountability for measurable outcomes.</p>		
Total	125	101

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: Applicant's MOU indicated participation in Common Core Standards Initiative (48 states). Applicant has initiated procedures for adoption of Common Core Standards well before August, 2010.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Applicant has joined three consortiums: the Achieve Consortium (27 states), the Balanced Assessment of Common Core Standards Consortium (36 states), and the Multiple Options for Student Assessment and Instruction Consortium (26 states). Each of these consortiums support current state work to provide more rigor for curriculum standards and to create a more balanced assessment system that is available to teachers in schools.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	17
<p>(B)(3) Reviewer Comments: Applicant clearly states three goals and specific activities that provide specific, well developed direction and support to a statewide transition to expanded K-12 standards that are aligned with college and career-readiness. Applicant's statement in Goal 2 about educators having the capacity to "unpack" the Common Core Standards is not followed with enough detail to interpret how this will be accomplished for each LEA. Supporting the Applicant's transition plan will be the capacity created from the ACE Program which supports the goals of the American Diploma Project. A component of this project includes high stakes graduation exit exams.</p>		
Total	70	67

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	18
(C)(1) Reviewer Comments: Applicant's longitudinal data system contains nine of twelve elements of the America COMPETES Act. The anticipated completion date to meet all 12 elements in early 2011.		
(C)(2) Accessing and using State data	5	4
(C)(2) Reviewer Comments: Applicant has the foundation of a longitudinal data system (the WAVE) in place and has clearly listed the state's objectives that will provide expanded and necessary data access to inform and engage all key stakeholders.		
(C)(3) Using data to improve instruction	18	14
(C)(3) Reviewer Comments: Applicant clearly presents a sound plan that includes four clearly stated goals and specific activities that, if successfully implemented, will empower teachers with real-time instructional support and administrative leaders with key information for school improvement. The empowering of teachers across the state will need significant capacity building professional development activities that are aligned with LEAs. How this will be implemented is not clear in Goal 2. What is important is that the Applicant delivers a significant portion of this plan by the projected ambitious implementation target of the 2011-2012 school year and that professional development support is carefully monitored and reinforced where necessary.		
Total	47	36

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18
(D)(1) Reviewer Comments: Since legislation in 1990 the Applicant has had in place varied alternative pathways for certification for teachers and administrators and meets required number of elements to earn high points. Examples include: Teach for America, the American Board for Certification of Teacher, and Troops for Teachers. During this past school year, alternative licenses were issued for 1200 teachers and 32 principals which indicate a significant accessibility to these pathways. Applicant has partnered with Teachers-Teachers.com to provide LEAs support in addressing teacher shortage areas as provided from a statewide survey. However, details to implement survey results are not clear.		
(D)(2) Improving teacher and principal effectiveness based on performance	58	46
(i) Measuring student growth	5	4
(ii) Developing evaluation systems	15	12
(iii) Conducting annual evaluations	10	9
(iv) Using evaluations to inform key decisions	28	21
(D)(2) Reviewer Comments:		

Applicant outlines a plan for improving teacher and principal effectiveness based on the establishment of a statewide performance-based evaluation system. Integral to this plan is the development of a clear definition of effectiveness that will include student growth measures. The RTT Commission will develop Teacher Effectiveness Measures (TEM) and Leader Effectiveness Measures (LEM) for principals. The evaluation instruments will be based on Evidence-Based Performance Rubrics. Most importantly, for the first time, every school system will be required to use the same annual state developed evaluation instrument. The second part of this sequenced plan is to provide incentive compensation to professionals that positively impact student growth. Development of guidelines to provide such a plan will begin with providing support for pilot programs with LEAs, like Tulsa who has already committed to piloting a performance-based incentive compensation system as a result of their work with the Gates Foundation Grant. Applicant states that once the TEM and LEM are fully in place the new effectiveness measures will be used to align all aspects of teacher and leadership programs. Applicant's ambitious target of 100% implementation of performance-based evaluation system at the end of the 2011-2012 school year needs further clarification.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	18
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	8
<p>(D)(3) Reviewer Comments: Applicant uses its efforts with alternative pathways as a strategy to ensure equitable distribution of effective teachers and principals. For example, during the last school year, 1567 teachers were licensed through traditional routes as compared to 1200 teacher licensed through alternative pathway routes. Applicant has involved several institutes of higher learning that are developing programs to address teacher supply issue for urban areas and hard-to-staff subjects. Applicant outlines five goals with specific action steps to address equitable distribution. Presently, what is missing, but will be corrected through the implementation of the five goals and the implementation of a performance-based evaluation system, is any method to measure the quality of the teachers in high-poverty and high-minority schools.</p>		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11
<p>(D)(4) Reviewer Comments: Applicant outlines three goals and actions that, if implemented, will result in significant improvement of these programs. The cornerstone of these goals, which will have outcome measures that will become part of the state's upgraded longitudinal data system, will be the performance-based teacher and principal evaluation programs that will include measures for student achievement and growth data. Goal 3 specifically states that the National Center for Teacher Quality will collect and analyze data of student outcomes by teachers and teacher preparation programs. Information obtained from this research will guide efforts to improve programs.</p>		
(D)(5) Providing effective support to teachers and principals	20	17
<p>(D)(5) Reviewer Comments: Applicant outlines six comprehensive goals and activities that will provide effective support to teachers and principals. These goals describe a research-based best practice plan that more closely links the state with the LEAs for identified program support for teacher and principal effectiveness. A specific example would be providing training for teachers and principals on how to use effectively identified instructional improvement systems to design instructional strategies that improve student achievement. More examples would provide greater clarity.</p>		
Total	138	110

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: Applicant has the legal authority to intervene directly in the state's persistently lowest-achieving LEAs and schools. Under provisions of a recent 2009 law, LEAs have four alternative program choices which these identified schools may be required to enter.</p>		
(E)(2) Turning around the lowest-achieving schools	40	28
(i) Identifying the persistently lowest-achieving schools	5	3
(ii) Turning around the persistently lowest-achieving schools	35	25
<p>(E)(2) Reviewer Comments: Applicant recognizes the need to make a dramatic shift in expectations and practice to be more successful in making a difference with its lowest-achieving schools. The identification of only five schools is not going to create a dramatic turn around. The Applicant's Plan is based upon four principles that address: personnel, time, community and resources. These principles are supported by four goals with supporting activities that comprehensively set a new standard of expectations and more direct support for persistently-lowest achieving schools. Applicant appropriately notes the reality of the challenge presented in its two urban school districts and that there is a great need for capacity building with staff before improvement efforts can be realized. However, the limited number of schools identified (5) is not consistent with a dramatic shift in expectations.</p>		
Total	50	38

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	9
<p>(F)(1) Reviewer Comments: Applicant's FY 2009 funding support for public education was slightly greater, .14% or \$160,287, than 2008. Applicant has a State Aide funding formula that is designed to promote vertical and horizontal equity.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	20
<p>(F)(2) Reviewer Comments: Applicant's Charter School Act does not cap the number of high-performing charter schools by percentage of total schools in the state that are allowed to be charter schools. However, there are geographical limitations that restrict charters to more urban, high-need areas and by definition put charter efforts in the medium category. Applicant does not provide details on the number of charter school applications made, denied and closed. The charter school governance arrangement is one of the five turnaround options for low-achieving schools. Charter schools receive comparable state funding. Applicant presently has 18 charter schools and plans are underway to expand charter school options in Tulsa and Oklahoma City. Applicant does support efforts to operate innovative public schools. The only example of a contract school model is used in Tulsa with KIPP.</p>		
(F)(3) Demonstrating other significant reform conditions	5	3
<p>(F)(3) Reviewer Comments:</p>		

Applicant notes several programs that serve as examples of state's commitment and effort in supporting reform conditions and improving important outcomes. The programs include: alternative education opportunities for students, concurrent enrollment programs that extend opportunities for students beyond their local school, pilot programs for infants and toddlers, and participation in the Teach for America Program. These programs seem more traditional in nature rather than examples of significant reform conditions.

Total	55	32
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Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: Applicant has demonstrated a commitment to providing a quality STEM initiative across the state. Examples of initiatives include rigorous curriculum in the schools that includes Project Lead The Way STEM academies offered through career and technology education and summer STEM academies offered on college campuses. Applicant's resources include the Sam Nobel Museum of Science and History and the United States Fab Lab Network Projects. Professional development programs for teachers to integrate STEM content across grades and disciplines are offered and promoted. To further expand Applicant's STEM efforts will be the creation of a STEM Coordinating Council that will expand existing and create new STEM initiatives.		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: Applicant has used this proposal to invigorate its public education program. Applicant has presented an extremely well organized proposal that demonstrates its commitment through defined goals and supporting actions that address all of the RTT reform areas. Clearly stated are plans for the adoption of Core Curriculum and balanced assessments. Clearly stated is the development of a performance-based professional evaluation program that includes student growth measures that is supported by a longitudinal data system that gives individual schools access to student data that guides school improvement efforts and the state data to evaluate the effectiveness of the programs that are part of the RTT reform agenda.		
Total		0

Grand Total	500	399
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Technical Review Form - Tier 1

Oklahoma Application #5280OK10



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	36
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	23
(iii) Translating LEA participation into statewide impact	15	8
<p>(A)(1) Reviewer Comments: The application clearly outlines 5 goals to meet the challenges for school improvement and that align with the four educational reform areas in ARRA and STEM. The level of commitment from LEAs is unclear. In one place the application says 60% (324 of 539) representing 80% of students signed up to be participating LEAs and in another place it says 120 (22%) of the state's 539 LEAS provided a letter of support. The standard MOU was used. The detail table indicates only 64 (20%) of had signed MOUs from teacher's unions. The application does include a letter of support from each of the 2 primary bargaining agent organizations in the state. The summary table does not show a strong commitment among participating LEAs to all four areas of reform. The weakest areas of LEA support are under D. Great teacher and leaders: use of evaluation to inform compensation, promotion and retention agreed to by 216 LEAs of 324 (67%), use of evaluations to inform tenure and/or full certification agreed to by 253 (78%). Given the uncertainty about the level of LEA commitment described above, it is uncertain whether or not broad statewide impacts from the proposed plan will occur.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	10
(i) Ensuring the capacity to implement	20	5
(ii) Using broad stakeholder support	10	5
<p>(A)(2) Reviewer Comments: The leadership team described in the proposal has strong expertise in English language arts and school administration but not in data, technology, STEM and assessment. Although there is a P-20 Data Council mentioned, the narrative does not explain who is on the council or name its council leader. There is a plan to provide LEAs with a kick-off conference and technical assistance but unclear is the scope and methods for technical assistance that will be provided. The a budget summary table does meet the 50% required funding to LEAs. The budget narrative explains that discretionary state funds will be allocated to support the proposed activities. It is unclear how the state will fund these initiatives beyond the time-span of the grant for sustainability of the reform initiatives. The budget did not clearly identify the number of persons to be contracted to conduct the proposed scope of work. This is problematic in determining the feasibility of the staffing and capacity to implement. Leadership for the proposed reform efforts, particularly for the STEM and Data and Instruction Projects, is based on contracts with yet to be identified persons or vendors. There is strong community support from a broad base of stakeholders for this plan evident in the numerous letters of support including an</p>		

additional \$5 million dollars in commitments from foundations and private donors. It is unclear whether or not these funds are contingent on a successful Race to the Top award.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	18
<p>(A)(3) Reviewer Comments: The applicant shows a history of reform efforts including the Education Reform Act of 1990, testing reform started in 1994, the 2005 Achieving Classroom Excellence Act to develop standards, assessments and data-driven remediation for college workplace readiness, rigorous 2006-2007 high school graduation requirements and exist exams. There is funding from a 2009 Gates Foundation grant for creating a teacher effectiveness strategy and piloting it in Tulsa Public School. The MOU documentation lacks evidence of support among teachers in Tulsa, which is one of two largest LEAs in the state. The applicant explains that in the past six years, math scores have improved up to 8 points in the NAEP data and reading scores for NAEP have declined slightly for both 4th and 8th grade reading. There is a graph with NAEP data showing that the state is closing the achievement gap in math for African American and Hispanic students, 8% and 4% respectively over the past five years. The applicant attributes this positive result in student achievement to its math and science programs, professional development and technical assistance for low-income and minority students. The application provides a table showing high school graduation rates since 2003 moving up and down since 2003 but with 3% increase between 2008 and 2009. The difference between the total graduation rate column and the 4-year graduation rate column is unclear. The applicant's plan is aimed at increasing students' average growth by 10% each year, increasing graduation rates 6% and college enrollment by 19.5% by 2015, which are ambitious targets.</p>		
Total	125	67

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	35
(i) Participating in consortium developing high-quality standards	20	15
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: The application explains the state's involvement in the Common Core Standards Consortium along with 47 other states working with the National Governors' Association Center and Council of Chief State School Officers' efforts to internationally benchmark K-12 standards in reading/language arts, math and college and career readiness standards. The application includes a copy of the standards which are in draft form. There is a list of states that indicates Oklahoma is participating in this consortium but a formal signed MOA verifying participation by the state was not found. The narrative provides a table documenting the timeline and activities for adoption of the new common standards. There is a meeting to be held for public hearing and regional meetings for feedback planned during the spring. Adoption by the state board of education and the legislature is scheduled for May. The expected adoption date is set for June 26, 2010.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	5
<p>(B)(2) Reviewer Comments:</p>		

The narrative for this section of the application does not include a clear plan for developing and implementing high quality assessments. It does mention that the state has joined the Achieve Assessment Partnership and Balanced Assessment Consortium to work on assessments aligned to the new common core standards. However, there is no mention of the number of states in this consortium and this reviewer did not find a signed MOA to document consortium participation.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	10
<p>(B)(3) Reviewer Comments: The application explains that the state legislature enacted the Achieving Classroom Excellence (ACE) Act in 2005 to provide a framework under which schools can implement the new standards and associated assessments. The narrative provides an ambiguous plan to roll out technical assistance to schools through an instructional toolkit and professional development in summer 2011. A process for piloting and formative evaluating the development of the training and toolkit is not mentioned. Thus the timeline for implementing the new training and a new technology-based toolkit may be unrealistic. An effort to study fidelity to the new standards is planned to begin in 2011 with 11th and 12th grade student work, which could be a valuable component of the plan to assess impacts from the new standards. However the there are not enough details about implementation to ensure strong validity and reliability of results that could be attributable to the change in standards. It is unclear whether or not the study would be multi-year. The scope of the data collection effort is also unclear. There is no mention of a baseline. There are no performance measures in the narrative for these activities.</p>		
Total	70	50

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	18
<p>(C)(1) Reviewer Comments: The state does not currently have a statewide longitudinal data system that includes all of the America COMPETES Act elements. It does have a system called "The Wave" which it says has 9 of the 12 required components. Missing components are student-level transcript information, post-secondary transition information and other postsecondary success preparation information. The state is requesting funds from the USDOE Statewide Longitudinal Data Systems Grant program to fund its data system plan. Previously in the application narrative it said there is no longitudinal data system in this state which also makes the status of "the Wave" unclear.</p>		
(C)(2) Accessing and using State data	5	3
<p>(C)(2) Reviewer Comments: The narrative does identify six objectives to identify and collect more data points, create interactive databases statewide, understand key stakeholder needs for data access and use, and develop customized reports to help support student achievement. The plan indicates that the current Wave system does not meet these objectives. There is not much detail in the plan; however, it does state that a vendor will be employed to create a technology system that will allow stakeholders to access data by 2012 which indicates that the Wave currently does not have the technology infrastructure to support this activity at the school or community level. The application indicates that the state is just beginning to address a plan for a statewide longitudinal system that will be is useful for data-driven decisions making among educators, parents and students.</p>		
(C)(3) Using data to improve instruction	18	2
<p>(C)(3) Reviewer Comments:</p>		

The plan in this section is very vague. Under Goal 1 there is mention of a technology systems integrator and next generation instructional tools (PASSport) to include features such as Facebook and Google to support student profiles and instructional tools. There is no staff identified at the OSDE to oversee this effort to be conducted by unidentified vendor(s). The budget indicates this initiative is 100% contractual. The second goal to train teachers and principals lacks detail and fails to illustrate how the state will empower educators to use its online data system to support instructional improvement. The third goal does not clearly describe how it will determine effectiveness of teacher preparation routes. It does state that researchers can access the data in the system. The fourth goal simply states it will provide public reporting to community stakeholders. The performance measures for the plan do not include baseline data and do not indicate full scale up to all LEAs in the state but does show a phase in during the four years of the proposed scope of work.

Total	47	23
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D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	9
<p>(D)(1) Reviewer Comments: The state has a history of legal provisions to allow alternative routes to certification for teachers dating from 1990 and legislation in 2009. There are three non-higher education organizations through which certification can be obtained. Certification under these programs is temporary. Alternative route teachers need to participate in the Resident Teacher Program (RTP) for mentoring from a teachers, principal and faculty member at a higher education institution. The RTP committee evaluates and issues recommendations about alternative route teachers for permanent certification. There was also a provision for principals to be certified through alternative routes prior to a change that occurred in 2007 under House Bill 1477, which now requires a master's degree from an institution of higher education, two years of relevant work experience and passing a test to be certified as a principal in the state. A high percent of teachers (43.37%) gained alternative certifications for 2008-09. It is unclear how 17% of principals were reportedly certified under alternative routes in 2008-09 given the change in the law in 2007 that requires approval by higher education institutions. There is no correlation data or evaluation data to show the effectiveness of or quality of these alternative programs. The change in state law turning back alternative routes for principals suggests there was a problem with the quality of the alternative program. The narrative describes a coordinated effort to address the shortage through higher education institutions that are working to prepare teachers for urban schools through bachelor's and master's degrees. Other than higher education efforts, a process for monitoring, evaluating and identifying areas of teacher and principal shortage is not well defined in the application. There is mention of an occasional survey but no survey results are included in the narrative. The state provides LEAs with a subscription to Teachers-Teachers.com to help LEAs recruit teachers to fill shortage areas. This is a web site where teachers can create a free profile to advertise their availability. Teacher information posted through this web site is not monitored for quality.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	16
(i) Measuring student growth	5	2
(ii) Developing evaluation systems	15	4
(iii) Conducting annual evaluations	10	2
(iv) Using evaluations to inform key decisions	28	8
<p>(D)(2) Reviewer Comments: The application clearly states that the state does not provide teachers with student growth data at this time but it does pledge to do so starting in Fall 2010. Its methods or approach to measuring student</p>		

growth is yet to be determined. The application outlines the basis for a teacher and a principal evaluation method to be developed through a contract with an unidentified vendor in collaboration with the state's Race to the Top Commission. The commission will study the efforts of the American Federation of Teachers in Ohio and the Teacher Advancement Project in Tulsa Public Schools to guide its work with the vendor in developing the evaluation tools for educators in its state. The description of the system does indicate intent to use multiple rating categories. The plan does not clearly provide for a method in which teachers and principals have input. LEAs appear to have agreed to participate without knowing what their evaluations will entail. The level of LEA commitment in the application is not statewide. The plan is to build upon a new initiative in Tulsa Public Schools that recently obtain seed funding, from the Gates Foundation, to work on initial piloting of an effort to increase teacher effectiveness related to student growth. The state is just starting its efforts to address this criterion. The methods and timelines for providing constructive feedback are yet to be determined. It is unclear how the yet to be developed evaluation methods will improve teacher and principal effectiveness based on performance. New legislation is planned to address the period for improvement and/or removing educators from service based on evaluation results that would inform staffing decisions. The application says the required systems will be in place in 2014.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	4
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	4
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0
<p>(D)(3) Reviewer Comments: The first half of this section duplicates information already presented about alternative routes to certification, which is unnecessary. The application explains five goals to address equitable distribution but its performance chart indicates zero targets from baseline through the end of the grant period in 2014 for these goals. The application does not provide any documentation showing data or a distribution curve to illustrate the number of effective teachers working in high-poverty versus low-poverty schools. It clearly does say that it will develop a timelines for evaluating distribution patterns in the future, which is evidence that the state is not ready to scale up or strengthen existing educational reform practices that can verify increases in effective teachers in hard to staff subjects. The state does not have a baseline in place for measuring progress toward this reform goal.</p>		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	4
<p>(D)(4) Reviewer Comments: This section of the application simply states that it will work on three goals to improve the effectiveness of teacher and principal preparation programs after the longitudinal data system in this proposal is in place. The state does not currently have the capacity to collect student growth data or to match student performance to teacher data. While the narrative expresses a willingness to move in the direction called for in grant criteria, there are no details explaining how it will meet its three goals under this initiative.</p>		
(D)(5) Providing effective support to teachers and principals	20	5
<p>(D)(5) Reviewer Comments: The applicant cites six goal statements to guide develop of a plan. The proposed process is for LEAs to select and provide professional development to teachers and principals that meet the requirements for data-informed professional development. There are no vendors identified to provide these services. There is no state-level leader identified or detailed plan to coordinated efforts to measure, evaluate or continuously improve the effectiveness of supports to improve student achievement. The applicant presents the idea of creating an Educational Leadership Coaching Program, and Mentoring Network but clearly needs to work on developing its goals into measurable action plans.</p>		
Total	138	38

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
<p>(E)(1) Reviewer Comments: The state recently passed legislation that allows its state board of education to intervene in schools but there is no clear evidence in the application that it can intervene in LEAs in need of alternative governance due to poor performance for four consecutive years.</p>		
(E)(2) Turning around the lowest-achieving schools	40	11
(i) Identifying the persistently lowest-achieving schools	5	2
(ii) Turning around the persistently lowest-achieving schools	35	9
<p>(E)(2) Reviewer Comments: The application does provide a list of lowest-achieving schools from 2004-05 to 2008-09 with a column identifying the percent of highly qualified teachers working in each of the schools. Only three of the 42 schools on the list have 95% or higher rate of highly qualified teachers. The application does not provide any definition or measure to inform the reviewer about how the state arrived at the highly qualified teacher status or the basis for the data in this column. On the contrary, the evidence in this application suggests that the state does not have a method for systemically identifying its highly qualified teachers. The plan describes 4 school improvement goals and associated activities it proposes to implement to address the needs of turnaround schools. The goals are well articulated and aligned well with proven school improvement strategies. The activities described under the goals for intervening in low achieving schools reference various programs that currently exist in the state; however, there is little information provided about how many schools are using the various programs and no data to assess the effectiveness of these programs nor is there evidence of the interventions raising student achievement in Oklahoma schools. The connection between the planned goals and activities and the four intervention models is unclear. The staffing for these activities is to be determined which shows a lack of adequate planning given the 2010 start up date for many of the activities. The plan cites pending legislation that will define further opportunities for flexibility to execute innovative initiatives for turnaround schools. As a result, the extent of the board of education's ability to conduct actions is not clear. There is a chart providing historic evidence about the state's school turnaround efforts and lessons learned from 12 schools since 2004-2005. The results of the 12 interventions are not provided, which makes it difficult to determine the state's success and capacity to effectively intervene in low achieving schools.</p>		
Total	50	16

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	5
<p>(F)(1) Reviewer Comments: The funding for education in the state increased slightly between FY2008 and FY 2009. There is a new law cited in the application that provides a college tuition assistance program for qualifying students. The Board of Equalization does not get these funds from appropriations however and it is unclear whether or not the additional increase in high education funding is from a non-appropriated funding source.</p>		

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	10
<p>(F)(2) Reviewer Comments: The state has a law that does not cap the number of charter school in the state but there appear to be geographical county caps. In addition there is a cap of three annual new charter schools. The application cites a mandatory 10 hour training conducted by the state board of education for new charter school teams for accountability. There is little evidence in the way of additional monitoring of charter schools' impacts on student achievement. The application lacks details about the process for determining initial and renewal of charters. There are no details about facilities other than a statement that there is no difference compared to regular public schools. The application states that funding for charter schools is based on the same formula per student used with regular public schools with the exception of a 5% administrative fee that is deducted. However, comparable dollar amounts per students in charter and regular public schools are not provided in the narrative. In addition the state provides charters with a \$50,000 start up fund, which appears to be the extent of support from the state for charter school start up teams. There is brief mention of the Tulsa KIPP program that is a contract school model but there are no details to determine the accountability structure associated with this innovation model.</p>		
(F)(3) Demonstrating other significant reform conditions	5	2
<p>(F)(3) Reviewer Comments: The application makes reference several innovative public school programs in the state. There are two laws cited that support access to higher education coursework for high school students and early childhood education for younger students. There is mention of an external program evaluation but no evaluation data provided in the application to assess program effectiveness nor is there any evidence about the scope of innovative programs and students currently served by these programs in the state's schools.</p>		
Total	55	17

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
<p>Competitive Reviewer Comments: The application lists various STEM-related programs currently operating in the state. However, the application lacks documentation of the scope of LEA participation and effectiveness results from these program with regard to increased student achievement. There is the beginning of an organized plan to scale up or expand the programs currently in existence in the state through a much needed STEM Coordinating Council. However, there is no accountability plan with measurable performance targets or an equitable access plan provided in the application to show how the state will ensure equitable distribution of STEM-related learning opportunities to all of its students who are interested in pursuing STEM studies and related careers. STEM funds in the budget are 100% contractual which is not sustainable beyond the grant.</p>		
Total	15	0

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes

Absolute Reviewer Comments:

The state's application does articulate goals to address the four areas of educational reform. The level of LEA commitment for statewide implementation of actions to meet the goals in this application is not clear. The applicant does not provide clear evidence that it has reforms in place that provide a strong foundation for meeting its new goals. The application is particularly weak in the area of measuring teacher quality and performance-based school accountability. The application does not provide a comprehensive evaluation plan for tracking implementation or impacts from the proposed grant activities. The application does not provide names of vendors and contractors who will conduct most of the proposed activities. This suggests a lack of readiness to implement the plans that it proposes within its timeframes.

Total		0
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Grand Total	500	211
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Race to the Top

Technical Review Form - Tier 1



Oklahoma Application #5280ok3

A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	49
(i) Articulating comprehensive, coherent reform agenda	5	3
(ii) Securing LEA commitment	45	33
(iii) Translating LEA participation into statewide impact	15	13
<p>(A)(1) Reviewer Comments:</p> <p>(i) There is a clear sense of urgency captured in the proposal. This urgency rests on a foundation of direct support from the Governor's Office and many stakeholders in the pK-12, higher education, philanthropic and business communities. The state delineated 5 goals that track closely with the four areas of RTT. Each goal is supported by strategies for implementation. One area of concern was the approach to turnaround of low-performing schools. It was noted that there would be work in only 5 schools in the entire state. (ii) 60% of the LEAs signed on, representing 80% of the state's students. The two largest LEAs signed on. It was noted that 90% of the participating LEAs meet the criteria in Race to the Top. The area that is in need of improvement is evaluation of teachers and principals. The majority of participating LEAs have demonstrated a commitment to implement the reform plan. The MOUs and scope-of-work that are provided in the appendices demonstrate this commitment. However 3 LEAs are missing a signature from the Board chair. Many union signatures were missing, including that of Tulsa. It is important to note that the Oklahoma Education Association and the Oklahoma City American Federation of Teachers, the two primary bargaining agents have written letters of support. The Summary Chart of Signatures did not indicate where a signature from a union was not applicable. Nothing was said about why some local union leaders did not sign on. The summary table for A(1)(ii)(b) shows the LEAs' support for implementing a significant proportion of the plan. The state has a plan to monitor and hold the LEAs accountable for holding to their agreements. (iii) The state provided meaningful 2015 targets for improving student achievement, increasing the graduation rate, and increasing the number of students who complete a year's work of college credit within two years of enrollment.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	21
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	6
<p>(A)(2) Reviewer Comments:</p> <p>(i) The state has a clear plan to administer the Race To The Top Initiative and support and monitor the LEAs. The plan will be administered by a cross functional team in the SEA. The 2009 ed reform bill created 3 committees of internal and external stakeholders. The Governor appointed a steering committee of a variety of stakeholders from key role groups mentioned in the RTT guidance to support the planning and implementation of the grant. There was little detail given about how the many aspects of the grant would be managed using the cross functional teams. The budget narrative gives specific examples of budgetary support beyond the RTT funding. The budget narrative supports the goals that</p>		

were delineated in the proposal. (ii) The appendices provide information on the broad support during the planning process as well as letters of support from educators at all levels, parents, legislators/policymakers, business sector, community organizations, and the philanthropic community. The support of the local teachers unions was unclear.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	18
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	15
(A)(3) Reviewer Comments:		
(i) The state's NAEP scores are improving. Math has shown continued improvement. Some areas have shown some decline. The state is still among the states with the lowest percentage of students achieving proficiency. The achievement gap has continued to show modest improvement. (ii) The percentage of African American and Hispanic students passing the tests in ELA & math has increased. The racial achievement gap has begun to narrow. No mention was made about changes for English Language Learners or students in special education. The state has shown modest improvement in the 4 year graduation rate and in the total graduation rate. The rate is still low. No mention was made of how to work with the districts that are very low.		
Total	125	88

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
(B)(1) Reviewer Comments:		
(i) & (ii) Oklahoma is an active participant in the Common Core Standards Initiative, a consortium of 48 states, two territories, and the District of Columbia. The Initiative is coordinated by the National Governors Association and the Council for Chief State School Officers. The standards that are being developed will be internationally benchmarked. A copy of the draft standards is attached to the proposal. The state will adopt the Common Core standards by Aug. 12, 2010. They will contract with an outside vendor to conduct a crosswalk of the current state standards in reading and math with the draft of the Common Core Standards once released. Oklahoma is a member of the American Diploma Project, a network of 35 states that was launched by ACHIEVE to improve preparation for postsecondary education. (ii) The state DOE has outlined the legal process for the statewide adoption of the new standards.		
(B)(2) Developing and implementing common, high-quality assessments	10	10
(B)(2) Reviewer Comments:		
OK is a member of the Achieve Assessment Partnership and Balanced Assessment Consortium. To date, the Mosaic consortium is comprised of 27 states. This project will contain both formative and summative assessments that are aligned with the state standards, which are developed in line with the Common Core Standards.		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	14
(B)(3) Reviewer Comments:		

OK has had a statewide system for training teachers and principals about the standards (Achieving Classroom Excellence) since 2005. The timeline for implementation is too ambitious for something as complicated as shifting what happens in classrooms across the state. It would be helpful to know how the implementation of ACE is a foundation for the implementation of the new standards. The state's plans include aligning the curriculum P-16. The plans include a partnership with Thinkfinity.org to develop a lesson plan toolkit that is based on the state's new standards. It would be helpful to know how this work will connect with the overall plan for implementation. OK has a technology infrastructure to disseminate the standards implementation plan to educators and to parents. OK will engage independent researchers to conduct a study of student assignments and work to ascertain the level of fidelity to the standards.

Total	70	64
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C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	18
(C)(1) Reviewer Comments: The WAVE, OK's data system, meets 9 of the 12 elements of America COMPETES. Each element that the state currently meets is defined in the proposal. The state is aware of missing elements.		
(C)(2) Accessing and using State data	5	5
(C)(2) Reviewer Comments: The WAVE lacks the ability for researchers to access the data. The state has applied for federal money to complete the system by 1st quarter of 2011. They plan to develop a comprehensive system integrator that gives access to educators, researchers, and parents by 1st quarter 2012. When completed the system will be used as a key tool for decision-making. The proposal delineates 6 goals that are focused on providing a data system that is accessible and useful to a variety of stakeholder groups. The plan specifies activities to be undertaken, a reasonable timeline and the individuals responsible to ensure that the goals are met. By the 4th quarter 2011 the state will include a detailed evaluation of student performance on the online report card for schools.		
(C)(3) Using data to improve instruction	18	17
(C)(3) Reviewer Comments: The state presented four goals around supporting teachers and principals in using data for decision-making. The goals encompass the development of an instructional improvement data system, professional development on using the system to support decision-making, evaluation of preparation programs, and public reporting. The state plans to launch a web-based Comprehensive School Improvement System based on school improvement plans for use by LEAs & schools in spring 2010. The system will be enhanced in summer 2010 with LEA data. The launch will be accompanied by professional development of teachers and principals to improve their ability to use the data for instructional improvement. It would be helpful to see detail about the professional development plan.		
Total	47	40

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	14
(D)(1) Reviewer Comments:		

(i) The state meets all 5 elements for teachers and principals. (7pts) (ii) Evidence was provided to substantiate the use of alternative teacher and principal preparation routes. The percentage of teachers entering the profession through alternative routes is significantly higher for teachers than principals. Evidence was presented to show the number and percentage of educators entering through alternative routes. (7pts) (iii) Nothing was said about a process in place to monitor and fill shortages. (0pts)

(D)(2) Improving teacher and principal effectiveness based on performance	58	40
(i) Measuring student growth	5	5
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	15

(D)(2) Reviewer Comments:

(i)/(ii) The state does not currently provide student growth data for use in evaluation & it did not provide a baseline for how many districts use student growth. The state will provide individual student data. The state is developing a new evaluation system for both teachers & principals. The system will be based on a performance management system being piloted by Tulsa Public Schools as part of a Gates Initiative. The expectation of participating LEAs is that they will use student growth as a key measure and that they will conduct annual evaluations. The state has plans to provide student achievement data for use in evaluation. There is a plan to include student growth in the measures used for teacher and principal effectiveness. The state will contract with an outside vendor to design value-add measures to be used in the evaluation system. (ii) The state will design evaluation systems with instruments to be used statewide for teachers and principals. They will work with the outside vendor to determine appropriate value-added measures for teachers who are not in grades that are tested. Teachers and principals will be involved in the design process. Nothing was said about how this tracks with the assessment work as a part of MOSAIC. (iii)/(iv) It is not clear how many LEAs are conducting annual evaluations at this time. All districts will be expected to do so in the future. LEAs that do not comply will risk loss of accreditation. The evaluation process includes connections to decisions about professional development, retention, promotion, and compensation. There is an expectation that teachers and principals who are not performing will not be continued in employment. Appendix D(2)-1 provides an overview of the evaluation system that will include student growth as an important factor. The plan is ambitious. Nothing was said about how the state will assist district in shifting to this more rigorous process.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	10
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0

(D)(3) Reviewer Comments:

(i)The main vehicle being used is Teachers-Teachers.com. Several universities are developing programs in shortage areas. The state tracks and regularly reports on shortages. In the future the state will require each district to submit similar reports. There is a planning process to develop a system for better reporting and to expand the skills and knowledge of teachers in schools that are hard to staff. Implementation is expected for 2011-2012. The plan seems to be grounded in bringing in new teachers through alternative certification, rather than providing meaningful incentives for successful veteran teachers to move to hard-to-staff and specialty areas. There is an effort to strengthen the skills and knowledge of teachers already in high-poverty schools. The state established a position to assist districts in dealing with this issue. There was little evidence provided to show that enough high-qualified teachers would be yielded from these efforts. (ii)Nothing was said about shortage areas.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	4
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(D)(4) Reviewer Comments: (i)The state DOE and Office of Higher Education are working with the National Center for Teacher Quality to develop a system to link student data and teacher preparation programs. Implementation is set for 2011-2012. The intent of this collaboration is to ascertain which preparation programs are yielding students who are successful in improving student achievement. An outside vendor will be hired to analyze student data by teacher and teacher preparation programs. Unsuccessful programs will be pushed to improve. Principal preparation was not addressed.(4pts) The expertise of the National Center for Teacher Quality will help the state produce a high quality product. (ii)Nothing was said about expanding successful programs.(0pts)		
(D)(5) Providing effective support to teachers and principals	20	13
(D)(5) Reviewer Comments: Once the longitudinal data system and comprehensive school improvement system are completed, the state will assist LEAs in training teachers and principals in using data to inform instruction and management decisions. The professional development will provide collaborative training opportunities for teachers & principals. The state will provide opportunities to share best practices across LEAs. Assistance will be provided by the state for the development and implementation of induction programs for new teachers and principals.(10pts) No evidence was provided in the proposal to show that the state would evaluate and continuously improve the supports. Mention was made of a state sponsored conference to share best practices. That implies that some type of evaluation will occur.(3pts)		
Total	138	81

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
(E)(1) Reviewer Comments: The proposal states that there is authority to intervene in LEAs. The law provided in the appendices states only schools.		
(E)(2) Turning around the lowest-achieving schools	40	10
(i) Identifying the persistently lowest-achieving schools	5	1
(ii) Turning around the persistently lowest-achieving schools	35	9
(E)(2) Reviewer Comments: (i) OK implemented a plan for identifying and turning around the lowest performing schools. They are clear about the process to be used, beginning with the creation of a Turnaround Office at the SEA. They have a set of principles to guide the work. They provided a chart of lessons learned in their past efforts to support schools in need of improvement. The problem lies in the identification of only 5 schools for the entire state. (ii)The proposal notes the complexity of the challenges facing the lowest-achieving schools. Schools will be required to use one of the four RTT models. The transformation model will not be used inappropriately. There doesn't seem to be a broad focus on turning around a significant number of schools in the state. Thus no mention was made of how LEAs will be supported.		
Total	50	15

F. General

	Available	Tier 1

(F)(1) Making education funding a priority	10	5
<p>(F)(1) Reviewer Comments:</p> <p>(i) There was an acceptable increase in state funding. (5pts) (ii) The state has a funding formula. It was not provided. There was no information provided to determine equitable funding for high need LEAs. (0pts)</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	16
<p>(F)(2) Reviewer Comments:</p> <p>(i) There is cap on the number of charters for the state. The law allows for a 33% annual growth in charters per county. This is a high cap. Only two counties are eligible for charter schools. The state provides for the use of all four turnaround models. The state says it encourages districts to support innovation by giving successful schools more autonomy. (2pts) (ii) The charter school law meets many of the requirements of F(2)(ii). It misses a significant element- use of student achievement data in reauthorization. The state law is provided in Appendix F2-1 70 OS3-130. (4pts) (iii) The funding per student is the same amount as in the state funding formula, less up to five percent which may be retained by the sponsoring district as a fee for administrative services rendered. Nothing was said about the distribution of funds beyond foundational funding. (5pts) (iv) The state does not provide funding for facilities. The state does not impose any facility-related requirements. (1pt) (v) The state says it encourages innovation in LEAs. There is a process for requesting waivers from state regulations. The state also encourages districts to contract with innovative entities. Nothing was said about the autonomy that is granted in a waiver. Tulsa does have one KIPP school. (4pts)</p>		
(F)(3) Demonstrating other significant reform conditions	5	2
<p>(F)(3) Reviewer Comments:</p> <p>The state has several initiatives that support reform conditions beyond the traditional district school. These initiatives are traditional programs. Examples are alternative education programs for at risk high school students, concurrent enrollment in postsecondary institutions, and a pilot venture-Program for Infants & Toddlers. No information was provided about the effectiveness of these initiatives.</p>		
Total	55	23

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
<p>Competitive Reviewer Comments:</p> <p>STEM items are woven throughout the proposal. Appendix P2-1 STEM Map provides a detailed picture of the STEM initiatives in the state.</p>		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		No
<p>Absolute Reviewer Comments:</p> <p>While the state touches on all aspects of the initiative, it did not address all of them in a comprehensive and coherent way. There were several aspects of the plan that caused concern. There are many local</p>		

union leaders who did not sign on. Tulsa is noticeably absent. The graduation rate across the state has shown improvement. No mention was made of how the state will work with the LEAs where the graduation rate is significantly lower than the state average. There are districts reporting a graduation rate of less than 70%. There was no data focused on English Language Learners or students with disabilities. The state has a plan to move to new standards and assessments. Though a timeline was presented, it was not clear that the planners understood the complexity of changing teachers' behavior in classrooms. The application did not provide information about its process to monitor and fill shortages. The state does not provide student growth data for use in evaluation. It was not clear how the state would facilitate the shift to an evaluation model that is dramatically different than those being used now. Improving principal preparation programs and expanding successful teacher preparation programs were not addressed. No information was provided about a system of equitable funding of schools. Though the state is opening a Turnaround Office, the application only identifies 5 persistently low-performing schools. Though the application notes that the state encourages LEAs to seek waivers, nothing was said about what autonomy is granted. The example was given of Tulsa's Kipp school. No information was given about governance or release from state, local or union regulations.

Total		0
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Grand Total	500	326
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Race to the Top

Technical Review Form - Tier 1



Oklahoma Application #52800K-4

A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	36
(i) Articulating comprehensive, coherent reform agenda	5	3
(ii) Securing LEA commitment	45	25
(iii) Translating LEA participation into statewide impact	15	8
<p>(A)(1) Reviewer Comments:</p> <p>i. The proposal sets forth five specific goals fully correlated with the four RTTT reform areas and the STEM competitive priority. Each goal is accompanied by specific strategies to achieve that goal. Whether the collection of strategies is sufficient to attain the goal is not clear without some type of logic model or other mechanism to illustrate expected cause-and-effect relationships (i.e., relating strategies/activities to outcomes). ii. The state used the USED sample MOU in crafting its version, which is substantially the same. The participating districts comprise 61% (n=324) of the state's public LEAs, 75% of schools (n=1320), 81% of students, and 80% of students in poverty. Of the 324 LEAs, all MOUs were signed by the district superintendent, all but 3 were signed by the school board president (no explanation provided for non-signatures). The proposal states that not all LEAs are represented by teachers' union bargaining units; however it does not provide information about the number that are/are not. Only 64 MOUs were signed by the local teachers' union leader (20% of total, not known for how many districts this signature was applicable.) The state-level teacher organizations (NEA and AFT affiliates) provided letters of support for the overall application. iii. Participating LEAs signed on to most components of the MOU at a rate of 90% or better. Notable exceptions were using teacher evaluations to inform compensation/promotion/retention decisions (67% signing on), using evaluations to inform tenure/certification decisions (78% signing on), and turning around the lowest achieving schools (79% signing on). In all, the LEA participation rate does have some potential for statewide impact, especially since the state's largest did sign on and accept all components of the preliminary scope of work. However, some of the key elements of RTTT, such as using student data to inform teacher evaluation, which is then used for decision-making, are weak in terms of LEA buy-in.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	17
(i) Ensuring the capacity to implement	20	10
(ii) Using broad stakeholder support	10	7
<p>(A)(2) Reviewer Comments:</p> <p>i. The proposal describes several specific dedicated leadership roles and teams to implement the OK RTTT plan. The Governor has established a RTTT Commission, led by the State Superintendent, which includes key stakeholders. The Commission will monitor and report on RTTT progress. Specific managers at the SEA will administer the plan, including grant administration/oversight, budgeting, and monitoring, through cross-functional teaming. It is not clear from the proposal whether each of the seven proposed RTTT "projects" will have a dedicated team. While LEA support and accountability is referenced as being a responsibility of the Project Director and the RTTT team at the SEA, specific</p>		

supports and accountability measures for participating LEAs are not fully described in this section. The proposed budget is aligned with the seven reform "projects", and the proposal indicates that the state has realigned a portion of its federal and state funds to support the RTTT plan. The description of sustainability plans beyond the grant period rests largely on the permanent establishment of data structures, but this does not sufficiently describe how the preponderance of RTTT reforms will be sustained. ii. Stakeholder support is demonstrated through a large number of support letters included in the appendix. Support includes the state teachers' union, as well as legislators, corporations, private foundations, and professional associations. Most support appears to be in spirit, but not necessarily in-kind, as evidenced by a signature on a "stakeholder support statement" form. Private foundations have pledged to collectively raise \$5 million for the RTTT effort.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	20
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	15
(A)(3) Reviewer Comments: i. The proposal sufficiently describes the state's track record to date in establishing reforms consistent with RTTT. ARRA funds were used support RTTT-type reforms. ii. The state has improved NAEP mathematics scores in both 4th and 8th grades. There has been no improvement in NAEP reading scores at either grade level. NAEP achievement gaps in reading and math have improved for black and Hispanic students. High school graduation rates have improved slightly. No summary data was provided for state test results. (The report card data in the appendix was for 2008-09 only and did not provide evidence for improvement/closing achievement gaps.)		
Total	125	73

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
(B)(1) Reviewer Comments: i. OK is participating in the CCSSO-NGA Common Core standards initiative. These standards will be internationally benchmarked and will build toward high school graduation and career readiness. The consortium consists of 48 states, the District of Columbia, and two territories, a significant number of participants. ii. The proposal indicates a commitment to adopt the standards by June 26, 2010. The standards will be adopted by the legislature and Governor. The process is sufficiently described in the proposal.		
(B)(2) Developing and implementing common, high-quality assessments	10	10
(B)(2) Reviewer Comments: OK is participating in the MOSAIC consortium consisting of 27 state members and MOU documentation is provided. This consortium will develop formative assessments aligned with the Common Core standards. The narrative states that OK is also participating in the Balanced Assessment Consortium, but no evidence of an MOU or other documentation is provided as evidence.		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20

(B)(3) Reviewer Comments: OK has laid out a comprehensive and detailed plan for the transition to Common Core standards that includes technical assistance to districts in the form of alignment tools and professional development, a mechanism for collecting data on standards implementation, and bridging to new formative and summative assessments. The plan combines face-to-face and on-line supports and utilizes the power of a state law (Achieving Classroom Excellence Act) to leverage the transition.		
Total	70	70

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	18
(C)(1) Reviewer Comments: OK meets 9 of the 12 American COMPETES Act elements for a comprehensive longitudinal data system. The unmet elements are #9 (student-level transcript information), #11 (successful transitions to post-secondary education), and #12 (post-secondary preparation).		
(C)(2) Accessing and using State data	5	3
(C)(2) Reviewer Comments: The SEA plans to develop and implement user interfaces for researchers, parents, educators and other stakeholders. The state will improve state report cards by including more detailed student performance reports. The proposal states that with educator training, these data will enhance understanding of performance and will lead to instructional improvements. The proposal is somewhat vague about how these data will be used by policymakers and the public to foster educational improvements.		
(C)(3) Using data to improve instruction	18	9
(C)(3) Reviewer Comments: The proposal includes four goals to foster the use of data for instructional improvement: designing new web-based instructional improvement systems, train teachers and principals to use the systems, use data to improve preparation programs, and improve public reporting of educational performance. The plan seems to assume that these systems will be so compelling that everyone will want to use them and use them productively. There is no description of an ongoing support system or discussion of developing data analysis skills among educators that can foster intrinsic motivation to use these systems for improvement. Timelines and responsible entities are not described.		
Total	47	30

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	18
(D)(1) Reviewer Comments: i. OK law authorizes alternative routes to teacher and principal certification. These routes include providers that are not IHEs. The routes do limit the amount of coursework required compared to traditional routes; however, requirements for school-based pre-service experiences are not described. All alternative route teachers must participate in LEA-based mentoring, although the proposal does not describe how effectiveness of mentoring is evaluated. Completers receive the same certification as regular route teachers. Selectivity of these routes is not specifically discussed, other than describing		

general requirements such as having bachelor's degrees and passing state or provider tests. ii. Routes currently in use include Teach for America, Troops to Teachers, and the state alternative route. The numbers of teachers and principals participating in alternate routes are provided in the proposal, and they represent a significant percentage of educators certified in the previous year (43% and 17% respectively). iii. OK uses requests for emergency certification and district surveys as data to determine areas of educator shortages. No systematic statewide program to increase teacher preparation in shortage areas is described in the proposal, although OK's large urban districts are described as having such programs.

(D)(2) Improving teacher and principal effectiveness based on performance	58	39
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	8
(iv) Using evaluations to inform key decisions	28	18

(D)(2) Reviewer Comments:

i. The description of a student growth measure is not yet developed; the proposal states that this will be done with the help of a contractor after receipt of RTTT funds. This makes it difficult to determine if the proposed evaluation system is viable. ii. The state proposes developing, with teacher and principal involvement, new statewide teacher and principal evaluation tools, with two components: a student growth/value added component, and a performance rubric. Since the student growth measure is not yet defined, it is not possible to judge from the proposal how this will work. For teachers in untested subjects and grades, only the performance rubric (undefined at this time) would be used. Although the state is participating in the MOSAIC consortium for assessment, there is no mention of incorporating assessment tools from this effort into a design for measuring student growth, especially in untested subjects and grades. For the principal evaluation tool, a school growth measure is proposed but not yet defined. One hundred percent implementation in a short time frame requires more explanation. iii. The proposal states that participating LEAs will conduct educator evaluations annually; these will include feedback to educators to guide instruction and professional development. iv. Participating LEAs must use the evaluation data to assess all components of teacher's employment and compensation (rewarding, supporting, developing, compensating, dismissing). The Tulsa LEA will pilot a compensation system based on the new evaluation tools. Without a clear understanding of the student performance growth measure, it is not possible to claim that this system will be highly effective.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	10
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	0

(D)(3) Reviewer Comments:

i. OK will build on an existing state law that requires LEAs to file Equitable Teacher Distribution Plans based on "highly qualified" teachers as defined by ESEA. These plans will be modified to be based upon the new educator effectiveness criteria developed for the RTTT educator evaluation requirement. The proposal describes goals to upgrade the educator credentialing system to include effectiveness measures; provide targeted recruitment and professional development in hard-to-staff schools, and create an urban educator credential. The plan is heavily focused on high poverty urban schools; there is no mention of how equitable distribution will be attained across high poverty rural schools. A school conditions survey is proposed to inform professional development for school principals. ii. The proposal does not address increasing the numbers and percentages of effective teachers in hard-to-staff subjects and specialty areas.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	4
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(D)(4) Reviewer Comments: i. The proposal includes statements referring to planned capacity to link student performance and growth data to educator preparation programs. The state will not be able do this until the student growth/teacher evaluation capacity is attained (2012-13 at the earliest). There is little description of how this linkage back to preparation programs will be accomplished. ii. The plan includes a goal of using the preparation program data to determine which programs are most effective and which are in need of improvement. There is no elaboration of this goal.		
(D)(5) Providing effective support to teachers and principals	20	5
(D)(5) Reviewer Comments: i. The OK proposal includes plans for the SEA to offer professional development on the analysis and use of data, instructional strategies and resources, and staffing schools with effective educators. Participating LEAs will select and implement mentoring programs for new teachers and principals. The plan relies heavily on SEA staff and yet-to-be-determined commercial vendors. Details are lacking. ii. No mention is made of how these supports will be evaluated for effectiveness and continuously improved.		
Total	138	76

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	5
(E)(1) Reviewer Comments: OK has the statutory authority to intervene in the state's persistently lowest-performing schools, but not in LEAs. Although the proposal narrative indicates that the state can intervene in LEAs, examination of the referenced statute included in the Appendix does not show that LEA-level interventions are allowed.		
(E)(2) Turning around the lowest-achieving schools	40	10
(i) Identifying the persistently lowest-achieving schools	5	1
(ii) Turning around the persistently lowest-achieving schools	35	9
(E)(2) Reviewer Comments: i. The proposal describes its methodology and identifies the 5 lowest-achieving schools, including high schools that would be eligible for Title I funding. Apparently the state did not fully identify the lowest-achieving 5% of schools statewide, but rather identified 5 schools total. ii. OK's turnaround plan rests on four principles: personnel, time, community, and resources. LEAs with the identified schools will be required to work with the schools to adopt one of the four RTTT turnaround models. External partners will be assigned to assist with the turnaround efforts, including the hiring of effective teachers and principals. Model programs will provide best practice information and assistance as the schools implement their turnaround plans. Schools will be encouraged and supported to expand instructional and professional time. Community schools models will be introduced along with the RTTT reform models to provide wrap-around services and community support. Extensive professional development is a key feature of the plan. While the plan generally has the potential to succeed as described, OK provided evidence for its historic turnaround performance that shows only slight experience with the four RTTT reform models. The "closed school" model provided the most experience, but the least helpful lessons for creating positive change in additional schools.		
Total	50	15

F. General

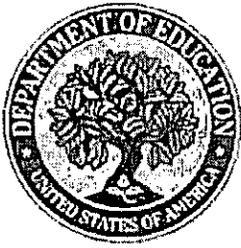
	Available	Tier 1
(F)(1) Making education funding a priority	10	5
<p>(F)(1) Reviewer Comments:</p> <p>i. The state INCREASED Education funding as a percentage of state funding slightly (1.1%) from FY2008 to FY2009. ii. The proposal simply states that the state's public school funding formula is "designed to promote vertical and horizontal equity," but this is not described or explained, so there is insufficient evidence to award points for this criterion.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	15
<p>(F)(2) Reviewer Comments:</p> <p>i. While state law puts no statewide caps on charter school establishment or enrollment, it does limit the number of new charter schools per county per year to three. Other requirements of the law have the effect of making it possible to charter schools in only two counties: Tulsa and Oklahoma (location of Oklahoma City). The proposal states that OK intends to remove this county cap, but has not yet done so. Also, state law limits charter schools to LEAs serving at least 5,000 students, meaning only 12 of the state's LEAs can sponsor a charter school. The result of these restrictions is that only the Tulsa and Oklahoma City districts now have charter schools, a combined total of 18. Thus the state does have de facto caps on charters that severely limit their geographic distribution. Therefore, low points are awarded for this component of (F)(2). ii. In the past five years, 14 applications for charter schools have been made, of which 9 have been denied. No charter schools have closed in the past 5 years. Criteria for approval include academic performance and fiscal contractual obligations. No mention is made of the need for charter school student demographics to mirror local district populations. Charters are approved for 5 years and are renewed or not depending on review and analysis of the school's meeting performance and fiscal obligations. The description of the charter school approval/denial process and the applicable accountability measures is sketchy and does not provide sufficient information to know if the state ensures conditions for high-performing charter schools. Therefore, low points are awarded for this component of (F)(2). iii. The proposal states that charter schools receive the same per-pupil state formula funding as regular schools, except for a 5% fee for administrative services provided by the LEA. However, state and federal categorical funding, as well as local funding, is not addressed other than to say that the charter schools are "eligible" for other funds. The actual amount of annual funding per pupil was not provided. Charters are allowed to receive funds from other sources, including grants and donations. The state has a Charter Schools Incentive fund to assist in planning charter applications and covering startup costs up to \$50,000. Partial credit is awarded for this criterion. iv. No mention is made of the state providing funding or other support for charter school facilities. Therefore, no points are awarded for this component of (F)(2). v. The proposal references potential regulatory waivers for LEAs and districts to increase their autonomy, but only mentions one existing contractual arrangement with KIPP for one school in Tulsa as an example of a semi-autonomous arrangement. Therefore, low points are awarded for this component of (F)(2).</p>		
(F)(3) Demonstrating other significant reform conditions	5	1
<p>(F)(3) Reviewer Comments:</p> <p>Several other reforms are described in the application. These include alternative education programs for struggling students, concurrent HS/HE enrollment, and the recent approval of Teach for America as an alternative teacher certification route. No data is provided as to whether these reforms have resulted in increased student achievement, narrowing of achievement gaps, or other significant outcomes. Therefore, low points are awarded for this criterion.</p>		
Total	55	21

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
Competitive Reviewer Comments: The proposal includes a very short description of plans to expand existing STEM initiatives. These were not embedded in the main proposal and appear to be an add-on to the core RTTT plan rather than integral to it. While the plan touched on the three RTTT STEM priority areas (offering rigorous courses of study in STEM disciplines, professional development for STEM teachers, and preparation for further study and careers), the plan description was too brief and vague, as well as too focused on activities (STEM Appendix item) to give a good idea of how the intended activities would be implemented, and listed no baseline data and measurable targets for improvement.		
Total	15	0

Absolute Priority - Comprehensive Approach to Education Reform

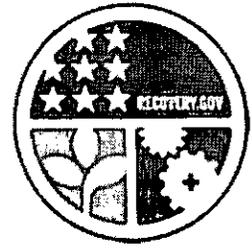
	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: The state has done an adequate job of addressing the four RTTT education reform areas and the State Success factors, although each area exhibits weaknesses as described in the comment sections for each criterion.		
Total		0
Grand Total	500	285



Race to the Top

Technical Review Form - Tier 1

Oklahoma Application #5280OK-5



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	40
(i) Articulating comprehensive, coherent reform agenda	5	2
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	8
<p>(A)(1) Reviewer Comments:</p> <p>(i) The State has set forth a somewhat comprehensive and coherent reform agenda that articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, in many ways establishes a clear and credible path to achieving these goals, and is generally consistent with the specific reform plans that the State has proposed throughout its application. Applicant has set some clear targets and adequate goals for each reform area, with the exception of the plans to improve the effectiveness of teacher and principals and its school turnaround strategy. Applicant has only set a target of turning around 5 of the state's lowest-performing schools per year. There are 1,783 schools in Oklahoma, and the state's performance on NAEP is not particularly impressive. (ii) The participating LEAs are generally committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by the MOU agreements between the State and its participating LEAs. However, the overall percentage of LEAs that have signed on to this reform plan is not particularly high, at approximately 60 percent. Fortunately, these LEAs do educate 80 percent of the student population. Although the applicant was able to get full support from LEA superintendents and nearly full support of the local school board presidents, the applicant does not make it clear that it has the full support of applicable union leadership. Applicant reports that not all districts are represented by bargaining units but uses the denominator of all participating districts as the number of districts where having union support would be applicable. If this is the case, then the applicant has only gotten approximately 20 percent of union signatures. Notwithstanding this apparent mistake, applicant did get relatively strong letters of support from the state NEA affiliate and the OKC AFT. (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into somewhat broad statewide impact, allowing the State in part to reach its ambitious yet achievable goals, overall and by student subgroup. Although the percentage of participating LEAs is not especially high, the two largest districts – Oklahoma City Public Schools and Tulsa Public Schools – have signed on to the plan. It is noteworthy, however, that only two-thirds of the participants have agreed to use evaluations to inform compensation, promotion, and retention. Additionally, there may be reason to believe that rolling out the plan in Tulsa could be undermined given the lack of union support in that city.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	28
(i) Ensuring the capacity to implement	20	20
(ii) Using broad stakeholder support	10	8

(A)(2) Reviewer Comments:

(i) To a relatively large extent, the applicant has in place a strong leadership capacity to implement this reform plan. The applicant lists the personnel charged with planning and implementation at the state level and some of their qualifications, which appear strong. The applicant has also wisely involved the state board, which will secure an annual third-party evaluation to continuously refine and publicly report on supports needed for success. Further, the state has done well to work in collaboration with local superintendents and stakeholders, including philanthropies which will provide technical and financial support, to design the plan and set the course for implementation. The budget is generally reasonable and does not include large increases for funding new positions simply for implementation of the plan. (ii) Applicant provides a fair amount of evidence that it has support for this reform plan from a broad group of stakeholders, which will help the state to implement its plans better. Although the content of the letters is not as strong as it might be in every case, applicant offers as evidence numerous letters from the business community, IHEs, and the state's legislative leadership, and other stakeholders.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps

30

15

(i) Making progress in each reform area

5

3

(ii) Improving student outcomes

25

12

(A)(3) Reviewer Comments:

(i) Oklahoma has made some progress over the past several years in each of the four education reform areas and has used state and federal funds to make improvements to the education system. The description of the use of aggressive interventions to turn around failing schools is not sufficiently clear. Applicant states that district superintendents have the ability, and use that ability, to change leader and teacher staffing to turn around failing schools but provides insufficient evidence to support these claims. Moreover, the applicant does not provide proof that it has been increasing dramatically the rigor of state assessments. (ii) Applicant boasts of increases in NAEP scores, but in three of the four categories (by grade and subject), Oklahoma has actually lost ground relative to changes in national averages. It is true, however, that there has been notable gains in grade 4 math. Moreover, applicant reports that there have been several areas in which achievement gaps between races and income levels have closed. Graduation rates have not changed substantially.

Total

125

83

B. Standards and Assessments

(B)(1) Developing and adopting common standards

Available

Tier 1

40

38

(i) Participating in consortium developing high-quality standards

20

20

(ii) Adopting standards

20

18

(B)(1) Reviewer Comments:

(i) Oklahoma is participating in a consortium of States that is working toward jointly developing and adopting a common set of K-12 standards that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation. Applicant provides proof of its participation in the Common Core program of the NGA and CCSSO. (ii) Applicant has a good plan for adoption of these common standards and intends to have them adopted within the acceptable time frame. Applicant's idea to hire an independent organization to conduct a crosswalk analysis of current state standards is particularly compelling. The only shortcoming is that

applicant has not made it fully clear if there are any obstacles or is any opposition to adoption of these standards.		
(B)(2) Developing and implementing common, high-quality assessments	10	10
(B)(2) Reviewer Comments: Oklahoma has joined the MOSAIC Consortium, which meets the criteria, and this consortium has more than one-half of states.		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
(B)(3) Reviewer Comments: To a large extent, Oklahoma, in collaboration with its participating LEAs has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation. The roll out plan builds on standards and curriculum reforms that were put into place over the past few years. The applicant states: "Building upon the reforms of the Oklahoma Achieving Classroom Excellence Act (ACE) and the American Diploma Project the state's systems of common, higher, and career and technical education will integrate the Common Core standards (K-12) into an aligned P-20 curriculum and assessment framework that prepares more students for postsecondary success and career readiness. The following goals and activities represent strong partnerships between the Oklahoma State Department of Education, the Oklahoma State System of Higher Education, and the Oklahoma State System of Career and Technology Education and establish innovative additions to existing statewide support systems." Moreover, the plan involves improvements to the PASSport technology teacher support system that will help with the integration of the new standards into classroom teaching. Applicant describes this toolkit as: "the online access point to common core standards; item and template banks for building standards-based assessments; software for P-20 curriculum alignment, web-building, messaging; and links to thousands of high-quality resources. This concept is modeled upon web-based systems like (NY Learns.org) developed by the University of Buffalo, the Pennsylvania Department of Education web-based toolkit, and a similar system designed for New York City Public Schools." The applicant also has a good plan to study, as it did with the lower grades, the alignment of the taught curriculum and the written curriculum for grades 11 and 12. This study will help with the monitoring of the fidelity of standards implementation.		
Total	70	68

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	18
(C)(1) Reviewer Comments: Applicant reports having in place 9 of the 12 elements of the America COMPETES Act.		
(C)(2) Accessing and using State data	5	3
(C)(2) Reviewer Comments: The state has a somewhat high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders. The plan is generally clear where it includes straightforward goals statements, such as: identify and collect additional data points; create interactive databases of statewide data; understand requirements of each key stakeholder needing access and use of data; develop customized reports, tools, interfaces and modalities for each stakeholder needing access and use of data; ensure transparency, accountability and stakeholder input is present in design; and ensure design meets overall goals and promotes student achievement. Applicant understands the need to hire external expertise to develop a		

system that will be accessible to stakeholders and that will meet their needs. The plan is weak where it describes how exactly accomplishing these goals will support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness. Thus, it appears that the applicant understands what general things need to be accomplished, but not how exactly accomplishing those goals will translate into better policy and practice.

(C)(3) Using data to improve instruction	18	9
(C)(3) Reviewer Comments: The state has a somewhat underdeveloped plan to collaborate with its participating LEAs to increase the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness. As noted above, the plan for the development of the PASSport system with varying functionalities to address different educator needs is generally well designed. At this point, the plan is still rather conceptual, however. Applicant states that it will collaborate with IHEs to provide technical assistance to participating LEAs, but it is not clear what support will be provided or how it will be provided. Finally, applicant again merely states that it will comply with the intent to provide researchers access to data, but it does not sufficiently describe the process or its understanding of the importance of such actions.		
Total	47	30

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	14
(D)(1) Reviewer Comments: Oklahoma has several legally approved alternative routes to certification in place, including at least one route other than those offered by IHEs. The standard alternate route requires a rather large amount of coursework (18 hours), participation in a mentoring program, and 270 hours of professional development in addition to having a bachelor's degree. Despite these barriers, applicant reports that a high percentage (43.4%) of newly licensed teachers came through alternate routes last year. A relatively large percentage of principals also came from alternate routes. There is not evidence that these alternate routes are particularly selective. The state's process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage has both strengths and weaknesses. The monitoring process is not clearly described, but the recruitment process appears quite strong. The applicant reports that the OSDE "has successfully partnered with Teachers-Teachers.com to provide a statewide educator recruitment service for Oklahoma public schools since 2005. This initiative helps the 539 public school districts recruit highly qualified and effective teachers and administrators by accumulating a statewide pool of qualified job seekers that can be accessed by school district recruiters. By giving all districts equal access to the statewide pool, the state takes the initial step in providing for the equitable distribution of highly qualified educators." It is also worth noting that the process for emergency certification appears particularly inefficient.		
(D)(2) Improving teacher and principal effectiveness based on performance	58	31
(i) Measuring student growth	5	2
(ii) Developing evaluation systems	15	7
(iii) Conducting annual evaluations	10	7
(iv) Using evaluations to inform key decisions	28	15

(D)(2) Reviewer Comments:

(i) Although the applicant has not yet established clear approaches to measuring student growth and for measuring it for each individual student, the plan to do so is generally good. The restrictions that the applicant places on the use of the student value-added model may be reason for concern, however; applicant states: "The value-added teacher measure will only be used for those teachers in grades and subjects that are tested through the state's assessment program, and will be determined only by those students who are in a teacher's class for a full year, and who have valid pre-test data from the prior year. The measure will be based on three years of student data." The applicant does not sufficiently explain the rationale for these decisions and what it intends to do to dramatically improve educator performance evaluation processes until such data are available. Another drawback is that the applicant does not justify its decision for including student surveys in the ratings of principals; it would be useful to address the reliability of such measures. On the other hand, applicant's plan is strong where it states that it "will contract with an external vendor to develop and provide research to support the value-added components of the TEM and LEM, including the development of new assessments for subjects and grades that are not currently assessed." (ii) Applicant has a somewhat strong plan to design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using five rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with broad stakeholder involvement. However, despite the fact that applicant mentions some ways to mitigate this problem over time, it is very concerning that the applicant states: "Oklahoma districts do not have the capacity or data to measure teacher and principal efficacy, or to make decisions regarding development, promotion, retention or removal of teachers and principals." The targets are unrealistic for phasing in this systems. (iii-iv) Applicant reports that Oklahoma currently requires annual performance evaluations of teachers and principals, that the new systems will also require annual implementation, and that the use of the system will be enforced by the state. Applicant does not have a sufficiently detailed plan for how it will provide teachers and principals with data on student growth for their students, classes, and schools. Applicant is clear that it will communicate expectations for performance to educators, will provide professional development to those falling short, and will dismiss particularly ineffective teachers who do not improve. At the same time, LEAs will be able to apply for performance pay funding. Applicant is, however, not sufficiently clear about all of the policy changes at the state and local levels that may required for the maximum implementation of a performance-based compensation systems.

(D)(3) Ensuring equitable distribution of effective teachers and principals

25

5

(i) Ensuring equitable distribution in high-poverty or high-minority schools

15

5

(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas

10

0

(D)(3) Reviewer Comments:

The applicant begins to address the criteria in this section by citing its endorsement of alternate routes for bringing talented, non-traditional teaching candidates to classrooms across the state, as one way it is working to ensure the equitable distribution of effective teachers to students in high-poverty and/or high-minority schools. It appears, however, that this is a mostly just a copy of the information provided earlier in the application and is perhaps not the applicant's real answer. Moreover, in this first section, it appears that the applicant did not fully revise its explanation of how it will expand and promote alternate pathways for principals. The applicant then launches into a description of how LEAs are required to develop a plan informed by data, to ensure that students in high-poverty and/or high-minority schools have equitable access to highly qualified teachers and principals and are not served by non-highly qualified teachers and principals at higher rates than other students. The applicant does well to state that it understands the it needs to enhance the content of these reports to focus on effectiveness, not merely qualifications. Applicant explains how it will incorporate the new measures of effectiveness into this equitable distribution tracking system. Applicant also describes how the state was wise to bring in external expertise to help develop goals and actions steps to promote equitable distribution of effective teachers and principals. This newly developed plan has good components. The

applicant does not specifically address Romanette (ii), which is focused on strategies for better staffing hard-to-staff subjects with highly effective teachers.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	3
<p>(D)(4) Reviewer Comments: Applicant has a basic plan to address the goals in this section. Applicant states what it intends to accomplish but does not provide sufficient clarity as to how it will accomplish these stated goals. Applicant explains that there will be delays in accomplishing these goals because "Oklahoma does not as yet have the capacity to collect student academic growth data, nor to match student performance with teacher data." The state does plan to develop this capacity over the next couple years. Applicant does not appear to address the second Romanette: "Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals."</p>		
(D)(5) Providing effective support to teachers and principals	20	7
<p>(D)(5) Reviewer Comments: The applicant has a somewhat high-quality plan to provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. The goals listed in this section are clear and appropriate. Though, again, the action steps for accomplishing the many of these goals (e.g. goals 1-3) do not reflect particularly strong planning. For example, the applicant indicates that it will, in collaboration with LEAs, train principals and teachers to gather and analyze data from instructional improvement systems. However, the applicant's description of how it will accomplish implementing a training program is not sufficiently detailed. Applicant states that it and LEAs will hire national vendors to conduct the training, but applicant fails to provide a list of potential vendors or to explain in detail how this training will translate into better teaching and learning. The point is that the applicant has not made it clear that it has considered what criteria it will use to select vendors nor what vendors are even out doing the work they think they need. The explanation for goal 4 is more complete. Applicant does not sufficiently address how it plans to measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement.</p>		
Total	138	60

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: Applicant reports that the state has the legal authority to intervene in both failing schools and LEAs.</p>		
(E)(2) Turning around the lowest-achieving schools	40	11
(i) Identifying the persistently lowest-achieving schools	5	2
(ii) Turning around the persistently lowest-achieving schools	35	9
<p>(E)(2) Reviewer Comments: The state's plan to identify the persistently lowest-achieving schools is not particularly ambitious or aggressive, as it only focuses on selecting a small handful of persistently ineffective schools. Moreover, the overarching principles that are to guide the turnaround plans for the lowest achieving schools are not especially strong either. These principles center around: improving recruiting and compensation practices to attract personnel better suited to work in high-poverty and high-minority environments; offering more time in the school day; providing more professional development and time for collaborating; and a broad statement about providing more resources. Applicant's description of the</p>		

goals for implementing a statewide turnaround plan are not fully developed on whole. However, there are some strong initiatives here, including the statements about the intent to promote increased use of data on student performance to improve instruction. Applicant describes the need for a different school turnaround plan for the state's two largest urban school districts. Applicant states that these districts will be required to choose one of the four turnaround approaches from the grant program; the state will provide some support to districts as they plan and implement turnaround models. The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools that States or LEAs attempted to turn around in the last five years does not promote confidence that the state sees that it should take an aggressive role in promoting school turnaround. Since 2004-05, Oklahoma has closed 8 schools, restarted 3 schools, transformed 0 schools, and used turnaround at 1 school. Applicant reports that there are 1,783 schools in the state.

Total	50	21
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	5
<p>(F)(1) Reviewer Comments:</p> <p>(i)The percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2009 was greater than the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2008. (ii) Except to state "The Oklahoma State Aid Formula, through which LEAs receive support, was designed to promote vertical and horizontal equity," applicant did not address how the state's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, or (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	13
<p>(F)(2) Reviewer Comments:</p> <p>(i)Although applicant states that Oklahoma's charter school law "does not 'prohibit the increase in the number of high-performing charter schools by the percentage of total schools in the state that are allowed to be charter schools,'" the law does have the effect to inhibit the increase in the number of high-performing charter schools statewide. There are restrictions in the law that contribute to this effect. Applicant reports on geographical restrictions and annual approval caps. (2/8)(ii)Applicant describes in broad terms that the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools. Applicant does not provide detail as to how authorizers require that student achievement be one significant factor, among others, in authorization or renewal. Applicant reports that there were 14 applications filed in the last 5 years, that there were 6 applications approved, and 9 applications denied, and no schools closed. Applicant does not provide reasons for these decisions or reconcile these numbers.(2/8) (iii) By stating that charter schools receive full state funding, applicant seems to be making the argument that the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues. Applicant does not provide evidence of the effect of charter funding policies on per pupil funding equity across sectors.(3/8) (iv) Applicant does not report that 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. However, applicant does assert: "The state does not impose any facility related requirements on charter schools that are stricter than those applied to traditional public schools." (4/8) (v) It appears</p>		

that it is possible for LEAs to operate innovative, autonomous public schools other than charter schools, but the details of such waiver programs are not provided. (2/8)

(F)(3) Demonstrating other significant reform conditions	5	2
<p>(F)(3) Reviewer Comments: The state, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, some additional conditions favorable to education reform or innovation that may have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes. Highlights include the increase in alternative educational opportunities for students who are at a high-risk of dropping out and the concurrent enrollment opportunities at IHEs. Applicant does not provide sufficient evidence of the results of these programs.</p>		
Total	55	20

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	0
<p>Competitive Reviewer Comments: On the basis of what is described in this section and throughout the application, the applicant does not provide sufficient evidence that it has a high-quality plan that meets all of the criteria in this priority. (i) Oklahoma does have some initiatives in place to develop a rigorous course of study in mathematics, the sciences, technology, and engineering. These initiatives are isolated, however, and not infused in curricula across the state. (ii) The applicant has a good plan to cooperate with industry experts, museums, universities, research centers, and other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines. For example, applicant describes its intent to create a STEM Coordinating Council that will work to meet these goals. (iii) Applicant's plan to prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics is not particularly well developed. One specific shortcoming is that it is not sufficiently clear how applicant intends to address the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.</p>		
Total	15	0

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
<p>Absolute Reviewer Comments: To a sufficient extent to meet this priority, applicant has comprehensively and coherently addressed all of the four education reform areas specified in the ARRA as well as the State Success Factors Criteria in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The application is strongest in its plans for improving standards and assessments; the plan is rather weak in its strategies for improving teacher and principal effectiveness and school turnaround.</p>		
Total		0

Grand Total	500	282
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